**NOTICE OF MEETING**
**There will be a meeting of the**
**PROGRAM DEVELOPMENT COMMITTEE (PDC)**
**Thursday, September 15 2016 at 9:00am-11:00am**
**In Room 209 Assumption Hall (2nd Floor)**

**AGENDA**

<u>**Formal Business**</u>

**1    Approval of Agenda**

**2    Minutes of Meeting of June 23, 2016**

**3    Business Arising from the Minutes**

**4    Outstanding Business**

<u>**Item for Information**</u>

**5    Reports/New Business**
    **5.1    Mandate of PDC**                                                                                 **Prof. Lionel Walsh**
                                                                                                                              PDC160915-5.1

<u>**Item for Approval**</u>
    **5.2    Management of PDC Business - PDC Subcommittees**                  **Prof. Lionel Walsh**
                                                                                                                              PDC160915-5.2

<u>**Items for Information**</u>

    **5.3    PDC Forms**                                                                                            **Prof. Lionel Walsh**
                                                                                                                              PDC160915-5.3

    **5.4    Centre for Teaching and Learning Support for PDC Form Learning Outcomes**    **Dr. Erika Kustra**
                                                                                                                              PDC160915-5.4

    **\*5.5    Engineering – Summary of Minor Course and Calendar Changes**          **Prof. Lionel Walsh**
                                                                                                                              PDC160915-5.5

**6.    Question Period/Other Business**

**7.    Adjournment**

**PROGRAM DEVELOPMENT COMMITTEE**
**Minutes of Meeting**

**Date:** Thursday, June 23, 2016
**Time:** 9:00am-9:15am
**Room:** 209 Assumption Hall

**Committee Members:** Mr. Pascal Calarco, Dr. Jamie Crawley, Dr. Larry Glassford, Dr. Maureen Gowing,  Dr. Zhiguo Hu, Dr. Douglas Kneale, Ms. Maggie Liddle, Dr. Marijke Taks, Dr. Nurlan Turdaliev,  Dr. Maureen Muldoon, Mr. Dariush Karimi, Prof. Lionel Walsh (Chair).

**Absent:**  Mr. Mackram Al Matary, Mr. Hussein Elnimairi, Dr. Erika Kustra, Dr. Edwin Tam, Mr. Chase Tribble, Dr. Valerie Scatamburlo-D'annibale**,** Dr. Patricia Weir.

**Attendance:** Renée Wintermute (University Secretary) Alison Zilli (University Secretariat).

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**Formal Business**
**1    Approval of Agenda**

   **MOTION: That the agenda be approved.**

                                                                       Dr. J. Crawley/Dr. P. Weir
                                                                                  **CARRIED**

**2    Approval of Minutes**

   **MOTION:  That the minutes of the meeting of May 26, 2016 be approved.**

                                                                       Dr. J. Crawley/Dr. P. Weir
                                                                                  **CARRIED**

**3    Business arising from the minutes**
   Nothing to report.

**4    Outstanding business**
   **4.1   External Reviewers Reports for University Program Reviews.**

      NOTED:
      - Members were reminded that at the last PDC meeting of each academic year, the University of Windsor's IQAP is placed on the agenda as a discussion item. (*i.e.,* how can the process be improved, can the accreditation process be more closely aligned with the IQAP process, etc.).
      - The University's Institutional Quality Assurance Process (IQAP), which includes cyclical reviews of undergraduate and graduate programs was audited by the Quality Council in 2014-2015 and the reprt was provided to us May 2015.
      - The role of the auditors is to examine whether the procedures followed were in compliance with the University's approved IQAP and provide recommendations. The Audit Summary can be accessed online at http://oucqa.ca.
      - During this academic year PDC raised concerns regarding recommendations in a report that they reviewed from external reviewers that didn't seem to be clear or substantiated which then brought forward the question as to what actions should be followed when reports are not submitted in a traditional format. (*i.e.,* Should they be sent back to the reviewers?) In response, it was stressed that reports are sent back regularly to the external reviewers for changes and clarification. However, differences in opinions often create roadblocks for revisions, particularly regarding the language.

- In instances where the report is missing critical information, it was suggested that a standardized electronic form would be helpful in ensuring that external reviewers have completed all required sections.

## 5 Reports/New Business
Nothing to report.

## Additional Business

## 6 Question period/Other business
Nothing to report.

## 7 Adjournment

**MOTION: That the meeting be adjourned.**

<div align="right">

Dr. L. Glassford/Dr. M. Taks
**CARRIED**

</div>

**University of Windsor**
**Program Development Committee**

5.1:        **Mandate of the Program Development Committee**

Item for:     **Information**

The Mandate of the Program Development Committee (PDC), as set out in Senate Bylaw 3, is to make "recommendations to Senate with respect to program and curricular development and approval of the University calendar(s)."

