

**University of Windsor
Program Development Committee**

*5.5: **Education – New Course Proposals**

Item for: **Approval**

MOTION: That the following course additions be made:*

- 80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (I/S)
- 80-225. Mathematics Foundations (PART I) (J/I)
- 80-424. Language and Media Literacy (PART II) (J/I)
- 80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (J/I)
- 80-414. Language and Media Literacy (PART II) (P/J)
- 80-215. Mathematics Foundations (PART I) (P/J)
- 80-211. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (P/J)
- 80-206. Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts
- 80-208. Assessment and Evaluation
- 80-201. Foundations of Practice (Part I): Philosophical Orientation to Education
- 80-202. Foundations of Practice (Part II): Classroom Practice
- 80-207. Service Learning Specialization

Rationale:

- These new courses have been approved by the Faculty Council.
- See attached.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course # 80-231 and Title: Pedagogy of the Arts: Music, Visual Art, Dance/Drama (I/S)

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course situates the arts in Grades 7 to 8 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. **The course will be presented in both Lecture and Lab format.**

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
4.5	54	6			lab	2	2	2	

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

N/A

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

This course situates the arts in Grades 7 to 8 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. **The course will be presented in both Lecture and Lab format.**

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this I/S non major course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Create inclusive classroom environment strategies that engage and facilitate the learning of all students in Grade 7 to 8 arts classes <ul style="list-style-type: none"> • Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics as identified by Ontario Ministry of Education documents for Grades 7 and 8 • Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities and contexts to create inclusive lessons in the Arts classrooms • Apply their knowledge Ministry of Education Arts curriculum documents to all lesson plans developed 	A. the acquisition, application and integration of knowledge
B Locate, examine, assess, analyze and apply professional literature related to educational practices relevant to the Pedagogy of the Arts.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Develop strategies to elicit creative thinking and tools to assess student learning in this area	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> • N/A 	D. literacy and numeracy skills
E. Develop strategies to engage English language learners, multi-lingual learners and Aboriginal learners in the Arts classrooms	E. responsible behaviour to self, others and society
F. Communicate fluently and proficiently in both oral and written forms appropriate for an I/S Arts classroom	F. interpersonal and communications skills

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this I/S non major course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
G. Respond to and be responsible to peers through group work and self and peer assessment tasks	G. teamwork, and personal and group leadership skills
H. Develop inclusive and collaborative lessons that value diversity and the integration of the Arts across the curriculum	H. creativity and aesthetic appreciation
I. Develop artefacts that demonstrate professional learning and professional growth to include in a Professional Growth Portfolio	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	65	65	65	65	65

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
2	Lectures
2	Tutorials
2	Labs
	Practical experience
	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
1	Studying for tests/examinations

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.	

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

<i>Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.</i>

Name	Rank	Speciality
Bayley, Jonathan	Associate Professor	Music
Sefton, Terry	Associate Professor	Music
Tousignant, Wayne	Sessional Lecturer	Visual Arts, Computers
Berthelotte, Bernadette	Sessional	Music
Dresser, Ann	Sessional	Music
Hopper, Patricia	Sessional	Music
Pitre, Glenn	Sessional	Drama
Sirek, Danielle	Sessional	Art Education

C.1.1

<i>Provide an assessment of faculty expertise available and committed to actively support the new course.</i>

Name	Rank	Research Interests
Bayley, Jonathan	Associate Professor	Music education (advocacy, curriculum, improvisation, literacy, pedagogy), Arts Education, Survey Research & Design, Historical Research (curriculum focus), Interviewing as Qualitative Research.
Sefton, Terry	Associate Professor	Higher education and the arts; music education; arts curriculum; performance research; institutional ethnography.

C.1.2

<i>Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.</i>

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

<i>Describe the reliance of the proposed new course on existing resources from <u>other</u> campus units, including for example:</i> <ul style="list-style-type: none"> • <i>faculty teaching,</i> • <i>equipment or facilities outside the proposer's control,</i>

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

- *external resources requiring maintenance or upgrading using external resources*
Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated; full time faculty and/or sessionals fulfill this category

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course # 80-225 and Title: Mathematics Foundations (PART I) (J/I)

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics.

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
1.5	18	2				2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

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Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Demonstrate and apply the knowledge of mathematical concepts as required by the Ministry of Education's grades 4 to 8 mathematics curriculum expectations 	A. the acquisition, application and integration of knowledge
B. N/A	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> • Use technologies and tools to assist in solve mathematical problems • Design strategies and tasks to demonstrate skills in critical and creative thinking and in developing mathematical problem solving capabilities 	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> • Communicate fluently and proficiently in mathematics' literacies as needed for the Grade 4 to 8 curriculum • Solve problems related to financial literacy 	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> • Describe the use of mathematics in the development of societies 	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none"> • Cultivate and support collaborative and communicative abilities in peer teaching through a variety of approaches in understanding mathematics. (eg., Bansho) 	F. interpersonal and communications skills
G. <ul style="list-style-type: none"> • Peer assess and self assess acquired knowledge of mathematics 	G. teamwork, and personal and group leadership skills
H. <ul style="list-style-type: none"> • Develop and demonstrate different strategies to solve the same problem 	H. creativity and aesthetic appreciation

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

<p>Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p>At the end of this course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>I.</p> <ul style="list-style-type: none"> • Identify challenges in becoming mathematically literate and develop strategies to overcome the challenges 	<p>I. the ability and desire for continuous learning</p>

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

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Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
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What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

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B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
2	Lectures
	Tutorials
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	Practical experience
	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Name	Rank	Specialty
Allen, Andrew	Associate Professor	Math
Daly, Beth	Associate Professor	Math
Ezeife, Anthony	Professor	Math
Martinovic, Dragana	Associate Professor	Math
Stanley, Darren	Associate Professor	Math
Doyle, Paul	Sessional	Math
Park, Grant	Sessional	Math

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Allen, Andrew	Associate Professor	Race, Class and Gender and Issues of Social Difference and Marginalization in Education and Schooling, Urban Education , Critical Teacher Education and Negotiating a Critical Teaching Practice, Developing Teacher Identity and Factors Contributing to and Affecting the Process of Learning to Teach.
Daly, Beth	Associate Professor	Anthrozoology
Ezeife, Anthony	Professor	Indigenous/Aboriginal education, Constructs of cultural border crossing and collateral learning in mathematics and science, Contemporary issues and trends in STM education
Martinovic, Dragana	Associate Professor	Technology in mathematics education, issues of culture and language in mathematics education, issues of culture and language in preservice education, smart computer networks, agents, privacy vs. openness of the internet, cultural relevance and impact of research. Faculty of Education Research Leadership Chair (Dec 2015)
Stanley, Darren	Associate Professor	Complexity Theory, Organizational Theory, Eco-Justice, Phenomenology, Mathematics Education and Cognition and Learning.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

- *faculty teaching,*
 - *equipment or facilities outside the proposer's control,*
 - *external resources requiring maintenance or upgrading using external resources*
- Provide relevant details.*

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

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C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course # 80-424 and Title: Language and Media Literacy (PART II) (J/I)

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching language arts.

