

**University of Windsor
Program Development Committee**

5.9: **Education - Minor in Organizational Learning and Teaching**

Item For: **Approval**

Forwarded by: **Faculty of Education/Inter-Faculty Programs**

MOTION: **That the following course additions be made:***
80-480 Experiential Learning Field Placement
80-400 Diversity and Inclusion in the Learning Organization
80-405 Instructional Technologies
80-410 Learning-Centred Teaching: Planning, Delivery, Assessment, and Evaluation
80-415 Learning Organizations: Management and Leadership
80-420 Theories of Individual and Collective Learning

**Subject to the approval of expenditures required.*

Rationale:

- These new courses have been approved by Inter-Faculty Program Council and Faculty of Education Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Minor in Organizational Learning & Teaching
FACULTY: Education
DEPARTMENT/SCHOOL: Centre for Inter-Faculty Programs

Proposed change(s) effective as of: September 2016

A. NEW COURSE PROFILE

Course # and Title: 14-80-480 Experiential Learning Field Placement

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 has been designed to provide students with an experiential learning opportunity with which to connect theoretical and practical issues in a field-based learning environment. Under the guidance of the course instructor and the partners in the field, students will engage in a collaborative process leading to the production of a final paper on an issue or topic of inquiry of relevance to the partners in the field. This course will present students with authentic assessment tasks that situate their on-going inquiries in a context that enables them to apply and further critique what has been previously learned. Students will engage in matters pertaining to learning and learners applicable to research, needs assessment, program review, and policy development, as appropriate. The final project will be grounded in the field experience, and will show evidence of knowledge, skills of inquiry, reflection and problem-solving acquired through the other courses. This course will be taken following completion of the other course-work in the minor option.

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	X	X		21 hours of consultation with the student that may involve the field site host as required. This may occur in the classroom or at the site of the field placement.	3			3

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
Theories of Individual and Collective Learning And Learning-Centred Teaching:						

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Planning, Delivery, Assessment & Evaluation, And Learning Organizations: Management & Leadership And Diversity and Inclusion in the Learning Organization And Instructional Technology						
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[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.

This course is the culminating course in the Minor Option, and its purpose is to provide students with the opportunity to engage in an experiential learning field placement to explore a topic of interest pertinent to learning and learners, and in which they have gained expertise as a result of their preceding course experiences.

In the context of a new Minor (as well as a future certificate and undergraduate program of study leading to a degree in organizational learning and teaching), this course addresses the place and role of teaching in learning-centred environments as one important aspect of pedagogy in diverse organizational contexts, specifically those outside of the K-12 educational system where students will ultimately apply a wide range of skills, practices, and expertise in roles appropriate to coaching, training, teaching, and facilitating learning. To this end, students will be asked to engage in sustained inquiry in:

- Learning about learning, learners, and bodies of knowledge as disciplinary and interdisciplinary structures
- Understanding the biological, social, cultural, political and ecological aspects and contexts of learning and learners
- Inquiring into the practices of effective organizational instruction
- Developing a deeper understanding for ethical practice within a framework for social justice

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
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, analyze, and apply knowledge from research findings that address effective teaching approaches and views of learning and learners in diverse organizational contexts	A. The acquisition, application and integration of knowledge
B. Retrieve and analyze research findings on diverse instructional practices and theories of learning and learners. Apply knowledge of instructional approaches and theories of learning and learners to a new question, specific problem, or issue for a particular organizational context in a sound, original, and creative way through the integration of scholarship and practice	B. Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Articulate and substantiate, verbally and in writing, evidence of knowledge, skills of inquiry, reflection and problem-solving.	C. Critical thinking and problem-solving skills
D. Evaluate and synthesize empirical evidence relevant to the field placement setting. Relate and make connections (integrate) between the issues discussed theoretically and the lived experiences in the field.	D. Literacy and numeracy skills
E. Respectfully reflect on social positioning within multicultural organizations and the implications for learning-centred practice. Cooperate with field placement colleagues, supervisors, and the community within which the placement is being conducted in such a manner that all participants in the process are treated respectfully and could potentially benefit from the new knowledge generated.	E. Responsible behaviour to self, others and society
F. Apply critical thinking by exploring, analyzing, and discussing social issues relevant to learning in the context of the field placement.	F. Interpersonal and communications skills
G. Collaborate with peers in the development, critique and assessment of field-based learning activities.	G. Teamwork, and personal and group leadership skills
H. Evaluate peers' field placement reports and practices, focusing on clarity, purpose, and creative expression.	H. Creativity and aesthetic appreciation
I. Develop learning materials applicable to a diverse-range of learning contexts with a focus on the application of knowledge about learning and learners in various learning organizations	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.

This course is one of the required courses that will be offered as part of a Minor in Organizational Learning and Teaching. (There are plans to develop a certificate and undergraduate degree in the same area that will also use this course as a foundations course for those programming options.)

This course will appeal to those with interests in corporate training, banking, working in the legal system, health and safety, outdoor education, early childhood education, alternative schooling models, adult education, post-secondary education, interpretation centres, coaching, municipal and community programming, and museum education, inter-professional education, etc. As such, we anticipate that students from any number of academic and professional programs would be interested in this course on learning-centred teaching as well as obtaining the proposed new Minor in Organizational Learning and Teaching.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	30	30-70	30-70	30-70	30-70

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

This course (as well as the other courses that will form the proposed Minor in Organizational Learning and Teaching) will provide students with the opportunity to study interdisciplinary aspects of pedagogy in organizational contexts outside of the traditional K-12 educational system. Although similar to courses offered in the consecutive and concurrent B.Ed. programs, this course does not impact enrolments in those courses because B.Ed. degree courses are exclusive to B.Ed. students.

