

**University of Windsor
Senate**

4.1: **Political Science Degree Completion Programs for Graduates of Hebei Law and Politics College (HLPC) in China.**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Political Science General and Honours Degree Completion Programs for Graduates of Hebei Law and Politics College (HLPC) in China be approved in accordance with the submitted PDC program/course change forms.***

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The Departmental Council, Faculty of Arts, Humanities and Social Sciences Council, and the Program Development Committee have approved the proposed changes.
- These will be offered as cost-recovery programs.
- Provost's comments: *"This is an exciting proposal that furthers our strategic goals in a number of ways. It looks to have significant potential for adding a new dimension to our programs in Political Science and FAHSS. I approve the proposal for submission to PDC, on the understanding that the program will be reviewed after two years. That review will include an academic and a budget assessment to determine whether the program has been successful and is sustainable in the long term".*
- See attached.

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INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

A. Basic Program Information

FACULTY:	Arts and Social Science
AAU:	Political Science
Program Title:	Degree Completion programs for Graduates of Hebei Law and Politics College (HLPC), China
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis) [Please note that, for general degrees, the discipline is not included on diplomas.]	Bachelor of Arts General Political Science Bachelor of Arts Honours Political Science (No change from existing situation.)
Proposed Year of Offering [Fall 20xx]:	Winter 2014
Mode of Delivery:	Classroom/Distance
Planned Student Enrolment (per section B.4.2)	25 students per year
Normal Duration for Completion:	2-3 years
Will the revised program be run on a cost-recovery basis?	Yes (Cost Plus)

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

Please provide a brief statement about the direction, relevance and importance of the revised program.

Describe the overall aim and intended impact of the revised program.

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

This proposal intends to establish an agreement between the University of Windsor and Hebei Law and Politics College (HLPC) in China. The agreement will initially operate for a two year trial period between 1 July 2014 and 30 June 2016, and will be renewable subject to the agreement of all parties.

Under the terms of this agreement, students who have completed a three year diploma at HLPC in the fields of Politics and Law and who have met existing academic and language requirements as determined by the University of Windsor (see below) will secure entry into a Political Science Bachelor of Arts degree with advance standing. Students will be given credit for 10 courses towards the completion of either a three year BA general degree or a four year BA honours leaving them to take 20 or 30 courses at Windsor. Students will be given credit for 10 courses, leaving them to complete the major requirements, other requirements and option requirements ordinarily completed by all students entering the three or four year degree programs. Students entering the University of Windsor under this agreement will not be taught in separate sections of courses but instead will be integrated into the regularly scheduled classes. They will, however, be provided with an academic adviser to facilitate their course scheduling and progress through the degree. (The academic adviser will serve all international students in the department.) In addition, dedicated student mentors will be hired to facilitate the students' success at the University of Windsor.

The agreement is in line with the desire of the University's Strategic Plan in several ways. First, the agreement will promote international engagement through student recruitment (Strategic Priority #5). In this respect the agreement builds on the existing teaching strengths of the department with its core classes in international relations and comparative politics. The proposal also increases the potential for further exchange agreements to

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develop between the Political Science department and universities/colleges in China. The agreement will increase the international diversity of the University and Political Science student body. The agreement will also help to foster academic links between the University and Chinese academic institutions by facilitating both faculty and student exchanges (again as stated in Strategic Priority #5). Second, the agreement will, by a conservative estimate, lead to a steady-state additional enrolment of 55 students from China spread over two to three academic years. As a result, the agreement will bring a gross increase of \$1,096,200 in tuition revenue to the university (not accounting for inflation). As a result, this agreement will help to provide financial stability for the faculty and the university.

The financial advantage to the university from this academic agreement will allow the Department of Political Science to hire (by the fourth year of the agreement when it reaches its steady state enrolment) two new faculty positions (Strategic Priority #3) replacing existing vacancies in its faculty complement. The unique nature of this agreement and the added vibrancy of the academic community that it brings will be a distinct advantage in recruiting the very best faculty to these positions.