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
1.5	18	2				2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching language arts.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

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Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Design language arts lesson and unit plans with clear curricular and pedagogical goals for the junior and intermediate levels. • integrate current language and media in grades 4 to 8 lesson plans. • 	A. the acquisition, application and integration of knowledge
B <ul style="list-style-type: none"> • Identify and share knowledge of new trends in reading theory. • Identify new learning and assessment methods in the writing arts fields. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> • Critically compare methods of learning and assessing literacy in the junior and intermediate levels. • Match and justify appropriate literacy learning methods to different types of learners and classes. 	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> • Communicate literacy learning and assessment strategies in forms accessible to junior-intermediate students. 	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> • Use oral and written language appropriate to the profession and standards of teaching practice. • Use diverse cultural media artifacts to aid student learning in the junior and intermediate divisions. • Use effective and relevant professional tools and practices to promote the success of aboriginal and international learners. 	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none"> • Demonstrate collaborative and communicative abilities in learners through a variety of language and media approaches. • 	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. Create professional literacy learning products that are unique in both form and function.	H. creativity and aesthetic appreciation

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
I. N/A	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

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B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:

2	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Specialty
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PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Cherian, Finney	Associate Professor	Language Arts
Greig, Christopher	Associate Professor	Language Arts
Holloway, Susan	Associate Professor	Language Arts
Smith, Kara	Associate Professor	Language Arts
Chevalier, James	Sessional	Language Arts
Furtney, Connie	Sessional	Language Arts
Quinn-Vaillant, Connie	Sessional	Language Arts

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Cherian, Finney	Associate Professor	Teacher Education, Social Justice/Equity & Educational Law, Minority Language Learners (EAL), Critical Literacy & Language Arts, Healthy Literacy among Minority Populations and Refugee Groups (Specifically Women and Children) and Literacy and Technology.
Greig, Christopher	Associate Professor	Gender & history, masculinities, boys and boyhood, literacy and language arts, gender and Canadian literature.
Holloway, Susan	Associate Professor	Critical literacy, feminist and post-structural theory, relationship between citizenship, contemporary Canadian literature, censorship of literary texts in schools.
Smith, Kara	Associate Professor	Integrated English curriculum, multilingualism and comparative education.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- internal reallocation of resources and*
- cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course #80-221 and Title: Pedagogy of the Arts: Music, Visual Art, Dance/Drama (J/I)

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course situates the arts in Grades 4 to 8 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. **The course will be presented in both Lecture and Lab format.**

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
12	144	12				12			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

This course situates the arts in Grades 4 to 8 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. **The course will be presented in both Lecture and Lab format.**

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Create inclusive classroom environment strategies that engage and facilitate the learning of all students in Grade 4 to 8 arts classes • Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics as identified by Ontario Ministry of Education documents • Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students’ needs, abilities and contexts to create inclusive lessons in the Arts classrooms • Apply their knowledge of Ministry of Education Arts curriculum documents to all lesson plans developed for Grades 4 to 8 	A. the acquisition, application and integration of knowledge
B <ul style="list-style-type: none"> • Locate, examine, assess, analyze and apply professional literature related to educational practices relevant to the Pedagogy of the Arts. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> • Evaluate critical perspectives on different theories of learning Art and assess their alignments with the Ministry of Education’s expectations for Arts programs • Develop strategies to elicit critical and creative thinking and tools to assess student learning in this area 	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> • Develop strategies to engage English language learners, multi-lingual learners and Aboriginal learners in the Arts classrooms • Incorporate strategies in lesson plans that raise local, national 	E. responsible behaviour to self, others and society

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
and global issues of equity and justice	
F. <ul style="list-style-type: none"> Communicate fluently and proficiently in both oral and written forms appropriate for an J/I Arts classroom 	F. interpersonal and communications skills
G. <ul style="list-style-type: none"> Respond to and be responsible to peers through group work and self and peer assessment tasks 	G. teamwork, and personal and group leadership skills
H. <ul style="list-style-type: none"> Develop inclusive and collaborative lessons that value diversity and the integration of the Arts across the curriculum appropriate for Grades 4 to 8 	H. creativity and aesthetic appreciation
I. <ul style="list-style-type: none"> Develop artefacts that demonstrate professional learning and professional growth to include in a Professional Growth Portfolio 	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	160	160	160	160	160

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
4	Lectures
4	Tutorials
4	Labs

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

2	Practical experience
	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.	

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Speciality
Bayley, Jonathan	Associate Professor	Music
Sefton, Terry	Associate Professor	Music
Tousignant, Wayne	Sessional Lecturer	Visual Arts, Computers
Berthelotte, Bernadette	Sessional	Music
Dresser, Ann	Sessional	Music
Hopper, Patricia	Sessional	Music
Pitre, Glenn	Sessional	Drama
Sirek, Danielle	Sessional	Art Education

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Bayley, Jonathan	Associate Professor	Music education (advocacy, curriculum, improvisation, literacy, pedagogy), Arts Education, Survey Research & Design, Historical Research (curriculum focus), Interviewing as Qualitative Research.
Sefton, Terry	Associate Professor	Higher education and the arts; music education; arts curriculum; performance research; institutional ethnography.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- faculty teaching,
- equipment or facilities outside the proposer's control,
- external resources requiring maintenance or upgrading using external resources

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course # 80-414 and Title: Language and Media Literacy (PART II) (P/J)

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

Emphasis will be placed on instructional practices and curriculum planning for teaching language arts through differentiated and tiered instruction. The use of media in language arts will be explored through a critical lens.