*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
6	Practical experience
	Independent Study
	Reading for the course
6	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>Online discussions</i>

How does the student workload for this course compare with other similar courses in the department/program area? Same as per any elective course.

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.

This course will be taught by full-time Faculty members in the Faculty of Education who are qualified and have expertise to teach this course and experience with mentoring students in field placement. Staff resources will be allocated by the Faculty of Education, particularly assistance with the placement of students in field placements.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM "D"

C.1.1

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

This course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching) will be offered by qualified full-time faculty instructors. These instructors are current instructors for courses in the Pre-Service B.Ed. program that may be adapted for a broader educational context. Students enrolled in undergraduate programs, as well as professionals seeking a certificate in Organizational Learning & Teaching when that certificate program has been developed, will be eligible to take the courses offered.

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.

It is proposed that full-time Education Faculty teach these courses.

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.

University undergraduate students from most faculties would be eligible to take this course taught by Faculty of Education Instructors; as per the working relationship with the Centre for Interfaculty Programs, the BIU allocation would be 95% of the BIU allocated to the Faculty of Education and 5% of the BIU allocated to Centre for Interfaculty Programs. It is expected that these courses will require classrooms to be assigned outside of 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.*

Faculty Teaching: Due to the mandated enrolment cap by the Ministry of Education to the current Bachelor of Education (Pre-Service Program & Concurrent) programs, it is proposed that full-time faculty in the Faculty of Education teach this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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.)?*

Due to provincially mandated enrolment caps for the pre-service program, this should allow teaching resources to be distributed to this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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: no additional faculty resources are expected given that this course would be assigned to a qualified Faculty member and treated as being on load

Staff: no additional staff resources are expected

GA/TAs: the allocation of GAships is determined each year by the Faculty of Graduate Studies. Generally speaking, the yearly allocation of GAships has been determined historically, as opposed to weighted formulas, and has met the needs of the Faculty's teaching needs. Once the allocation of GAships has been determined, each year, the need for any GAships for this course, as with every other course taught in the Faculty of

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Education, will be determined by the Faculty as per any formal requests from the course instructor and interest from the pool of eligible GA applicants.

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: no additional library resources will be required other than those that already would be utilized as current university students

Teaching and Learning Support: no additional institutional resources and services will be required that are not already covered through the Faculty of Education and Inter-Faculty Programs

Student Support Services: no additional institutional resources and services will be required other than those that already would be utilized as current university students

Space and Facilities: as part of a new Minor in Organizational Learning and Teaching, this is 1 of 6 new courses that will require classroom space

Equipment (and Maintenance): no additional institutional resources and services will be required that are not already covered through the Faculty of Education

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Minor in Organizational Learning & Teaching
FACULTY: Education
DEPARTMENT/SCHOOL: Centre for Inter-Faculty Programs

Proposed change(s) effective as of: January 2016

A. NEW COURSE PROFILE

Course # and Title: 14-80-400 Diversity and Inclusion in the Learning Organization

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 the evolution of the concepts of diversity and inclusion in social organizations, key management practices for improving performance, and current diversity and inclusion challenges in organizations. Diversity and inclusion are important aspects of learning organizations for the purpose of developing strategic options for improvement in many different ways.

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	X	X			3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
Theories of Individual and Collective Learning AND Learning-Centred Teaching: Planning, Delivery, Assessment & Evaluation						

[*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

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

B.1 Course Goal(s)

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

Diversity and inclusion are no longer just matters for legal and moral consideration. As important aspects of learning organization, concerns for diversity and inclusion also point to the need for organizations to develop strategic options to help them improve on many different levels and in many different ways. In fact, many will agree that diversity contributes to the richness of many organizations by having a variety of perspectives, experiences, and approaches in a range of organizational activities that include strategic and tactical planning, problem solving, and decision-making. Furthermore, organizations committed to diversity and inclusion management become more effective and profitable in serving and working with others, recognizing the value of such an attribute and practices as important drivers of organizational effectiveness and profitability. As such, this course will examine the evolution of the concepts of diversity and inclusion in social organizations, key management practices for improving performance, and current diversity and inclusion challenges in organizations.

In the context of a new Minor (as well as a future certificate and undergraduate program of study leading to a degree in organizational learning and teaching), this course addresses the place and role of teaching in learning-centred environments as one important aspect of pedagogy in diverse organizational contexts, specifically those outside of the K-12 educational system where students will ultimately apply a wide range of skills, practices, and expertise in roles appropriate to coaching, training, teaching, and facilitating learning. To this end, students will be asked to engage in sustained inquiry in:

- Learning about learning, learners, and bodies of knowledge as disciplinary and interdisciplinary structures
- Understanding the biological, social, cultural, political and ecological aspects and contexts of learning and learners
- Inquiring into the practices of effective organizational instruction
- Developing a deeper understanding for ethical practice within a framework for social justice

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
<p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Utilize effective curricular, pedagogical, and evaluative tools and practices to promote the educational success for a diverse range of learners within learning organizations and communities</p>	<p>A. The acquisition, application and integration of knowledge</p>