B.2 Changes to Program Content (QAF Section 2.1.4)

Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.

n/a

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere.

n/a

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1)

Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline

n/a

B.4 DEMAND FOR THE MODIFIED PROGRAM

[Major program changes requiring new/additional resources should be accompanied by a strong argument and clear evidence of student and market demand, and societal need.]

HLPC, with a Chinese government supported mandate to develop international articulation or degree completion programs, has received official approval from the Hebei provincial government to launch the proposed program on campus. A survey conducted in October 2012 showed that 220 first year students, 125 second year students, and 65 third year (graduating class) students are interested in participating in the proposed program.

B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

Describe the tools and methodology used to conduct the market assessment in support of the proposed program revisions.

Provide Quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.).

The market assessment was conducted by a questionnaire distributed to students majoring in the Department of Law at HLPC. The questionnaire asked students whether they would be interested in applying to the proposed program, at what stage of studying they would like to go overseas, and whether they have the financial means to study abroad. The results show that 220 first year students, 125 second year students, and 65 third year (graduating class) students are interested in participating in the proposed program and are financially capable of studying abroad.

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Expected proportion (percentage) of domestic and visa students. For graduate programs, identification of undergraduate or master’s programs from which students would likely be drawn.

100% visa students

B.4.2 Expected Impact of Changes to Estimated Enrolments

Provide details on projected enrolments for the revised program in the following tables.

For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

<i>Projected enrolment levels for the first five years of operation of the revised program. (If the program is in operation, use actual and projected data.)</i>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
<i>In the regular program (non-co-op)</i>	15	30	50	55	55
<i>In the co-op/experiential learning stream (if applicable)</i>					
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>					

<i>Annual projected student intake into the first year of the revised program: (this may differ from the “first year of operation” projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	15
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: (this may differ from the “first year of operation” projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	n/a

B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)

If this is a new collaborative program with another college/university, or revision to a collaborative program, identify partners and institutional arrangements for reporting eligible enrolments for funding purposes.

Hebei Law and Politics College (HLPC), China

B.4.4 Evidence of Societal Need for the Revised Program (MTCU section 6)

Describe the tools and methodology used to assess societal need.

Elaborate on the

- 1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),*
- 2) geographic scope of (e.g., local, regional, provincial, or national), and*
- 3) anticipated duration of, and trends in, societal need for graduates of the modified program*

Provide evidence that the proposed program revisions respond to societal need for graduates of the revised program and/or changes in the field, including sources of data and expert input or feedback collected to support this change in direction.

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The proposed agreement responds to the academic and societal needs of students at the University of Windsor by increasing international diversity within the student community in and outside of the classroom. The students entering from China will not be taught in separate classes or in separate sections of existing classes. Instead, they will participate in the regularly scheduled sections of the department's existing classes. In line with the University's Strategic Plan, the proposed agreement will therefore increase international contacts by allowing our existing students to interact with international students from China and possibly (as the agreement develops) visit China under exchange agreements.

B.4.5 Duplication (MTCU section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar program in the geographically contiguous area, e.g., Michigan/Detroit.

n/a

If the revised program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs.

n/a

B.5 RESOURCES

*[In this section, proposers will identify in detail the resources currently available, the anticipated sources of new resources, any reallocation of resources or cost-savings, and additional resources required to run the revised program. The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** with the modified program proposal.]*

B.5.1 Resources Available

[Complete Budget Summary Sheet – Appendix A]

B.5.1.1 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 program change(s).

The Political Science Department, as of July 2013, has 12 tenured and tenure track professors available to teach courses within the Political Science BA programs. (The department also has permission to hire a new tenure track faculty member as of July 2014.) As the proposed agreement does not require additional or specialized courses, all of these professors are actively committed to support the proposed agreement through their regular teaching loads.

B.5.1.1a

Complete the following table listing faculty members in the AAU offering the program as well as faculty members from other AAUs who are core to the delivery of the revised program. Indicate in the table the involvement of each faculty member in the revised and existing program(s) offered by the AAU.