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
3.0	36	3				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

Emphasis will be placed on instructional practices and curriculum planning for teaching language arts through differentiated and tiered instruction. The use of media in language arts will be explored through a critical lens.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Design language arts lesson and unit plans with clear curricular and pedagogical goals for the primary and junior levels. • integrate current language and media in grades Jk to 6 lesson plans. • 	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> • Identify and share knowledge of new trends in reading theory. • Identify new learning and assessment methods in the writing arts fields. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> • Critically compare methods of learning and assessing literacy in the primary and junior levels. • Match and justify appropriate literacy learning methods to different types of learners and classes. 	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> • Communicate literacy learning and assessment strategies in forms accessible to primary-junior students. 	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> • Use oral and written language appropriate to the profession and standards of teaching practice. • Use diverse cultural media artifacts to aid student learning in the primary and junior divisions. • Use effective and relevant professional tools and practices to promote the success of aboriginal and international learners. 	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none"> • Demonstrate collaborative and communicative abilities in learners through a variety of language and media approaches. 	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
H. Create professional literacy learning products that are unique in both form and function.	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	160	160	160	160	160

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:

3	Lectures
	Tutorials
	Labs
1	Practical experience
	Independent Study
	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Specialty
Cherian, Finney	Associate Professor	Language Arts
Greig, Christopher	Associate Professor	Language Arts
Holloway, Susan	Associate Professor	Language Arts
Smith, Kara	Associate Professor	Language Arts
Chevalier, James	Sessional	Language Arts
Furtney, Connie	Sessional	Language Arts
Quinn-Vaillant, Connie	Sessional	Language Arts

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Cherian, Finney	Associate Professor	Teacher Education, Social Justice/Equity & Educational Law, Minority Language Learners (EAL), Critical Literacy & Language Arts, Healthy Literacy among Minority Populations and Refugee Groups (Specifically Women and Children) and Literacy and Technology.
Greig, Christopher	Associate Professor	Gender & history, masculinities, boys and boyhood, literacy and language arts, gender and Canadian literature.
Holloway, Susan	Associate Professor	Critical literacy, feminist and post-structural theory, relationship between citizenship, contemporary Canadian literature, censorship of literary texts in schools.
Smith, Kara	Associate Professor	Integrated English curriculum, multilingualism and comparative education.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course #80-215 and Title: Mathematics Foundations (PART I) (P/J)

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course is intended to give prospective teachers an in-depth preparation in the content, concepts, and principles of elementary mathematics education for students in Junior Kindergarten - Grade 6. Real-life problem solving approaches, usefulness, and power of mathematics in everyday life will be emphasized in the course. The use of manipulatives, investigations, discussions, and the application of modern technological tools in appropriate situations. 3 hours/week/semester

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
3.0	36	3				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

This course is intended to give prospective teachers an in-depth preparation in the content, concepts, and principles of elementary mathematics education for students in Junior Kindergarten - Grade 6. Real-life problem solving approaches, usefulness, and power of mathematics in everyday life will be emphasized in the course. The use of manipulatives, investigations, discussions, and the application of modern technological tools in appropriate situations.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Demonstrate and apply the knowledge of mathematical concepts as required by the Ministry of Education’s grades JK to 6 mathematics curriculum expectations 	A. the acquisition, application and integration of knowledge
B. N/A	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> • Use technologies and tools to assist in solve mathematical problems • Design strategies and tasks to demonstrate skills in critical and creative thinking and in developing mathematical problem solving capabilities 	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> • Communicate fluently and proficiently in mathematics’ literacies as needed for the Grade JK to 6 curriculum • Solve problems related to financial literacy 	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> • Describe the use of mathematics in the development of societies 	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none"> • Cultivate and support collaborative and communicative abilities in peer teaching through a variety of approaches in understanding mathematics. (eg., Bansho) 	F. interpersonal and communications skills

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
G. Peer assess and self assess acquired knowledge of mathematics	G. teamwork, and personal and group leadership skills
H. <ul style="list-style-type: none"> • Develop and demonstrate different strategies to solve the same problem 	H. creativity and aesthetic appreciation
I. <ul style="list-style-type: none"> • Identify challenges in becoming mathematically literate and develop strategies to overcome the challenges 	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	160	160	160	160	160

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

How does the student workload for this course compare with other similar courses in the department/program area? Student workload is proportional to the hours per of instruction per week

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Specialty
Allen, Andrew	Associate Professor	Math
Daly, Beth	Associate Professor	Math
Ezeife, Anthony	Professor	Math
Martinovic, Dragana	Associate Professor	Math
Stanley, Darren	Associate Professor	Math
Doyle, Paul	Sessional	Math
Park, Grant	Sessional	Math
DiPietro, Frank	Sessional	Math

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Allen, Andrew	Associate Professor	Race, Class and Gender and Issues of Social Difference and Marginalization in Education and Schooling, Urban Education , Critical Teacher Education and Negotiating a Critical Teaching Practice, Developing Teacher Identity and Factors Contributing to and Affecting the Process of Learning to Teach.
Daly, Beth	Associate Professor	Anthrozoology
Ezeife, Anthony	Professor	Indigenous/Aboriginal education, Constructs of cultural border crossing and collateral learning in mathematics and science, Contemporary issues and trends in STM education
Martinovic, Dragana	Associate Professor	Technology in mathematics education, issues of culture and language in mathematics education, issues of culture and language in preservice education, smart computer networks, agents, privacy vs. openness of the internet, cultural relevance and impact of research. Faculty of Education Research Leadership Chair (Dec 2015)
Stanley, Darren	Associate Professor	Complexity Theory, Organizational Theory, Eco-Justice, Phenomenology, Mathematics Education and Cognition and Learning.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well,

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM "D"

Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"**

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course # 80-211 and Title: Pedagogy of the Arts: Music, Visual Art, Dance/Drama (P/J)

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course situates the arts in Junior Kindergarten to Grade 6 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. **The course will be presented in both Lecture and Lab format.**

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
12.0	144					3		4	4

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

This course situates the arts in Junior Kindergarten to Grade 6 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. **The course will be presented in both Lecture and Lab format.**

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Create inclusive classroom environment strategies that engage and facilitate the learning of all students in Grade JK to 6 arts classes • Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics as identified by Ontario Ministry of Education documents • Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities and contexts to create inclusive lessons in the Arts classrooms • Apply their knowledge of Ministry of Education Arts curriculum documents to all lesson plans developed for Grades JK to 6 • 	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> • Locate, examine, assess, analyze and apply professional literature related to educational practices relevant to the Pedagogy of the Arts appropriate to learners from JK to 6. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> • Evaluate critical perspectives on different theories of learning Art and assess their alignments with the Ministry of Education's expectations for Arts programs • Develop strategies to elicit critical and creative thinking and tools to assess student learning in this area 	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> • Develop strategies to engage English language learners, multi-lingual learners and Aboriginal learners in the Arts classrooms • Incorporate strategies in lesson plans that raise local, national 	E. responsible behaviour to self, others and society

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
and global issues of equity and justice	
F. <ul style="list-style-type: none"> Communicate fluently and proficiently in both oral and written forms appropriate for an J/I Arts classroom 	F. interpersonal and communications skills
G. <ul style="list-style-type: none"> Respond to and be responsible to peers through group work and self and peer assessment tasks 	G. teamwork, and personal and group leadership skills
H. <ul style="list-style-type: none"> Develop inclusive and collaborative lessons that value diversity and the integration of the Arts across the curriculum appropriate for Grades JK to 6 	H. creativity and aesthetic appreciation
I. <ul style="list-style-type: none"> Develop artefacts that demonstrate professional learning and professional growth to include in a Professional Growth Portfolio 	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	65	65	65	65	65

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
1	Tutorials
2	Labs
	Practical experience

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

	Independent Study
3	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
1	Studying for tests/examinations
6	Other: <i>[specify]</i> - creative work
How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.	