**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:
B. Recognize a range of knowledge and perspectives, including the importance of research in the field of social justice and equity Engage in the critical analysis of multi-epistemic perspectives on different theories of learning	B. Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Recognize the transformative power of learning for individuals and communities by use of inclusive and collaborative pedagogical praxis to create learning contexts and activities that values diversity and prepare learning organizations to exist in a global, multicultural and equity-informed context	C. Critical thinking and problem-solving skills
D. Evaluate and synthesize empirical evidence relevant to concepts of diversity and inclusion in social organizations. Relate and make connections (integrate) between the issues discussed theoretically and in practice	D. Literacy and numeracy skills
E. Take responsibility for their own learning and professional growth by committing to the values of social justice, equity, and diversity in all aspects of their professional roles and demonstrating this by pursuing opportunities to advance social responsibility and environmental citizenship	E. Responsible behaviour to self, others and society
F. Respond and be responsible to learners, learning organizations and communities Communicate fluently and proficiently in both oral and written forms in academic and professional contexts relevant to learning organizations Incorporate context in materials and/or strategies developed that address local, national and global issues of equity and justice	F. Interpersonal and communications skills
G. Collaborate with peers in the development, critique and assessment of learning-centred practice	G. Teamwork, and personal and group leadership skills
H. Evaluate peers’ learning-centred practices focusing on clarity, purpose, and creative expression.	H. Creativity and aesthetic appreciation
I. Develop learning materials applicable to a diverse-range of learning contexts with a focus on diversity, social justice, equity and inclusion in various Learning Organizations, and assessment of these practices for the future.	I. The ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

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B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

This course is one of the required courses that will be offered as part of a Minor in Organizational Learning and Teaching. (There are plans to develop a certificate and undergraduate degree in the same area that will also use this course as a foundations course for those programming options.)

This course will appeal to those with interests in corporate training, banking, working in the legal system, health and safety, outdoor education, early childhood education, alternative schooling models, adult education, post-secondary education, interpretation centres, coaching, municipal and community programming, and museum education, inter-professional education, etc. As such, we anticipate that students from any number of academic and professional programs would be interested in this course on learning-centred teaching as well as obtaining the proposed new Minor in Organizational Learning and Teaching.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	30	30-70	30-70	30-70	30-70

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

This course (as well as the other courses that will form the proposed Minor in Organizational Learning and Teaching) will provide students the opportunity to study interdisciplinary aspects of pedagogy in organizational contexts outside of the traditional K-12 educational system. Although similar to courses offered in the consecutive and concurrent B.Ed. programs, this course does not impact enrolments in those courses because B.Ed. degree courses are exclusive to B.Ed. students.

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
1	Independent Study
2	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
1	Other: <i>Online discussions</i>

How does the student workload for this course compare with other similar courses in the department/program area? Same as per any elective course.

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.

This course will be taught by full-time Faculty members in the Faculty of Education who are qualified to teach this course as well as other courses proposed for the newly proposed Minor in Organizational Learning and Teaching, i.e. theories of learning; instructional planning, delivery, assessment and evaluation; organizational management and leadership; issues in social justice, including diversity and inclusion; and, instructional technology. Staff resources will be allocated by the Faculty of Education.

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FORM "D"

C.1.1

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

This course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching) will be offered by qualified full-time faculty instructors. These instructors are current instructors for courses in the Pre-Service B.Ed. program that may be adapted for a broader educational context. Students enrolled in undergraduate programs, as well as professionals seeking a certificate in Organizational Learning & Teaching when that certificate program has been developed, will be eligible to take the courses offered.

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.

It is proposed that full-time Education Faculty teach these courses.

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.

University undergraduate students from most faculties would be eligible to take this course taught by Faculty of Education Instructors; as per the working relationship with the Centre for Interfaculty Programs, the BIU allocation would be 95% of the BIU allocated to the Faculty of Education and 5% of the BIU allocated to Centre for Interfaculty Programs. It is expected that these courses will require classrooms to be assigned outside of 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.*

Faculty Teaching: Due to the mandated enrolment cap by the Ministry of Education to the current Bachelor of Education (Pre-Service Program & Concurrent) programs, it is proposed that full-time faculty in the Faculty of Education teach this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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.)?

Provincially mandated enrolment caps for the pre-service program, this should allow teaching resources to be distributed to this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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: no additional faculty resources are expected given that this course would be assigned to a qualified Faculty member and treated as being on load

Staff: no additional staff resources are expected

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GA/TAs: the allocation of GAships is determined each year by the Faculty of Graduate Studies. Generally speaking, the yearly allocation of GAships has been determined historically, as opposed to weighted formulas, and has met the needs of the Faculty's teaching needs. Once the allocation of GAships has been determined, each year, the need for any GAships for this course, as with every other course taught in the Faculty of Education, will be determined by the Faculty as per any formal requests from the course instructor and interest from the pool of eligible GA applicants.

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: no additional library resources will be required other than those that already would be utilized as current university students

Teaching and Learning Support: no additional institutional resources and services will be required that are not already covered through the Faculty of Education and Inter-Faculty Programs

Student Support Services: no additional institutional resources and services will be required other than those that already would be utilized as current university students

Space and Facilities: as part of a new Minor in Organizational Learning and Teaching, this is 1 of 6 new courses that will require classroom space

Equipment (and Maintenance): no additional institutional resources and services will be required that are not already covered through the Faculty of Education

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Minor in Organizational Learning & Teaching
FACULTY: Education
DEPARTMENT/SCHOOL: Centre for Inter-Faculty Programs

Proposed change(s) effective as of: January 2016

A. NEW COURSE PROFILE

Course # and Title: 14-80-405 Instructional Technologies

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 has been designed to provide students with an introduction to theoretical and practical issues pertaining to the use of informational and instructional technologies in learning organizations. Students will examine and critique the context of the field of instructional technologies and learn to apply current instructional technologies and media to instructional design and practice and the enhancement of learning opportunities. Basic concepts in educational technology, major developments, the present status of informational and instructional technologies, key principles of educational technology as an approach and tool for teaching and learning, and the development of appropriate educational technologies in terms of a learning organization's goals will also be examined. Technological literacy will be emphasized throughout while exploring computer applications, the utilization of converging digital technologies, and the use of the internet and web resources.