Created as a Senate Standing Committee in 1998-99, PDC's primary concern is the development and maintenance of high academic standards and quality programs. To this end, it is charged with the production and presentation to Senate of: University Program Review Reports for academic programs, new program proposals, major program modifications, course additions and course and calendar changes (as outlined in Senate Bylaw 3).

**Institutional Quality Assurance Process (IQAP)**
- The new Quality Assurance Framework is guided by an Institutional Quality Assurance Process (IQAP) approved by Senate, in line with the University's mission and Undergraduate Degree Level Expectations (UDLEs). All graduate and undergraduate programs are reviewed on a cyclical basis. Such reviews provide a retrospective look at, and offer recommendations for the improvement of programs.
- PDC's role in this process is to generate a set of UPR recommendations for the programs under review (consolidating information from the Self- Study, the External Reviewers' Report, and the responses from the AAU Head and the Dean), and to review progress on these recommendations biennially. The initial reports are drafted by a PDC Subcommittee, and are then reviewed and approved by the full PDC.

**Program/Course Changes**
- PDC approves new programs, major program changes; minor changes, which affect program regulations or requirements, and new course proposals. Minor course calendar changes, which do not require new resources or change degree program requirements are approved at the Faculty level and forwarded to PDC for information.
- PDC will continue to support academic program development initiatives including changes such as the growing interest in flexible learning initiatives. The Committee will seek to encourage and be supportive of program innovation and, as much as possible, help facilitate change.
- In June 2010 PDC approved a motion to authorize a small Advisory Group to vet proposals prior to submission to PDC to ensure consistency with University policies, to ensure that clear rationales and learning outcomes are included, and to ensure that there are no logistical issues with regard to course numbering, *etc.*
- The Advisory Group consists of: University Secretariat, representatives from the Registrar's office, representative from Centre for Teaching and Learning to review Learning Outcomes, representatives from Graduate Studies and Quality Assurance Office, and members from PDC who wish to participate.

**Excerpt from Senate Bylaw 3:**

**Program Development Committee**

1.2.1  Program Development Committee

 1.2.1.1  Membership, (The total number of members is twenty):
  - Provost and Vice-President, Academic (or designate).
  - Dean of Graduate Studies (or designate).
  - Vice-Provost, Teaching and Learning (or designate).
  - twelve regular faculty members, at least half of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
    - one regular faculty member from each of the Faculties of Business Administration, Education, Engineering, Human Kinetics, Law and Nursing.
    - two regular faculty members from the Faculty of Science.
    - three regular faculty members from the Faculty of Arts, Humanities and Social Sciences, at least one of whom shall be selected from Social Science disciplines and one from Arts/Humanities disciplines.
    - one librarian.
  - five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates).

 1.2.1.2  Terms of Office: two years for faculty and librarian members, one year for students. Terms shall be staggered so that one-half of the regular faculty members are elected each year.

 1.2.1.3  Terms of Reference: The Committee is responsible for making recommendations to Senate with respect to program and curricular development and approval of the university calendar(s). Specifically, it is responsible for:

  1.2.1.3.1  formulating and recommending to Senate, objectives, strategies, plans and priorities for program and curriculum development;

  1.2.1.3.2  establishing processes for the review and approval of new programs, in accordance with externally mandated requirements;

  1.2.1.3.3  reviewing new program proposals and advising Senate whether such proposals are consistent with the university goals, mission statement, and planning priorities, and making recommendations as appropriate;

  1.2.1.3.4  assessing the budgetary impact of new program proposals on existing programs, where necessary, and making recommendations as appropriate;

  1.2.1.3.5  reviewing and recommending to Senate, through the calendar approval process, program changes and other major curriculum revisions including proposals for addition, consolidation or deletion of undergraduate or graduate courses and programs;

  1.2.1.3.6  reviewing proposals for distance learning programs and courses and making recommendations to Senate as appropriate;

  1.2.1.3.7  reviewing and recommending to Senate proposed academic regulations and policies of individual programs and advising Senate when such regulations deviate from general university policy;

1.2.1.3.8   recommending an institutional enrolment management strategy which defines enrolment goals and timetables for individual programs based on relevant data, potential for future growth and resource allocations;

1.2.1.3.9   on a reference by Senate, its chair or on its own motion, advising and recommending to Senate the addition, consolidation, or abolition of any unit over which Senate has jurisdiction.