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Speciality
Bayley, Jonathan	Associate Professor	Music
Sefton, Terry	Associate Professor	Music
Tousignant, Wayne	Sessional Lecturer	Visual Arts, Computers
Berthelotte, Bernadette	Sessional	Music
Dresser, Ann	Sessional	Music
Hopper, Patricia	Sessional	Music
Pitre, Glenn	Sessional	Drama
Sirek, Danielle	Sessional	Art Education

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Bayley, Jonathan	Associate Professor	Music education (advocacy, curriculum, improvisation, literacy, pedagogy), Arts Education, Survey Research & Design, Historical Research (curriculum focus), Interviewing as Qualitative Research.
Sefton, Terry	Associate Professor	Higher education and the arts; music education; arts curriculum; performance research; institutional ethnography.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- faculty teaching,
- equipment or facilities outside the proposer's control,
- external resources requiring maintenance or upgrading using external resources

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course #80-206 and Title: Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

Emphasis will be on critical thinking around the politics of education, explore resources so educators can better support Aboriginal learners and increase awareness about First Nations, Métis and Inuit culture as well as the multicultural and inclusive classrooms.

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
1.5	18	2				2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

Emphasis will be on critical thinking around the politics of education, explore resources so educators can better support Aboriginal learners and increase awareness about First Nations, Métis and Inuit culture as well as the multicultural and inclusive classrooms.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Evaluate historical, political contexts of aboriginal identity, relationships, sovereignty, and challenges within education. • Integrate current aboriginal teachings, methods in curriculum documents. 	A. the acquisition, application and integration of knowledge
B. Locate, examine, assess, and analyze aboriginal ways of learning in local communities and contexts.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Create solutions to problems for students within diverse educational settings using current cultural, political and linguistic issues within the aboriginal community. Speak reflectively about aboriginal issues in the cultural foundations of public education.	C. critical thinking and problem-solving skills
D. Fluently communicate knowledge and issues surrounding aboriginal identity, relationships, sovereignty, and challenges in a media form recognized by the subject and the profession.	D. literacy and numeracy skills
E. Incorporate learning materials and/or strategies in lesson plans that help aboriginal students be successful Utilize recognized aboriginal content within lessons and units.	E. responsible behaviour to self, others and society
F. Compare and share ways professionals communicate with aboriginal students, families, communities and elders.	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. Incorporate elements of aboriginal arts (visual, dance, musical, drama, and/or other media forms) in a lesson plan.	H. creativity and aesthetic appreciation

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
I. List areas for further personal professional development (PD) in aboriginal education.	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	296	296	296	296	296

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:

2	Lectures
	Tutorials
	Labs
.5	Practical experience
	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? Student workload is proportional to the hours of instruction/week

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Name	Rank	Specialty
Doan, Lara	Associate Professor	Aboriginal, Issues
Xu, Shijing	Assistant Professor	Issues
Cobb, Cam	Assistant Professor	Special Needs
Roland, Karen	Experiential Learning Specialist	Human Rights, Equity, Issues
Clark, Leo	Sessional	Social Studies/Issues
Mahon, Charlene	Sessional	Issues
Potrebic, Marica	Sessional	Issues

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Doan, Lara	Associate Professor	Teacher Education, Learning Technologies, Equity, Diversity and Social Justice in Education.
Xu, Shijing	Assistant Professor	Intergenerational, Bilingual and Multicultural Educational Issues, School-Family-Community Connections in Cross-Cultural Curriculum Studies and Teacher Education
Cobb, Cam	Assistant Professor	Social Justice, Special education, Parental Involvement, Inclusion and Democratic Pedagogy.
Roland, Karen	Experiential Learning Specialist	Social Justice Education, Educational Equity, Teacher Education, Diversity, Restorative Justice, and Policy and Administration.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course #80-208 and Title: Assessment and Evaluation

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course will examine ways to incorporate "assessment as", "assessment for" and "assessment of" learning in all classes. Emphasis will be placed on incorporating frequent, continuous assessment techniques to foster an environment of intrinsic motivation for success. Strategies for tying feedback directly to curriculum expectations will also be explored. 2 hours/week/semester

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
1.5	18	2				2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

This course will examine ways to incorporate "assessment as", "assessment for" and "assessment of" learning in all classes. Emphasis will be placed on incorporating frequent, continuous assessment techniques to foster an environment of intrinsic motivation for success. Strategies for tying feedback directly to curriculum expectations will also be explored.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics as identified in the Ministry of Education assessment documents 	A. the acquisition, application and integration of knowledge
B. Locate, examine, assess, analyze and apply professional literature related to educational practice relevant to Assessment and Evaluation	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.. Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities and contexts to create inclusive assessment and evaluation tools	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> • Design assessment tools to support and develop students' abilities in reading, writing and mathematics as per provincial requirements 	D. literacy and numeracy skills
E. Modify and adapt assessment tasks and tools to meet the needs of the English language learners, aboriginal learners, and multi-lingual learners Incorporate context in your tasks and tools that raise local, national and global issues of equity and justice	E. responsible behaviour to self, others and society
F. Cultivate and support collaborative and communicative abilities in learners through diagnostic and formative assessment tasks and tools	F. interpersonal and communications skills
G. Peer assess through constructive and descriptive feedback	G. teamwork, and personal and group leadership skills

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
H. N/A	H. creativity and aesthetic appreciation
I. Develop assessment tasks and tools that address real-life experience in areas such as career education	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	296	296	296	296	296

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:

2	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
0.5	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The student workload is proportional to lecture hours.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Specialty
Salinitri, Geri	Associate Professor	Science

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Salinitri, Geri	Associate Professor	Science, Gender issues , Adult education, Tutoring and Mentoring

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor DRAFT Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course #80-201 and Title: Foundations of Practice (Part I): Philosophical Orientation to Education

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

Theories of learning and the nature of learning will be explored so that teacher candidates begin an inquiry process toward their teaching philosophy.