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	X	X			3			

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

[*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.

This course has been designed to provide students with an introduction to theoretical and practical issues pertaining to the use of informational and instructional technologies in learning organizations. Students will examine and critique the context of the field of instructional technologies and learn to apply current instructional technologies and media to instructional design and practice and the enhancement of learning opportunities. Basic concepts in educational technology, major developments, the present status of informational and instructional technologies, key principles of educational technology as an approach and tool for teaching and learning, and the development of appropriate educational technologies in terms of the learning organization's

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NEW COURSE PROPOSALS

FORM “D”

goals will also be examined. Technological literacy will be emphasized throughout while exploring computer applications, the utilization of converging digital technologies, and the use of the internet and web resources.

In the context of a new Minor (as well as a future certificate and undergraduate program of study leading to a degree in organizational learning and teaching), this course addresses the place and role of teaching in learning-centred environments as one important aspect of pedagogy in diverse organizational contexts, specifically those outside of the K-12 educational system where students will ultimately apply a wide range of skills, practices, and expertise in roles appropriate to coaching, training, teaching, and facilitating learning. To this end, students will be asked to engage in sustained inquiry in:

- Learning about learning, learners, and bodies of knowledge as disciplinary and interdisciplinary structures
- Understanding the biological, social, cultural, political and ecological aspects and contexts of learning and learners
- Inquiring into the practices of effective organizational instruction
- Developing a deeper understanding for ethical practice within a framework for social justice

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. Identify relevant contemporary issues and theories on the use of instructional technologies through critical and reflective reading of scholarly texts and synthesis of knowledge. Apply instructional approaches to a particular organizational context in a sound, original, and creative way through the integration of scholarship and practice.	A. The acquisition, application and integration of knowledge
B. Critically evaluate relevant scholarly literature and empirical data about instructional technology practices to determine implications for practice in learning organizations	B. Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Articulate and substantiate, verbally and in writing, perspectives on instructional technology practices and the implications of multilingual and multicultural contexts for practice	C. Critical thinking and problem-solving skills

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
D. Evaluate and synthesize empirical evidence. Relate and make connections (integrate) between the issues discussed theoretically and the context of the field of instructional technologies	D. Literacy and numeracy skills
E. Compare and contrast views of teaching and learning through the use of informational and instructional technologies and respectfully reflect on social positioning within multicultural organizations and the implications for learning-centred practice.	E. Responsible behaviour to self, others and society
F. Apply critical thinking by exploring, analyzing, and discussing issues pertaining to the theory and practice of informational and instructional technologies.	F. Interpersonal and communications skills
G. Collaborate with peers in the development, critique and assessment of instructional technology practices.	G. Teamwork, and personal and group leadership skills
H. Evaluate peers' instructional technology practices, focusing on clarity, purpose, and creative expression.	H. Creativity and aesthetic appreciation
I. Develop learning materials applicable to a diverse-range of learning contexts with a focus on the application of instructional technologies in various learning organizations and assessment of these practices for the future.	I. The ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

This course is one of the required courses that will be offered as part of a Minor in Organizational Learning and Teaching. (There are plans to develop a certificate and undergraduate degree in the same area that will also use this course as a foundations course for those programming options.)

This course will appeal to those with interests in corporate training, banking, working in the legal system, health and safety, outdoor education, early childhood education, alternative schooling models, adult education, post-secondary education, interpretation centres, coaching, municipal and community programming, and museum education, inter-professional education, etc. As such, we anticipate that students from any number of academic and professional programs would be interested in this course on learning-centred teaching as well as obtaining the proposed new Minor in Organizational Learning and Teaching.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	30	30-70	30-70	30-70	30-70

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

This course (as well as the other courses that will form the proposed Minor in Organizational Learning and Teaching) will provide students pursuing with the opportunity to study interdisciplinary aspects of pedagogy in organizational contexts outside of the traditional K-12 educational system. Although similar to courses offered in the consecutive and concurrent B.Ed. programs, this course does not impact enrolments in those courses because B.Ed. degree courses are exclusive to B.Ed. students.

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

*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
1	Independent Study
2	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
1	Other: <i>Online discussions</i>

How does the student workload for this course compare with other similar courses in the department/program area? Same as per any elective course.

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.

This course will be taught by full-time Faculty members in the Faculty of Education who are qualified to teach this course as well as other courses proposed for the newly proposed Minor in Organizational Learning and Teaching, i.e. theories of learning; instructional planning, delivery, assessment and evaluation; organizational management and leadership; issues in social justice, including diversity and inclusion; and, instructional technology. Staff resources will be allocated by the Faculty of Education.

C.1.1

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

This course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching) will be offered by qualified full-time faculty instructors. These instructors are current instructors for courses in the Pre-Service B.Ed. program that may be adapted for a broader educational context. Students enrolled in undergraduate programs, as well as professionals seeking a certificate in Organizational Learning & Teaching when that certificate program has been developed, will be eligible to take the courses offered.

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.

It is proposed that full-time Education Faculty teach these courses.

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.