**E-Votes**

1.1.12   With the exception of appointments procedures for limited-term, tenure or tenure-track faculty, or promotion, tenure and renewal procedures, or selection procedures for Deans, Associate Deans and AAU Heads, at the discretion of the Chair of the Committee and where the agenda is composed only of one or two non-controversial matters, business may be conducted by telephone or e-vote, provided that there is no objection by any member as to the procedure or the proposed recommendations concerning the agenda matters. Five calendar days notice shall be given to the Committee of the intent to conduct business by telephone or e-vote. Any objection to the procedure or proposed recommendations must be provided by committee members to the Chair 48 hours after the issuance of notice to conduct business by telephone or e-vote. Where an objection has been lodged by a committee member, the relevant matters shall be removed from the telephone or e-vote and placed on the next in-person meeting agenda. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.

1.1.13   Telephone or e-votes may be permitted on matters listed under 1.12 that were thoroughly discussed at a meeting but were not disposed of. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.

**University of Windsor**
**Program Development Committee**

5.2:          **Management of PDC Business - PDC Subcommittee**

Item for:     **Approval**

**MOTION:**    **That the membership for the PDC Subcommittee, defined below, be approved.**

**Proposal**

It is proposed that a University Program Review Subcommittee be established to conduct the preliminary review of the various annual program status reports submitted to PDC.

This proposal is in response to the increasing volume of PDC business, and the need for a mechanism for more effective and efficient management of PDC time and business.

**Proposed Membership**

Membership
Dr. Erika Kustra (Chair)
Dr. Maureen Gowing
Dr. Edwin Tam
Student (TBA)

Consultants/In support (as needed):
Associate Vice-President, Academic Affairs
University Secretariat
Planning Office
Financial Services - Budgets
Office of Institutional Analysis
Office of the Provost and Vice-President, Academic

**University of Windsor**
**Program Development Committee**

5.3:        **PDC Forms**

Item for:     **Information/Discussion**

**Rationale:**
- As of Fall 2016, the Program Development Committee (PDC Forms) has moved from a Word document file format to a fillable Abode (pdf) format with features that include:
  1. Notification on the top left-hand corner of fields that have not been completed. All fields (boxes with red borders) must be completed.
  2. Headers are automatically populated with the Faculty(ies)/AAU(s) proposing the change and the title of the change.
  3. Instructions can be "hidden" which reduces the size of the document when completing or printing the form.
  4. Only the relevant fields will appear, once the proposer has identified the type of change (graduate/undergraduate; co-op or non-co-op)
- This is the 1$^{st}$ phase of a project that will allow PDC forms to be trackable through the different phases of the institutional approval process. (i.e., Departmental approval, Faculty approval, PDC approval, Senate approval, etc.)
- The 2$^{nd}$ phase of the project is to place these forms in a workflow application that has been built in Microsoft SharePoint, which is part of Microsoft Office 365.
- This will ensure that any PDC forms going forward through the approval process are trackable during each step of the process.
- The PDC forms can be found online at http://www.uwindsor.ca/secretariat/28/iqap-and-pdc-forms.

*[Proposers who have begun changes on the Word versions of the forms will be grand-parented.]*

**Note:** *A demonstration of the forms will be provided at the PDC meeting.*

**University of Windsor**
**Program Development Committee**

5.4:        **Centre for Teaching and Learning Support for PDC Form Learning Outcomes**

Item for:        **Information**

*An outline for members of the PDC of the considerations CTL employees take into account when advising faculty regarding the development of course and program learning outcomes.*

**Course-level Learning Outcomes**
With regard to advice on a set of learning outcomes for a **course**, CTL will:
1)  Help faculty navigate the forms by explaining the overall purposes of learning outcomes and pointing out that:
    a.  learning outcomes articulate what successful students should be able to know, do or value upon completion of a course (not what the faculty member intends to cover);
    b.  learning outcomes are intended to provide guidance to students as well as instructors, so clear phrasing, consistent diction, and straightforward grammar should be used to ensure the outcomes communicate clearly;
    c.  the PDC categories reflect the University of Windsor *graduate* attributes, and as such, a **single** course needn't address each and every one of these characteristics (it is helpful to look at the program learning outcomes to see how this course contributes to the program);
    d.  different courses will have different outcomes (even though there may be overlap in some areas);
    e.  the same course with different sections would have the same learning outcomes (though the way it is taught within the sections may vary);
    f.  certain learning outcomes arise logically from the basic purpose of a course so that a research methods course would by its nature include items relating to research and an ethics course ones that relate to responsibility;
    g.  Expectations at higher levels (later-year undergraduate courses, graduate courses) should be higher than they would be at lower levels, and that these expectations should be reflected in the outcomes.