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
1.5	18	2				2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

Theories of learning and the nature of learning will be explored so that teacher candidates begin an inquiry process toward their teaching philosophy.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. • Differentiate, select and apply theories and models of teaching and learning to the teaching philosophy	A. the acquisition, application and integration of knowledge
B. Locate, examine, assess, analyze and apply professional literature related to educational practice relevant to philosophy of teaching	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Address issues in education and the role of teachers in society, informed by a sound knowledge of the social, historical, political and cultural foundations of public education	C. critical thinking and problem-solving skills
E. Incorporate local, national and global issues of equity and justice in his/her teaching philosophy	E. responsible behaviour to self, others and society
F. N/A	F. interpersonal and communications skills
G. Provide feedback and demonstrate collegiality, cooperation, and professionalism through peer assessment and self-assessment	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. Develop a professional growth plan that demonstrates responsibility for self learning and professional growth Plan action research to advance professional practice	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	296	296	296	296	296

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:

2	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
0.5	Meeting with others for group work/project assignments
0.5	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Specialty
Daniel, Yvette	Associate Professor	Educational Foundations, Law and Ethics
Egbo, Benedicta	Professor	Educational Foundations, Law and Ethics
Rideout, Glenn	Associate Professor	Educational Foundations, Law and Ethics
Berger, Linda	Sessional	Education Foundations
Pyke, Sharon	Sessional	Educational Foundations
Spagnuolo, Mario	Sessional	Educational Foundations

C.1.1

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Daniel, Yvette	Associate Professor	Technology Integration, Urban School Reform, Critical Thinking in Teaching Education and Leadership for Girls In The New Urban Environment.
Egbo, Benedicta	Professor	Educational Administration, Policy and Leadership, Sociocultural Contexts of Education, Minority Education, Critical Pedagogy, Education and Social Justice, Gender Issues in Education, Comparative and International Education.
Rideout, Glenn	Associate Professor	Pre-service teachers' beliefs about education, Pupil control ideologies, Relationship between leadership styles and teacher socialization, Online Learning Management Systems, Restorative Justice, Educational Effectiveness.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course #80-202 and Title: Foundations of Practice (Part II): Classroom Practice

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

Theories from Part 1 will be linked to instructional aspects of teaching, discovering strategies that are related to teacher candidates' perspective/philosophy of teaching.

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
1.5	18	2				2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

Theories from Part 1 will be linked to instructional aspects of teaching, discovering strategies that are related to teacher candidates' perspective/philosophy of teaching.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics that articulate the connection to his/her teaching philosophy • Apply knowledge of Ministry of Education curriculum documents in the candidate’s division (PJ/JI/IS) and curriculum specialization in developing lessons 	A. the acquisition, application and integration of knowledge
B. Locate, examine, assess, analyze and apply professional literature related to educational practice Question alternative perspectives on teaching and learning from literature and practice	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students’ needs, abilities and contexts to create an inclusive classroom connected to his/her teaching philosophy	C. critical thinking and problem-solving skills
E. Discover ways to incorporate materials and/or strategies that raise local, national and global issues of equity and justice in classroom practice Identify effective curricular, pedagogical, and evaluative tools and practices to promote the educational success of Aboriginal learners, and English Language Learners.	E. responsible behaviour to self, others and society
F. Choose effective communication strategies appropriate for student level, context and background	F. interpersonal and communications skills
G. Apply knowledge and understanding of communities of practice in the academic setting Demonstrate knowledge and application of Standards of Practice for professional growth through case studies	G. teamwork, and personal and group leadership skills

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
H. Design lessons that incorporate learning in a global, multicultural and equity-informed context	H. creativity and aesthetic appreciation
I. Take responsibility for self- learning and professional growth and provide evidence and plans through the professional growth portfolio	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	296	296	296	296	296

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course. NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
2	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The workload is proportional to the number of course hours.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Name	Rank	Specialty
Daniel, Yvette	Associate Professor	Educational Foundations, Law and Ethics
Egbo, Benedicta	Professor	Educational Foundations, Law and Ethics
Rideout, Glenn	Associate Professor	Educational Foundations, Law and Ethics
Berger, Linda	Sessional	Education Foundations
Pyke, Sharon	Sessional	Educational Foundations
Spagnuolo, Mario	Sessional	Educational Foundations

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Name	Rank	Research Interests
Daniel, Yvette	Associate Professor	Technology Integration, Urban School Reform, Critical Thinking in Teaching Education and Leadership for Girls In The New Urban Environment.
Egbo, Benedicta	Professor	Educational Administration, Policy and Leadership, Sociocultural Contexts of Education, Minority Education, Critical Pedagogy, Education and Social Justice, Gender Issues in Education, Comparative and International Education.
Rideout, Glenn	Associate Professor	Pre-service teachers' beliefs about education, Pupil control ideologies, Relationship between leadership styles and teacher socialization, Online Learning Management Systems, Restorative Justice, Educational Effectiveness.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

A high proportion of our sessional make-up consists of advisors for the practicum element of the program (80-499). Traditionally, one advisor has been allocated to 16 students. This year, a new format has been introduced to offset costs allowing the ratio to increase to 1:35. We therefore expect the need for sessional advisors to decrease.

Education has also relied heavily on sessional instructors to teach courses. In the past, at times, 50% and more have been taught by sessional instructors. This is due, in part, to the expertise required in certain fields of education (i.e. we do not have a specialist in the areas of French, P/J Science, etc.). As well, Education has been experiencing expanding and growing Master/PhD graduate programs requiring that our core faculty teach in these programs.

Despite the fact that our new program will streamline certain courses, it is expected that Education will continue to have a similar reliance on sessional instructors and advisors in the future, equivalent to current practice.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

- *faculty teaching,*
 - *equipment or facilities outside the proposer's control,*
 - *external resources requiring maintenance or upgrading using external resources*
- Provide relevant details.*

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor *DRAFT* Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total amount of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Bachelor of Education (B.Ed.)
DEPARTMENT/SCHOOL:
FACULTY: Education

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course #80-207 and Title: Service Learning Specialization Option

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

Service Learning Specialization Option (selection of one option according to your division PJ/JI/IS):

1. Leadership Experience for Academic Direction (LEAD) (JI/IS)

In this course students will gain an understanding of youth in the 21st century who are identified as being in-risk. Social learning theories, theories of resilience and personal and social responsibility are integrated. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community. (2 hours/week/semester)

2. Urban Education (PJ)

In this course, teacher candidates will gain an understanding of expressions of power in society and SES factors that affect the teaching/learning process in our urban city schools in relation to issues of racism, ethnocentrism and poverty. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community or community at-large. (2 hours/week/semester)

3. English Language Learners (PJ/JI/IS)

An understanding of the English Language Learner and how to engage the learner in learning is critical in the success of the Ontario urban classroom. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community or community at-large. (2 hours/week/semester)

4. Global Learning: Cultural Engagement (PJ/JI/IS)

Global and Cultural Education International Experience allows for intercultural dialogue and engagement and provides a challenge to advocate for a global cross-cultural future in harmony and peace. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the global community. (2 hours/week/semester)

5. Beginning Time Aboriginal Teaching (PJ/JI)

In this course, teacher candidates participate in a series of learning experiences that will allow them to think through and learn from traditional teachings and learning modalities. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the aboriginal community. (2 hours/week/semester)