University undergraduate students from most faculties would be eligible to take this course taught by Faculty of Education Instructors; as per the working relationship with the Centre for Interfaculty Programs, the BIU allocation would be 95% of the BIU allocated to the Faculty of Education and 5% of the BIU allocated to Centre for Interfaculty Programs. It is expected that these courses will require classrooms to be assigned outside of the Education building.

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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.

Faculty Teaching: Due to the mandated enrolment cap by the Ministry of Education to the current Bachelor of Education (Pre-Service Program & Concurrent) programs, it is proposed that full-time faculty in the Faculty of Education teach this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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.)?

Due to provincially mandated enrolment caps for the pre-service program, this should allow teaching resources to be distributed to this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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: no additional faculty resources are expected given that this course would be assigned to a qualified Faculty member and treated as being on load

Staff: no additional staff resources are expected

GA/TAs: the allocation of GAships is determined each year by the Faculty of Graduate Studies. Generally speaking, the yearly allocation of GAships has been determined historically, as opposed to weighted formulas, and has met the needs of the Faculty's teaching needs. Once the allocation of GAships has been determined, each year, the need for any GAships for this course, as with every other course taught in the Faculty of Education, will be determined by the Faculty as per any formal requests from the course instructor and interest from the pool of eligible GA applicants.

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: no additional library resources will be required other than those that already would be utilized as current university students

Teaching and Learning Support: no additional institutional resources and services will be required that are not already covered through the Faculty of Education and Inter-Faculty Programs

Student Support Services: no additional institutional resources and services will be required other than those that already would be utilized as current university students

Space and Facilities: as part of a new Minor in Organizational Learning and Teaching, this is 1 of 6 new courses that will require classroom space

Equipment (and Maintenance): no additional institutional resources and services will be required that are not already covered through the Faculty of Education

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Minor in Organizational Learning & Teaching

FACULTY: Education

DEPARTMENT/SCHOOL: Centre for Inter-Faculty Programs

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course # and Title: 14-80-410 Learning-Centred Teaching: Planning, Delivery, 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.

Students will learn about principles and theories of learning-centred practices. Specifically, students will critically examine and synthesize the findings of current research and scholarly texts on teaching and learning to develop a critical personal understanding of learning-centred practices that are applicable to a wide range of diverse workplace contexts. Through assigned readings and texts, students will acquire, integrate, and apply knowledge pertaining to planning, instructional delivery, and the assessment and evaluation of learning. Self-, peer-, and teacher-evaluated assignments will provide students with opportunities to integrate research and practice and to facilitate the development of particular skills, notably, interpersonal communication skills, planning, facilitation and organization of learning, critical thinking, inquiry learning, and reflection.

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	X	X			3			

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

[*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.

Individuals in organizations charged with the task of teaching, training, or coaching others require, like their counterparts in K-12 educational settings, an understanding of certain aspects of teaching in learning-centred organizations. Specifically, these pedagogical concerns pertain to planning, instructional delivery, and the assessment and evaluation of learning. Further, this course will provide students with the necessary tools and pedagogical understanding to help them develop as scholarly teachers whose pedagogical work is informed by the necessary and important relation between practice and theory. As part of a suite of courses for emerging educators for diverse organizations and workplaces, this course will be useful to those with particular career interests in corporate training, banking, working in the legal system, health and safety, outdoor education, early

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childhood education, alternative schooling models, adult education, post-secondary education, interpretation centres, coaching, municipal and community programming, and museum education, inter-professional education, etc.

In the context of a new Minor (as well as a future certificate and undergraduate program of study leading to a degree in organizational learning and teaching), this course addresses the place and role of teaching in learning-centred environments as one important aspect of pedagogy in diverse organizational contexts, specifically those outside of the K-12 educational system where students will ultimately apply a wide range of skills, practices, and expertise in roles appropriate to coaching, training, teaching, and facilitating learning. To this end, students will be asked to engage in sustained inquiry in:

- Learning about learning, learners, and bodies of knowledge as disciplinary and interdisciplinary structures
- Understanding the biological, social, cultural, political and ecological aspects and contexts of learning and learners
- Inquiring into the practices of effective organizational instruction
- Developing a deeper understanding for ethical practice within a framework for social justice

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. Identify contemporary issues and theories relevant to learning-centred teaching through critical and reflective reading of assigned and scholarly texts and synthesis of knowledge. Apply pedagogical approaches to a particular organizational context in a sound, original, and creative way through the integration of scholarship and practice.	A. The acquisition, application and integration of knowledge
B. Critically evaluate relevant scholarly literature and empirical data about learning-centred teaching practices to determine implications for practice in learning organizations .	B. Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Articulate and substantiate, verbally and in writing, perspectives on learning-centred teaching practices and the implications of multilingual and multicultural contexts for practice.	C. Critical thinking and problem-solving skills
D. Evaluate and synthesize empirical evidence pertaining to the principles and theories of learning-centred practices. Relate and make connections (integrate) between the issues discussed	D. Literacy and numeracy skills

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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:
theoretically and in practice.	
E. Compare and contrast views of teaching and learning and respectfully reflect on social positioning within multicultural organizations and the implications for learning-centred teaching practices.	E. Responsible behaviour to self, others and society
F. Apply critical thinking by exploring, analyzing, and discussing issues.	F. Interpersonal and communications skills
G. Collaborate with peers in the development, critique and assessment of learning-centred teaching practices.	G. Teamwork, and personal and group leadership skills
H. Evaluate peers' learning-centred practices focusing on clarity, purpose, and creative expression.	H. Creativity and aesthetic appreciation
I. Develop learning materials applicable to a diverse-range of learning contexts with a focus on diversity, social justice, equity and inclusion in various learning organizations and assessment of these practices for the future.	I. The ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

This course is one of the required courses that will be offered as part of a Minor in Organizational Learning and Teaching. (There are plans to develop a certificate and undergraduate degree in the same area that will also use this course as a foundations course for those programming options.)