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the revised and existing program(s)	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		<i>Existing program(s) in the AAU</i>	<i>Proposed program</i>

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Amore, Roy		<i>All professors currently offer courses that form part of the list of programs below.</i>	<i>All professors will likely be engaged in teaching students admitted to Windsor under the terms of this agreement.</i>
Anderson, William		<i>Political Science General</i>	
Brooks, Stephen		<i>Political Science Honours</i>	
Collier, Cheryl		<i>International Relations and Development Studies</i>	
Essex, Jamey		<i>Political Science, Bilingual Specialization</i>	
Lanoszka, Anna		<i>Political Science, Law and Politics Specialization</i>	
Lee, Martha		<i>Political Science Combined Honours</i>	
Miljan, Lydia			
Najem, Tom			
Richter, Andrew			
Sutcliffe, John			
Wittebols, Jim			
Category 2: Tenure-track Professors teaching exclusively in this AAU			
...			
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
...			
Category 4: Limited-term Appointments teaching exclusively in this AAU			
...			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
...			
Category 6: Sessionals and other non-tenure track faculty			
...			

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Category 7: Others		
...		

B.5.1.1b

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the revised program, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

There is sufficient faculty expertise to support the agreement. With the addition of the requested two-year LTA position, which, dependent on enrolment will become a Tenure Track position in the third year of the agreement, there will be sufficient faculty complement to support the agreement. Once the agreement reaches its steady state enrolment (by year four), the department will request a second Tenure Track position.

B.5.1.1c

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

During the first two years of its operation, the department will require a two-year LTA position in order to deliver its programs. The LTA will deliver five courses and will also act as adviser to international students within the department (including the students entering under the terms of this agreement). One reason this position is required is that a significant number of faculty members within Political Science (Dr Roy Amore, Dr Martha Lee and Dr Lydia Miljan) are already engaged in administrative duties for the faculty and the university that reduce their teaching loads.

B.5.1.1d

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

n/a

B.5.1.1e

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

n/a

B.5.1.1f Other Available Resources

Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:

- *staff support,*
- *library,*
- *teaching and learning support,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

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International Students Centre (ISC)
International Students Society (ISS)

B.5.1.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

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

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

Provide relevant details.

None

B.5.1.3 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.*

Once the degree completion programs have been approved, the department will explore the possibility of fundraising within the local Chinese community to support scholarships for students participating in these programs, as well as to support existing students engaging in trips to HLPC.

B.5.1.4 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 revisions to this program.

n/a

B.5.1.5 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 run the revised program.*

Faculty: One limited term faculty position for the first two years of agreement. If the agreement is deemed successful by all interested parties (the University of Windsor, the Department of Political Science and HLPC) and is extended beyond the two year period, the department will require a tenure track position. Subject to the success of the agreement as measured by student enrolment, a second tenure track position will be requested in the fourth year of the agreement.

Staff: None. This will be reviewed after the two year trial period is complete.

GA/TAs: Two dedicated teaching assistants in the first two years of the agreement. Two additional teaching assistants (four in total) in the third and subsequent years of the agreement.

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

Library Resources and Services: None

Teaching and Learning Support: None

Student Support Services: Provided by the International Students Centre

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Space and Facilities: None

Equipment (and Maintenance): None

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe new or changes to

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

For students from HPLC to be accepted into the political science program, they must meet the following requirements:

(a) Academic standard

Students shall complete the respective courses and earn the required credits at HPLC according to each specific program. Students with grade point average of 80% are eligible to be admitted to UW.

(b) Language skills

Students must provide certificate evidencing proficiency in English by one of the options below:

- TOEFL: a minimum of 560 on paper based, or 83 iBT with 20 for writing, 220 computer-based test with a T.W.E. 4.5 on the computer-based test
- IELTS: a minimum of 6.5 for undergraduate programs
- ELIP: 75% in level 3 in English Language Improvement Program administered by UW.

Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

These admission requirements are identical to those applied to all international students entering the University of Windsor.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

*Identify in **BOLD** the changes to program requirements.*

Note: These are not formal changes to the degree programs. These are degree completion outlines for the incoming students.