6. Early Childhood Education (PJ)

An introduction to Early Childhood Education provides the candidate with the opportunity for discovery of the nature of child development and learning through a specific early childhood education program preparing the candidate for full day kindergarten. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the Early Childhood Education community within schools or Early Childcare Centres. (2 hours/week/semester)

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

7. Ecology and Wellness (PJ/JI/IS)

A course designed to study environment issues, concepts and pedagogy to advocate for sustainability, environmental justice and stewardship as well as becoming environmentally literate. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within school communities. (2 hours/week/semester)

8. 'Going the Extra Mile (MILE) Project (PJ)

Teacher candidates will go the extra "MILE" to combine academic study with service learning. In this course teacher candidates service students and communities in low SES neighbourhoods in the area. In addition to the benefits of engagement and service for both teacher candidates and the local community that they serve, teacher candidates gain valuable skills and experiences while establishing rapport, gaining insights to understand the lived reality of children beyond the classroom, and to make connections between inquiry and practice. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community or the low SES community at large. (2 hours/week/semester)

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
3	18	x			community schools global schools global community	2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
				x	X	

[*Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.]**

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

N/A

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

Changes to the University of Windsor, Faculty of Education Program (as of September 2015), are the result of a provincial mandate from the Ministry of Training, Colleges and Universities and Ministry of Education, to *modernize* teacher education in Ontario by expanding these programs from two to four semesters, and to increase the practicum placement from a minimum of 40 to 80 days. The University of Windsor, Faculty of Education has embraced this opportunity to enhance our program, and while the former program has always connected theory with practice, the expanded program has provided additional instructional time with which to create explicit pedagogical links in the curriculum. An example of this may be found in the design and delivery of the Foundational Courses for all divisions which have been set up to scaffold learning with course-based opportunities to apply theory in practice. Courses that reflect praxis include the Service Learning Specialization course.

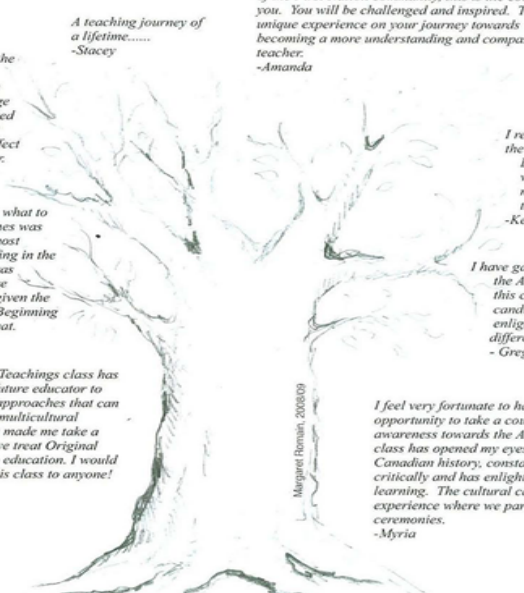
PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

<p>LEAD (Leadership Experience Academic Direction)</p>	<p>Leadership Experience Academic Direction (LEAD) is an enrichment course, offered to interested Junior/Intermediate and Intermediate/Senior Teacher Candidates through a partnership with the Faculty of Education, University of Windsor and the Windsor Essex Catholic and Greater Essex County District School Boards.</p> <p>The objectives of LEAD are to gain an understanding of youth in the 21st century who are identified at risk. The LEAD program provides a unique field experience where the teacher candidate is mentored by both the Student Success teacher and the Associates from their teachable areas and examines alternate forms of education.</p> <p>Highlights</p> <p>Understanding poverty education Mentoring in-risk youth Participating in various events with students and teachers Working with student success teachers Understanding Pathways to success Participating in Service Learning Projects with students and teachers</p> <p>Special Points of Interest</p> <p>Motivating often disengaged students Understanding the impact of mentoring on these students Developing differentiated instructional strategies to work with the individual needs of students</p>
<p>(UEP) Urban Education Project</p>	<p>The Urban Education Partnership is a collaborative community-based school and university partnership that aims to connect Teacher Candidates from the Faculty of Education at the University of Windsor with selected schools within lower socioeconomic or urban working class communities in Windsor. It allows Teacher Candidates the opportunity to become active members of the school and community as they learn about the school’s needs and strengths as an integral part of learning to teach.</p> <p>The Urban Education Difference</p> <ul style="list-style-type: none"> • Issues of Equity, Diversity and Social Justice infused in the core curricular courses (Language Arts, Math, Science) • Core curricular courses taught by full-time faculty • Practicum supervised by core curricular full-time faculty • Collaborative workshops and Professional Development sessions with the local school boards • Placements in select UEP schools in Windsor and Essex County <p>What Can I Expect to Gain From the Urban Education partnership?</p> <ul style="list-style-type: none"> • Practicum placements in collaborative Urban Education cohort groups of Teacher Candidates • Opportunities to work with diverse student populations within urban working-class communities • Critical reflective practice that is responsive to the needs of students • Differentiated learning to help facilitate the unique learning style, needs, interests and opportunities in urban working-class communities • Opportunities to be involved in extra-curricular activities and community

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

	<p>service in the school community</p> <ul style="list-style-type: none"> • Certificate of participation upon completion of the program, <p>Teacher Candidates will be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of expressions of power in society and socioeconomic factors that affect schooling and the teaching/ learning process in our urban inner-city communities, principally in relation to issues of racism and poverty. • show how issues of racism, ethnocentrism, language centrism, classism, sexism, heterosexism, etc. are interwoven with relationships in urban schools, especially in terms of teacher-student interactions and issues of curriculum and instruction. • demonstrate an understanding of how urban schools and their staff think of themselves in relation to being ‘agents of change’ to develop strategies that address the needs of students and families in urban communities. • demonstrate critical analysis, showing various perspectives, on issues relating to urban education, including historical access to resources, social and racial divisions, and efforts for activism and social change. • locate themselves and reflect on their own experiences serving in an urban school in light of knowledge gained in the program about urban education - [Who am I in relation to my students and their community? What are my personal biases? Am I willing to take a risk and teach for equity, diversity and social justice? How does my background differ from those of my students? How comfortable am I in talking with students about social difference? Have I set the conditions for the children to be comfortable in experiencing my lessons?] • show heightened cognizance of research related to studies in urban education. • demonstrate an understanding of social/cultural fluency and competencies to drive culturally relevant and responsive pedagogy to meet the needs of diverse student populations.
<p>Global Learning: Cultural Engagement</p>	<p>Global Learning and Cultural Engagement (formerly Language and Cultural Engagement) is designed to enrich the learning and teaching practice experiences of teacher candidates from diverse cultural backgrounds and/or those for whom English is an additional language. It is grounded in the paradigm of culturally responsive and relevant teaching whereby methods of educating across social and cultural differences are developed and applied.</p> <p>This seminar has five interrelated components:</p> <ul style="list-style-type: none"> • class discussions, presentations, and instructions that focus on the cultural nuances in Canadian classrooms; • pre-practicum school visits and guest speakers that provide support, resources and professional expertise for teacher candidates to succeed in their teaching practice; • micro-lesson planning and mock teaching activities, some of which will be video taped and reviewed for constructive feedback; • instructional support for English language enrichment; • needs-based instruction and discussion with emerging issues from the teaching practice.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