This course will appeal to those with interests in corporate training, banking, working in the legal system, health and safety, outdoor education, early childhood education, alternative schooling models, adult education, post-secondary education, interpretation centres, coaching, municipal and community programming, and museum education, inter-professional education, etc. As such, we anticipate that students from any number of academic and professional programs would be interested in this course on learning-centred teaching as well as obtaining the proposed new Minor in Organizational Learning and Teaching.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	30	30-70	30-70	30-70	30-70

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

This course (as well as the other courses that will form the proposed Minor in Organizational Learning and Teaching) will provide students pursuing with the opportunity to study interdisciplinary aspects of pedagogy in organizational contexts outside of the traditional K-12 educational system. As such, and although similar to courses offered in the consecutive and concurrent B.Ed. programs, this course does not impact enrolments in those courses that are a part of other programs offered through the Faculty of Education.

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.

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Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
1	Independent Study
2	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
1	Other: <i>Online discussions</i>
How does the student workload for this course compare with other similar courses in the department/program area? Same as per any elective course.	

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.

This course will be taught by full-time Faculty members in the Faculty of Education who are qualified to teach this course as well as other courses proposed for the newly proposed Minor in Organizational Learning and Teaching, i.e. theories of learning; instructional planning, delivery, assessment and evaluation; organizational management and leadership; issues in social justice, including diversity and inclusion; and, instructional technology. Staff resources will be allocated by the Faculty of Education.

C.1.1

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

This course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching) will be offered by qualified full-time faculty instructors. These instructors are current instructors for courses in the Pre-Service B.Ed. program that may be adapted for a broader educational context. Students enrolled in undergraduate programs, as well as professionals seeking a certificate in Organizational Learning & Teaching when that certificate program has been developed, will be eligible to take the courses offered.

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.

It is proposed that full-time Education Faculty teach these courses.

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.

University undergraduate students from most faculties would be eligible to take this course taught by Faculty of Education Instructors; as per the working relationship with the Centre for Interfaculty Programs,, the BIU allocation would be for 95% of the BIU allocated to the Faculty of Education and 5% of the BIU allocated to Centre for Interfaculty Programs.

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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Faculty Teaching: Due to the proposed enrolment cap by the Ministry of Education to the current Bachelor of Education (Pre-Service Program & Concurrent) programs, it is proposed that full-time faculty in the Faculty of Education teach this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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.)?

Due to provincially mandated enrolment caps for the pre-service program, this should allow teaching resources to be distributed to this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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: no additional faculty resources are expected given that this course would be assigned to a qualified Faculty member and treated as being on load

Staff: no additional staff resources are expected

GA/TAs: the allocation of GAships is determined each year by the Faculty of Graduate Studies. Generally speaking, the yearly allocation of GAships has been determined historically, as opposed to weighted formulas, and has met the needs of the Faculty's teaching needs. Once the allocation of GAships has been determined, each year, the need for any GAships for this course, as with every other course taught in the Faculty of Education, will be determined by the Faculty as per any formal requests from the course instructor and interest from the pool of eligible GA applicants.

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: no additional library resources will be required other than those that already would be utilized as current university students

Teaching and Learning Support: no additional institutional resources and services will be required that are not already covered through the Faculty of Education and Inter-Faculty Programs

Student Support Services: no additional institutional resources and services will be required other than those that already would be utilized as current university students

Space and Facilities: as part of a new Minor in Organizational Learning and Teaching, this is 1 of 6 new courses that will require classroom space

Equipment (and Maintenance): no additional institutional resources and services will be required that are not already covered through the Faculty of Education

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Minor in Organizational Learning & Teaching
FACULTY: Education
DEPARTMENT/SCHOOL: Centre for Inter-Faculty Programs

Proposed change(s) effective as of: January 2016

A. NEW COURSE PROFILE

Course # and Title: 14-80-415 Learning Organizations: Management and Leadership

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.

Students will learn about current management theories and practices in contemporary learning organizations where learning is a primary or significant characteristic or quality of the organization. Specifically, from a leadership perspective, this course will examine the nature of leading and managing in learning organizations, the role of learning, and the complex legal, ethical, and social issues that give shape to the organization and its leaders. Through the use of a variety of resources and approaches, students will explore and question theories, models, tools, and best practices for managing and leading in learning organizations, prompting and providing critical perspectives and practical tools that may be applied in different contexts.

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	X	X			3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
Theories of Individual and Collective Learning AND Learning-Centred Teaching: Planning, Delivery, Assessment & Evaluation						

[*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

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

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.

The purpose of this course is to provide an overview of current management theories and practices in contemporary learning organizations, that is, contemporary organizations where learning is a primary or significant characteristic or quality of the organization. From a leadership perspective, this course will examine the nature of leading and managing learning organizations, assuming that leadership arises at all levels of the organization as a particular organizational dynamic, the role of learning, and the complex legal, ethical, and social issues that shape organizations and the people that lead them. Issues, such as leaders and leadership and management systems and tools will be critically examined and analyzed. Through the use of a variety of resources and approaches, students will explore and question theories, models, tools, and best practices for managing and leading in learning organizations, prompting and providing critical perspectives and practical tools that may be applied in different contexts.