General Political Science

Total courses: 20 courses

Major requirements:

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~~twelve~~ **ten** courses]:

- (a) 45-100, 45-130 and 45-160;
- (b) ~~nine~~ **seven** additional courses, including at least three at the 300-level or above. (Note: students interested in switching to Honours Political Science should take 02-250, 45-275, and one of 45-251 or 45-252)

Other requirements:

~~twelve~~ **six** courses]:

- (a) 01-150, 01-151;
- (b) ~~five~~ **two** courses from any area of study, including Political Science;
- (c) ~~five~~ **two** courses from any area of study, excluding Political Science.

Recommended options (if any):

Option requirements [six four courses]:

- (a) ~~two~~ **one** courses from Arts;
- (b) ~~two~~ **one** courses from Languages or Science;
- (c) two courses from any area of study, excluding Social Sciences.

Honours Political Science

Total courses: 30 courses

Major requirements:

~~nineteen~~ **sixteen** courses]:

- (a) 45-100, 45-130, 45-160 and 45-275;
- (b) one of 45-251 or 45-252 [should be taken in Semester 3, 4 or 5]
- (c) ~~fourteen~~ **eleven** additional courses, including at least two at the 300-level and three at the 400-level.

Other requirements:

~~twelve~~ **eight** courses]:

- (a) 01-150, 01-151;
- (b) ~~five~~ **three** courses from any area of study, including Political Science;
- (c) ~~five~~ **three** courses from any area of study, excluding Political Science.

Recommended options (if any):

Option requirements [six courses]:

- (a) two courses from Arts;
- (b) two courses from Languages or Science;
- (c) two courses from any area of study, excluding Social Sciences.

Description of thesis option (if applicable): n/a

Description of experiential learning components (if applicable): n/a

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.), if applicable: n/a

For Co-op components:

Guidelines for co-op work term reports: n/a

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General length of co-op work term: n/a

Is the completion of the experiential learning/co-op component a requirement of the program? No

C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

Normal Duration for Completion: provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.

n/a

Program Research Requirements: for research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised degree program.

n/a

New or Changes to Fields in a Graduate Program [optional]: Where fields are contemplated, provide the following information:

- The master's program comprises the following fields: ...[list, as applicable]
- The PhD program comprises the following fields: ...[list, as applicable]

n/a

C.3.2 For All Program Proposals:

C.3.2.1 New or Changes to Standing Required for Continuation in Program

Minimum average requirements for continuation in the program.

Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.

No change from existing regulations that apply to all students in the BA (General) and BA (Honours) Political Science degree programs: 60% cumulative average and 60% major average.

C.3.2.2 New or Changes to Standing Required for Graduation

Minimum average requirement to graduate in the program.

Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.

No change from existing regulations that apply to all students in the BA (General) and BA (Honours) Political Science degree programs: BA (General) = 60% cumulative average and 60% major average; BA (Honours) = 60% cumulative and 70% major average.

C.3.2.3 New or Changes to Suggested Program Sequencing

Provide suggested program sequencing for each year of the revised program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the revised program. Please ensure that all pre-requisites are met in the sequencing.

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For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Proposed BA (General) Program Sequence:

First Semester

01-150
02-45-100
02-45-130
One other requirement
One option requirement

Second Semester

01-151
02-45-160
One major requirement
One option requirement
One other requirement

Third Semester

Three major requirements
One option requirement
One other requirement

Fourth Semester

Three major requirements
One option requirement
One other requirement

Proposed BA (Honours) Program Sequence:

First Semester

01-150
02-45-100
02-45-130
One other requirement
One option requirement

Second Semester

01-151
02-45-160
One major requirement
One other requirement
One option requirement

Third Semester

02-45-275
One major requirement
Two other requirements
One option requirement

Fourth Semester

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02-45-251 or 02-45-252
 Two major requirements
 One other requirement
 One option requirement

Fifth Semester

One 400 level major requirement
 Two major requirements
 One other requirement
 One option requirement

Sixth Semester

Two 400 level major requirements
 Two major requirements
 One option requirement

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the revised program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are 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 (degree level expectations).