<p>Beginning Time Ab/Original Teachings</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>IN THIS COURSE, TEACHER CANDIDATES PARTICIPATE IN A SERIES OF LEARNING EXPERIENCES THAT WILL: MAKE CLEAR DISTINCTIONS BETWEEN THE CULTURE OF THE ORIGINAL PEOPLES AND POPULAR MYSTICAL AND MYTHICAL CONCEPTS OF "ABORIGINAL" PEOPLE; EXPAND TEACHER CANDIDATES' FAMILIARITY AND KNOWLEDGE ABOUT THE CULTURE OF THE ANISHNABE PEOPLE; AND, PROVIDE TEACHER CANDIDATES WITH THE OPPORTUNITY TO THINK THROUGH, AND LEARN FROM, TRADITIONAL TEACHING AND LEARNING MODALITIES.</p> </div> <div style="text-align: center;">  </div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 30%; padding: 5px;"> <p><i>Coming into the course I already had an interest in the subject of First Nations history. However this class has expanded my knowledge so much that I feel connected to the culture in a way that can only have a positive effect on my abilities as a teacher.</i> -Lyndsay</p> </div> <div style="width: 30%; padding: 5px;"> <p><i>A teaching journey of a lifetime.....</i> -Stacey</p> </div> <div style="width: 30%; padding: 5px;"> <p><i>If you are looking for insights into the diverse world of the First Nation community, this is the course for you. You will be challenged and inspired. This is a unique experience on your journey towards becoming a more understanding and compassionate teacher.</i> -Ananda</p> </div> <div style="width: 30%; padding: 5px;"> <p><i>To be honest, I didn't really know what to expect, except that Beginning Times was probably going to be one of the most interesting classes I would be taking in the P/J program. Beginning Times was definitely that! I would encourage anyone and everyone if they are given the opportunity to participate in the Beginning Time Teachings class to do just that.</i> - Maygan</p> </div> <div style="width: 30%; padding: 5px;"> <p><i>I realize that I am disconnected from the sacredness of oral tradition. Beginning Time Teachings was a way of reclaiming that portion of my ancestry that was lost within the classroom on a regular basis.</i> -Kenisha</p> </div> <div style="width: 30%; padding: 5px;"> <p><i>I have gained greater perspective about the Anishnabe culture. I recommend this class to any future teacher candidate, whether it be to become enlightened or just to experience a different culture, it is worth it.</i> - Greg</p> </div> <div style="width: 30%; padding: 5px;"> <p><i>The Beginning Time Teachings class has challenged me as a future educator to work with the many approaches that can be taken in teaching multicultural education. This class made me take a second look at how we treat Original peoples in regards to education. I would recommend taking this class to anyone!</i> - Lyndsay</p> </div> <div style="width: 30%; padding: 5px;"> <p><i>I feel very fortunate to have been given an opportunity to take a course raising cultural awareness towards the Anishnabe peoples. The class has opened my eyes to the realities of our Canadian history, constantly forces me to think critically and has enlightened me to continue my learning. The cultural camp provided a hands on experience where we participated in cultural ceremonies.</i> -Myria</p> </div> </div> <p style="text-align: center; margin-top: 10px;">INCLUDES:</p> <ul style="list-style-type: none"> • TWO AND HALF DAY CULTURAL CAMP IN A RURAL SETTING OUTSIDE OF WINDSOR • PARTICIPATION IN TRADITIONAL PRACTICES THAT HAVE BEEN PASSED DOWN FROM GENERATION TO GENERATION
<p>New courses to be developed: English Language Learners</p>	<p>This course will help prepare students to face the challenges and reap the rewards of teaching in our increasingly multilingual and multicultural Canadian classrooms. Students will gain a deeper understanding of the process of second (additional) language acquisition and their roles as teachers in that process. Given the inseparability of language, culture and narrative history, language and cultural issues will be studied in the context of narratives of language and culture. We will examine our own narratives and consider the relevance of our own experiential histories to those of our students. Issues such as diversity, discrimination, bullying, and racial name-calling will be critically examined. Based on our understanding of our own narrative histories, and using theoretical principles and research findings on language learning and teaching, experiential learning and reflective practice, we will move toward practical classroom applications. Classroom management strategies, instructional strategies, evaluative techniques, student stories, and the use of high quality teaching resources will be treated in ways that model multicultural learning environments. Similarly, responses to readings and assignments will challenge students to make links from additional language learning theories and research findings to their own practices in multicultural classroom settings. Strategies for enhancing English language learning across the curriculum will be demonstrated and discussed.</p>
<p>New courses to be developed: Introduction</p>	<p>The proposal for this course: The Early Childhood Education course will provide teacher candidates with the opportunity to discover the nature of child development, model the use of developmentally chosen materials, and understand how respect for the child's "inner teacher" services as the integrating</p>

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

to Early Childhood Education	principle for effective Montessori early childhood education. (source: Introduction to Montessori Teacher Education, 2013, M. Harris)
Ecology and Wellness	A course designed to study environment issues, concepts and pedagogy to advocate for sustainability, environmental justice and stewardship as well as becoming environmentally literate.
“Going the Extra Mile” (MILE) Project	This initiative was launched as a pilot project in September 2013. The Faculty of Education is collaborating with the Multicultural Council of Windsor-Essex (MCC) and local school boards to service students and communities in low SES neighbourhoods in the area. In this project, teacher candidates devote a minimum of 20 hours, in addition to their practice teaching, to engage students in a variety of programs to address their educational, social and emotional needs. Teacher candidates who volunteer wish to go the extra “MILE” to combine academic study with service learning. In addition to the benefits of engagement and service for both teacher candidates and the local community that they serve, teacher candidates gain valuable skills and experiences while establishing rapport, gaining insights to understand the lived reality of children beyond the classroom, and to make connections between inquiry and practice. Teacher candidates receive credit on their co-curricular transcript and a certificate of recognition from MCC for their contributions.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> • incorporate character education learning skills for all students’ physical, psychological, and educational well-being, guided by the nature and characteristics of the learners in designing a project 	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> • Create and maintain projects in learning communities • Locate examine, assess, analyze and apply professional literature relevant to Service Learning Philosophy 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
C. • Design and evaluate activities to elicit critical and creative thinking in students	C. critical thinking and problem-solving skills
D. • Apply literacies, ways of knowing, and pedagogical expertise in the context of service learning	D. literacy and numeracy skills
E. • Contribute to the life of the school and community by employing effective approaches to communication and collaboration with stakeholders • Incorporate strategies that raise local, national and global issues of equity and justice • Utilize effective curricular, pedagogical, and evaluative tools for service learning • Facilitate the civic responsibility of students and the development of citizenship	E. responsible behaviour to self, others and society
F. • Cultivate and support collaborative and communicative abilities in learners through communities of practice • Apply/integrate educationally appropriate uses of social media and communications technologies	F. interpersonal and communications skills
G. • N/A	G. teamwork, and personal and group leadership skills
H. • Develop innovative projects to support service learning	H. creativity and aesthetic appreciation
I. • Develop diagnostic, formative and summative tools to assess individual and community learning in the project	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Changes to the Bachelor of Education (B.Ed.) Consecutive Program and the courses offered therein, are a result of a provincial mandate from the Ministry of Education and Ministry of Training, Colleges and Universities (June 5, 2013).