In the context of a new Minor (as well as a future certificate and undergraduate program of study leading to a degree in organizational learning and teaching), this course addresses the place and role of managing and leading in learning-centred environments as one important aspect for pedagogues in diverse organizational contexts, specifically those outside of the K-12 educational system where students will ultimately apply a wide range of skills, practices, and expertise in roles appropriate to coaching, training, teaching, and facilitating learning. To this end, students will be asked to engage in sustained inquiry in:

- Learning about learning, learners, and bodies of knowledge as disciplinary and interdisciplinary structures
- Understanding the biological, social, cultural, political and ecological aspects and contexts of learning and learners
- Inquiring into the practices of effective organizational instruction
- Developing a deeper understanding for ethical practice within a framework for social justice

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
<p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Identify contemporary issues and theories on management and leadership in learning organizations through critical and reflective reading of assigned and scholarly texts and synthesis of knowledge</p>	<p>B. The acquisition, application and integration of knowledge</p>

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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:
B. Critically evaluate relevant scholarly literature and empirical data about management and leadership to determine implications for practice in learning organizations	B. Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Articulate and substantiate, verbally and in writing, perspectives on management and leadership practices and the implications for multilingual and multicultural contexts of practice.	C. Critical thinking and problem-solving skills
D. Evaluate and synthesize empirical evidence relevant to current management theories and practices in contemporary learning organizations. Relate and make connections (integrate) between the issues discussed theoretically and in practice	D. Literacy and numeracy skills
E. Compare and contrast views of managing and leading others and respectfully reflect on social positioning within multicultural organizations and the implications for managing and leading in learning organizations.	E. Responsible behaviour to self, others and society
F. Apply critical thinking by exploring, analyzing, and discussing issues during class presentations.	F. Interpersonal and communications skills
G. Collaborate with peers in the development, critique, and assessment of management and leadership practices.	G. Teamwork, and personal and group leadership skills
H. Evaluate peers' management and leadership practices, focusing on clarity, purpose, and creative expression.	H. Creativity and aesthetic appreciation
I. Develop learning materials applicable to a diverse-range of learning contexts with a focus on managing and leading in various diverse learning organizations and assessing these practices for the future.	I. The ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

This course is one of the required courses that will be offered as part of a Minor in Organizational Learning and Teaching. (There are plans to develop a certificate and undergraduate degree in the same area that will also use this course as a foundations course for those programming options.)

This course will appeal to those with interests in corporate training, banking, working in the legal system, health and safety, outdoor education, early childhood education, alternative schooling models, adult education, post-secondary education, interpretation centres, coaching, municipal and community programming, and museum education, inter-professional education, etc. As such, we anticipate that students from any number of academic and professional programs would be interested in this course on learning-centred teaching as well as obtaining the proposed new Minor in Organizational Learning and Teaching.

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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
	30	30-70	30-70	30-70	30-70

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

This course (as well as the other courses that will form the proposed Minor in Organizational Learning and Teaching) will provide students the opportunity to study interdisciplinary aspects of pedagogy in organizational contexts outside of the traditional K-12 educational system. Although similar to courses offered in the consecutive and concurrent B.Ed. programs, this course does not impact enrolments in those courses because B.Ed. degree courses are exclusive to B.Ed. students.

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
1	Independent Study
2	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
1	Other: <i>Online discussions</i>
How does the student workload for this course compare with other similar courses in the department/program area? Same as per any elective course.	

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.

This course will be taught by full-time Faculty members in the Faculty of Education who are qualified to teach this course as well as other courses proposed for the newly proposed Minor in Organizational Learning and Teaching, i.e. theories of learning; instructional planning, delivery, assessment and evaluation; organizational management and leadership; issues in social justice, including diversity and inclusion; and, instructional technology. Staff resources will be allocated by the Faculty of Education.

C.1.1

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

This course (as well as the other courses that will form the proposed Minor in Organizational Learning and Teaching) will be offered by qualified full-time faculty instructors. These instructors are current instructors for courses in the B.Ed. program that may be adapted for a broader educational context. Students enrolled in undergraduate programs, as well as professionals seeking a certificate in Organizational Learning & Teaching when that certificate program has been developed, will be eligible to take the courses offered.

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NEW COURSE PROPOSALS

FORM "D"

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.

It is proposed that full-time Education Faculty teach these courses.

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.

University undergraduate students from most faculties would be eligible to take this course taught by Faculty of Education Instructors; as per the working relationship with the Centre for Interfaculty Programs, the BIU allocation would be 95% of the BIU allocated to the Faculty of Education and 5% of the BIU allocated to the Centre for Interfaculty Programs. It is expected that these courses will require classrooms to be assigned outside of 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.*

Faculty Teaching: Due to the mandated enrolment cap by the Ministry of Education to the current Bachelor of Education (Pre-Service Program & Concurrent) programs, it is proposed that full-time faculty in the Faculty of Education teach this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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.)?

Due to provincially mandated enrolment caps for the pre-service program, this should allow teaching resources to be distributed to this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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: no additional faculty resources are expected given that this course would be assigned to a qualified Faculty member.

Staff: no additional staff resources are expected

GA/TAs: the allocation of GAships is determined each year by the Faculty of Graduate Studies. Generally speaking, the yearly allocation of GAships has been determined historically, as opposed to weighted formulas, and has met the needs of the Faculty's teaching needs. Once the allocation of GAships has been determined, each year, the need for any GAships for this course, as with every other course taught in the Faculty of Education, will be determined by the Faculty as per any formal requests from the course instructor and interest from the pool of eligible GA applicants.