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate
A. There is no proposed change to the existing learning outcomes as students entering under this agreement will complete the existing degree programs. Please see Appendices.	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate
E.	A U of Windsor graduate will have the ability to demonstrate: E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

C.4.1

Describe how the revised program's structure and regulations ensure that the specified learning outcomes can be met by successful students.

n/a

C.4.2

For programs with a proposed experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.

n/a

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

No change from existing modes of delivery. A range of courses are offered in distance form and students entering under this agreement will be eligible to take these courses. Most courses, however, are offered in lecture and seminar formats.

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this revised program. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/Week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per
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	week
Lectures	
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	
Studying for tests/examinations	
Other: <i>[specify]</i>	
<p>Compare the student workload for the proposed revised program with the workload for the existing program and other similar programs in the AAU.</p> <p>The workload is the same as the existing program.</p>	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.

Students from HLPC who enter the University of Windsor through the terms of this agreement will be provided with a faculty advisor (who will also serve as advisor to all international students). This advisor will meet regularly with the students as a group to monitor their progress in the degree programs. The advisor will also monitor the students' performance in their first assessments. In consultation with the Department's Undergraduate Chair and Department Head, the advisor will devise intervention strategies at an early stage if it is found that the students are struggling in their classes. This may involve engaging with the designated teaching assistants to develop special mentoring programs or recommending additional language instruction if required. As the agreement develops, the department will identify any barriers to learning faced by the students and on this basis plan for better support mechanisms or additional requirements prior to the students arriving in Windsor.

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the new or revised stated learning outcomes and degree level expectations.

As noted above, the documentation of student performance will be primarily undertaken by the faculty advisor in consultation with the Department Head, Undergraduate Chair and Undergraduate Committee and the teaching assistants hired to assist the students in their study in Windsor.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5) – n/a

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"**

**PROGRAM LEARNING OUTCOMES
POLITICAL SCIENCE BA (GENERAL)**

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. The acquisition, application and integration of knowledge</p> <ul style="list-style-type: none"> • Describe and explain major issues and phenomena of political science, including but not limited to: <ul style="list-style-type: none"> ○ political power, ○ political socialization, ○ political influence, ○ political relationships between elected officials and political institutions, ○ political actors and institutions of Canada's three levels of government ○ Canadian public policy ○ The unique characteristics of public sector organizations and practices from those of other sectors of the economy. • Critically analyze issues including but not limited to: <ul style="list-style-type: none"> ○ Political power, ○ The modern domestic and international political environment and the pressures bearing on Canada and other governments ○ The actors, ideas, interests and institutions involved in the design and implementation of public policy ○ Political geography ○ The media and politics ○ Social justice ○ Religion and politics ○ Gender and Politics 	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p> <ul style="list-style-type: none"> • Research and investigate political issues, synthesize data and information from varying sources and present descriptive and empirical evidence to support a central thesis. • Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"**

<p>C. Critical thinking and problem-solving skills</p> <ul style="list-style-type: none"> • Confidently assert political ideas and arguments, and defend them with sound reason and logic. • Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media. 	<p>C. critical thinking and problem-solving skills</p>
<p>D. Literacy and numeracy skills</p> <ul style="list-style-type: none"> • Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work. • Clearly and confidently articulate ideas and arguments. 	<p>D. literacy and numeracy skills</p>
<p>E. Responsible behaviour to self, others and society</p> <ul style="list-style-type: none"> • Explain the rights and responsibilities associated with Canadian citizenship. • Through comparative analysis, demonstrate awareness of political traditions and practices in other cultures. 	<p>E. responsible behaviour to self, others and society</p>
<p>F. Interpersonal and communication skills</p> <ul style="list-style-type: none"> • Engage in focused dialogue and debate concerning complex and controversial political issues, presenting well-reasoned arguments while being respectful of alternative opinions. 	<p>F. interpersonal and communications skills</p>
<p>G. Teamwork, and personal and group leadership skills</p> <ul style="list-style-type: none"> • Demonstrate superior problem-solving capacity, working both independently and in a cooperative team environment. 	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Creativity and aesthetic appreciation</p> <ul style="list-style-type: none"> • Propose and evaluate alternative policy solutions to contemporary societal problems. • Perform comparative analysis of politics in other states to generate ideas that might improve Canadian political practices. 	<p>H. creativity and aesthetic appreciation</p>
<p>I. The ability and desire for continuous learning</p> <ul style="list-style-type: none"> • Recognize the value and importance of continuing to pursue knowledge acquisition and skills development after graduation, to remain current and competitive in a knowledge-based economy. 	<p>I. the ability and desire for continuous learning</p>