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	296	296	296	296	296

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

The University of Windsor, Faculty of Education has a provincially mandated enrollment cap of 593 students enrolled in the expanded teacher education program; and 296 graduates per year (University of Windsor, Faculty of Education DRAFT Program Change Agreement submitted to the Ministry of Education, Director of Postsecondary Accountability, Linda Hawke, October 3, 2013).

B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
2	Lectures
	Tutorials
	Labs
20/total	Practical experience
	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
<p>How does the student workload for this course compare with other similar courses in the department/program area? It is a culminating course and therefore may require a 20 additional hours spent in the field.</p>	

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

Since there are 9 options within the course and all students are required to select an option than 9 instructors (faculty and sessionals with designated expertise). Administration, Field Experience Office, and Associate Dean's office will be engaged.

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

Each of these courses will be taught by faculty that developed the programs.

Essery, Ryan	Sessional	LEAD
Smith, Kara	Associate Professor	Global Learning: Cultural Engagement
Xu, Shijing	Assistant Professor	Reciprocal Learning Program
Daniel, Yvette	Associate Professor	M.I.L.E.S.
Doan, Lara	Associate Professor	Beginning Times Teaching
Allen, Andrew	Associate Professor	Urban Education Global Learning: Cultural Engagement

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Beckford, Clinton	Associate Professor	Ecology and Wellness Global Learning: Cultural Engagement
Salinitri, Geri	Associate Professor	LEAD
Cherian, Finney	Associate Professor	English Language Learners
Roland, Karen	Experiential Learning Specialist	Global Learning: Cultural Engagement
Harris, Maureen	Sessional	Early Childhood Education
Cobb, Cam	Assistant Professor	Beginning Times Teaching
Ezeife, Anthony	Professor	Beginning Times Teaching

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

Name	Rank	Research Interests
Allen, Andrew	Associate Professor	Race, Class and Gender and Issues of Social Difference and Marginalization in Education and Schooling, Urban Education , Critical Teacher Education and Negotiating a Critical Teaching Practice, Developing Teacher Identity and Factors Contributing to and Affecting the Process of Learning to Teach.
Beckford, Clinton	Associate Professor	Geography and Environmental Education, Aboriginal Education, International and Comparative Education, Global Education, Education of Marginalized Groups- racial minorities, immigrants, refugees and children of war.
Cherian, Finney	Associate Professor	Teacher Education, Social Justice/Equity & Educational Law, Minority Language Learners (EAL), Critical Literacy & Language Arts, Healthy Literacy among Minority Populations and Refugee Groups (Specifically Women and Children) and Literacy and Technology.
Cobb, Cam	Assistant Professor	Social Justice, Special education, Parental Involvement, Inclusion and Democratic Pedagogy.
Daniel, Yvette	Associate Professor	Technology Integration, Urban School Reform, Critical Thinking in Teaching Education and Leadership for Girls In The New Urban Environment.
Doan, Lara	Associate Professor	Teacher Education, Learning Technologies, Equity, Diversity and Social Justice in Education.
Ezeife, Anthony	Professor	Indigenous/Aboriginal education, Constructs of cultural border crossing and collateral learning in mathematics and science, Contemporary issues and trends in STM education
Roland, Karen	Experiential Learning Specialist	Social Justice Education, Educational Equity, Teacher Education, Diversity, Restorative Justice, and Policy and Administration.
Salinitri, Geri	Associate Professor	Science, Gender issues , Adult education, Tutoring

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

		and Mentoring
Smith, Kara	Associate Professor	Integrated English curriculum, multilingualism and comparative education.
Stanley, Darren	Associate Professor	Complexity Theory, Organizational Theory, Eco-Justice, Phenomenology, Mathematics Education and Cognition and Learning.
Xu, Shijing	Assistant Professor	Intergenerational, Bilingual and Multicultural Educational Issues, School-Family-Community Connections in Cross-Cultural Curriculum Studies and Teacher Education
Zhang, Zuochen	Associate Professor	Action research, E-learning, ICT for development and ICT integration into school curriculum, International education, Teacher education and TESL.
Harris, Maureen	Sessional Ph.D. candidate	Montessori, Early Childhood Education, play-based learning

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- faculty teaching,
- equipment or facilities outside the proposer's control,
- external resources requiring maintenance or upgrading using external resources

Provide relevant details.

It is anticipated that there will be the need to book classroom space outside the Education building.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

The Ministry of Training, Colleges and Universities has approved Transition Funding (2015-16) as follows: The Ministry-approved Transition Funding for 2015-16 is \$1,702,786. (source: University of Windsor DRAFT Program Change Agreement, Sep 28, 2013).

Please refer to Appendices D and E contained herein which provides the Draft Business Plan submitted with the Faculty of Education PDC Form B (Jan 2014), and a list of Ministry-approved expenses for a Transitional Budget which was submitted to the Ministry of Training Colleges and Universities; transitional expenses identified total \$5,214,951, including: curriculum, program and services redesign; concurrent transitional program (design and temporary facilitation); accreditation renewal expenses; practicum (technology to aid supervision and costs associated with recruitment of Associate Teachers (AT) mentors); professional development for AT Mentors; AQ enrollment reduction anticipated; tuition reduction cost. Also included in the total number of the plan is the BIU grant funding reduction amount.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

None anticipated.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: It is anticipated that this course will be taught by full-time tenured faculty.

Staff: None anticipated..

GA/TAs: none anticipated

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None anticipated

Teaching and Learning Support: None anticipated

Student Support Services: None anticipated

Space and Facilities: It is anticipated, that with the doubling of courses required for the two-year program, that additional classroom space will be needed.

Equipment (and Maintenance): None anticipated