**PROGRAM DEVELOPMENT COMMITTEE
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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: no additional library resources will be required other than those that already would be utilized as current university students

Teaching and Learning Support: no additional institutional resources and services will be required that are not already covered through the Faculty of Education and Inter-Faculty Programs

Student Support Services: no additional institutional resources and services will be required other than those that already would be utilized as current university students

Space and Facilities: as part of a new Minor in Organizational Learning and Teaching, this is 1 of 6 new courses that will require classroom space

Equipment (and Maintenance): no additional institutional resources and services will be required that are not already covered through the Faculty of Education

PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Minor in Organizational Learning & Teaching

FACULTY: Education

DEPARTMENT/SCHOOL: Centre for Inter-Faculty Programs

Proposed change(s) effective as of: September 2015

A. NEW COURSE PROFILE

Course # and Title: 14-80-420 Theories of Individual and Collective Learning

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.

Students will examine current theories pertaining to learning and learners in diverse organizational contexts. Particular themes will be examined, including the nature of learning, patterns of growth and development, the dynamics and complexities of learning in diverse educational contexts, and current educational realities in society. Specifically, students will examine a number of important issues, such as: learning and cognitive processes; personal, social and moral development; individual and group differences; social-cognitive views (e.g., racial discrimination, bullying, harassment, abuse, gender bias, xenophobia, homophobia, stereotyping); motivation and cognition relevant to individual and collective learning; knowledge construction and higher-order thinking. In this course, students will develop a critical awareness of learning theories and related issues and will critique, analyze, and reflect on the underlying assumptions associated with matters and the implications for individual and collective learning in learning organizations.

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	X			X (CLEW; online interaction/discussions)	3			

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

[*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.

Students in this course will explore the many complex, interdisciplinary aspects of learning and learners. As a nested phenomenon, students will come to understand that learning occurs across multiple levels simultaneously—individual learners, classrooms, schools, curriculum structures, knowledge disciplines, and, more generally, collectivities and pedagogical and cultural communities. A learner, therefore, is not merely an

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individual, but is caught up in interdependent systems of learning collectives, offering a richer, more expansive notion of learning. Framed as such, students can see that learning is not an isolated or isolatable phenomenon, but must include some attention to the neurological, the experiential, social interactions, symbols, cultural phenomenon, and local ecologies.

In the context of a new course, and future IFP Minor (as well as a future certificate and undergraduate program of study leading to a degree in Organizational Learning and Teaching), this course addresses learning as one important aspect of pedagogy in diverse organizational contexts, specifically those outside of the K-12 educational system where students will ultimately apply a wide range of skills, practices, and expertise in roles appropriate to coaching, training, teaching, and facilitating learning. To this end, students will be asked to engage in sustained inquiry in:

- Learning about learning, learners, and bodies of knowledge as disciplinary and interdisciplinary structures
- Understanding the biological, social, cultural, political and ecological aspects and contexts of learning and learners
- Inquiring into the practices of effective organizational instruction
- Developing a deeper understanding for ethical practice within a framework for social justice

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. Identify various contemporary issues and theories relevant to individual and collective learning through critical and reflective reading of assigned and scholarly texts and synthesis of knowledge.	A. The acquisition, application and integration of knowledge
B. Critically review and analyze literature and empirical data relevant to individual and collective learning, and identify and reflect on the implications for practice in learning organizations.	B. Skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Articulate and substantiate, verbally and in writing, perspectives on contemporary issues such as multilingualism and multiculturalism within the context of individual and collective learning.	C. Critical thinking and problem-solving skills
D. Evaluate and synthesize empirical evidence relevant to current theories pertaining to learning and learners in diverse organizational contexts. Relate and make connections (integrate) between the issues discussed theoretically and the lived experience	D. Literacy and numeracy skills

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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:
E. Compare and contrast views of teaching and learning and respectfully reflect on social positioning within multicultural organizations.	E. Responsible behaviour to self, others and society
F. Apply critical thinking by exploring, analyzing, discussing and presenting in class.	F. Interpersonal and communications skills
G. Actively consult and collaborate with peers on a community service learning project related to social equity and justice in learning organizations	G. Teamwork, and personal and group leadership skills
H.	H. Creativity and aesthetic appreciation
I. Develop learning materials applicable to a diverse-range of learning contexts with a focus on diversity, social justice, equity and inclusion in various learning organizations, and assessment of implications for the future.	I. The ability and desire for continuous learning

B.3 Demand for Course

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PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

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*Provide information on the expected workload per week of a student enrolled in this course.
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It is proposed that full-time Education Faculty teach this course.

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NEW COURSE PROPOSALS

FORM "D"

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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.)?

Provincially mandated enrolment caps for the pre-service program should allow teaching resources to be distributed to this course (as well as the other courses that will form the newly proposed Minor in Organizational Learning and Teaching).

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

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C.5.1

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Library Resources and Services: no additional library resources will be required other than those that already would be utilized as current university students

Teaching and Learning Support: no additional institutional resources and services will be required that are not already covered through the Faculty of Education and Inter-Faculty Programs

Student Support Services: no additional institutional resources and services will be required other than those that already would be utilized as current university students

Space and Facilities: as part of a new Minor in Organizational Learning and Teaching, this is 1 of 6 new courses that will require classroom space

Equipment (and Maintenance): no additional institutional resources and services will be required that are not already covered through the Faculty of Education