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

**PROGRAM LEARNING OUTCOMES
POLITICAL SCIENCE BA (HONOURS)**

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. The acquisition, application and integration of knowledge</p> <ul style="list-style-type: none"> • Describe and explain major issues and phenomena of political science, including but not limited to: <ul style="list-style-type: none"> ○ political power, ○ political socialization, ○ political influence, ○ political relationships between elected officials and political institutions, ○ political actors and institutions of Canada’s three levels of government ○ Canadian public policy ○ The unique characteristics of public sector organizations and practices from those of other sectors of the economy. • Critically analyze issues including but not limited to: <ul style="list-style-type: none"> ○ Political power, ○ The modern domestic and international political environment and the pressures bearing on Canada and other governments ○ The actors, ideas, interests and institutions involved in the design and implementation of public policy ○ Political geography ○ The media and politics ○ Social justice ○ Religion and politics ○ Gender and Politics • Examine and assess the historical roots of political ideas and practices, identify key ancient and modern political thinkers and explain how their work influenced contemporary political philosophy 	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p> <ul style="list-style-type: none"> • Research and investigate political issues, synthesize data and information from varying sources and present descriptive and empirical evidence to support a central thesis. • Demonstrate competence in research design, including formulating a clear question, selecting appropriate methods, collecting evidence and presenting findings. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"**

<ul style="list-style-type: none"> • Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems. 	
<p>C. Critical thinking and problem-solving skills</p> <ul style="list-style-type: none"> • Confidently assert political ideas and arguments, and defend them with sound reason and logic. • Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media. 	<p>C. critical thinking and problem-solving skills</p>
<p>D. Literacy and numeracy skills</p> <ul style="list-style-type: none"> • Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work. • Engage in self-guided research • Clearly and confidently articulate ideas and arguments. • Demonstrate skill in research methods, including a reasonable competence in basic quantitative statistical analysis. 	<p>D. literacy and numeracy skills</p>
<p>E. Responsible behaviour to self, others and society</p> <ul style="list-style-type: none"> • Explain the rights and responsibilities associated with Canadian citizenship. • Through comparative analysis, demonstrate awareness of political traditions and practices in other cultures. 	<p>E. responsible behaviour to self, others and society</p>
<p>F. Interpersonal and communication skills</p> <ul style="list-style-type: none"> • Engage in focused dialogue and debate concerning complex and controversial political issues, presenting well-reasoned arguments while being respectful of alternative opinions. 	<p>F. interpersonal and communications skills</p>
<p>G. Teamwork, and personal and group leadership skills</p> <ul style="list-style-type: none"> • Demonstrate superior problem-solving capacity, working both independently and in a cooperative team environment. • Lead focused group discussion on salient political issues. 	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Creativity and aesthetic appreciation</p> <ul style="list-style-type: none"> • Propose and evaluate alternative policy solutions to contemporary societal problems. • Perform comparative analysis of politics in other states to generate ideas that might improve Canadian political practices. 	<p>H. creativity and aesthetic appreciation</p>
<p>I. The ability and desire for continuous learning</p> <ul style="list-style-type: none"> • Recognize the value and importance of continuing to pursue knowledge acquisition and skills development after graduation, to remain current and competitive in a knowledge-based economy. 	<p>I. the ability and desire for continuous learning</p>