2)  Explain that learning outcomes express the *assessable* ends of a course, and so
    a.  every proposed learning outcome should be assessed, and any proposed learning outcome that is not being assessed should be removed (the course may have other goals, but if not assessed, they will not be included in the learning outcomes);
    b.  an overly large set of outcomes for a given course could easily become unmanageable;
    c.  those things that cannot be validly or reliably assessed should be removed from the proposed set of learning outcomes;
    d.  those things that are indirectly assessed are likely not being validly assessed -- that is, they may not be assessing the knowledge or skills expressed in the proposed learning outcomes;
    e.  phrasing should be general and plural and should not include reference to the means of assessment.

3)  Call attention to difficulties created by vague, overly broad, unobservable, or ambiguous wording, and provide suggestions to
    a.  make outcomes more concrete, specific, and observable;
    b.  employ verbs and phrasing that go beyond simple acquisition of knowledge;
    c.  include an active verb, and complete the learning outcome stem to make a sentence;
    d.  remove redundant outcomes and indicate when a given outcome is relevant to more than one University of Windsor graduate characteristic.

**Program-level Learning Outcomes**

With regard to advice on a set of learning outcomes for a **program**, we:

1)  Inform faculty that program outcomes are intended to articulate higher expectations than most course-level learning outcomes, are intended to be more general, and are intended to be the end-point to which course-level outcomes lead – what students are able to know, do, or value once they complete the program;

2)  Inform faculty that the same guidelines that apply to course-level learning outcomes apply to program-level learning outcomes (with the caveat expressed in #1 above);

3)  Encourage careful, rational alignment between program-level and course-level learning outcomes;

4)  Remind faculty that different programs will have different outcomes (even though there may be overlap in some areas);

5)  Remind faculty that *sets* of program-level learning outcomes must address each of the University of Windsor graduate characteristics.

Generally, Learning Outcomes will evolve and change over time for a program and course, and so should be periodically reviewed and revised to accurately capture the intended student learning.

For more help on writing effective learning outcomes, please see Potter, MK.  "A Primer on Learning Outcomes and the SOLO Taxonomy":  http://www1.uwindsor.ca/ctl/system/files/PRIMER-on-Learning-Outcomes.pdf

**Program Development Committee**
**University of Windsor**

*5.5:              **Engineering - Summary of Minor Course and Calendar Changes**

Item for:        **Information**

Forwarded by:    *Faculty of Engineering*

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

**PART A**

| | |
|---|---|
| *Please indicate with an "X" whether this change will be made to the undergraduate calendar or the graduate calendar, or both.* | |
| _X__ | The changes below, minor and largely editorial, will be made to the **Undergraduate Calendar**. These changes required no new resources. |
| __ | The changes below, minor and largely editorial, will be made to the **Graduate Calendar**. These changes required no new resources. |

| | |
|---|---|
| **When will these proposed change(s) be effective?** [include semester and year]**:** | Fall 2016 |

**PART B**

*Please list the course number and indicate with an "X" the changes that are being made. Add rows to the table as required. Full details on the proposed change(s) are to be provided in Part C.*

| Current course number | Deleting courses which are not part of any program's degree requirements* | Course calendar description changes | Pre/anti/co-requisite changes | Contact hour/ laboratory requirement changes | Course title changes | Renumbering courses | Cross-listing courses |
|---|---|---|---|---|---|---|---|
| 91-321 | | | 06-85-219 | | | | |
| | | | | | | | |

*If the deleted course was a required course in any program, the proposed deletion must be presented on a PDC Form C.*

**PART C**

*Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with __bolding and underlining__.*

*For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with __bolding and underlining__.*

*Example: **03-101.  University Senates ~~– Role and Power~~** This course explores the history, role, and power of Senates in Canadian universities. ~~(Also offered as 04-101.)~~ (Prerequisite: 03-100.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

# PROGRAM DEVELOPMENT COMMITTEE
## SUMMARY OF COURSE AND CALENDAR CHANGES
## FORM "E"

**06-91-321 Manufacturing Process Design**
This curriculum provides students with the basic science and engineering science background required to lead the design and manufacturing of products for profit in a globally competitive marketplace. Successful students will understand auto manufacturing in the broadest sense and emphasis is placed on the basic science of converting select raw materials into quality products anywhere on earth. Successful graduates will know and be able to compare the difference between the mechanical behaviors of materials, select materials for automotive manufacturing based on desirable physical properties and lead the design of the most important manufacturing processes used in industry. The auto manufacturing processes studied include the engineering science of: metal casting, rolling of metals, forging, extrusions and drawing of metals, sheet metal forming, and the forming and shaping of plastics parts. This course includes the laboratory analysis of the materials and the study of manufacturing processes used to produce automotive components. **Prerequisite: 06-85-219, in addition to the program prerequisites.** (3 lecture hours and 2 laboratory/tutorial hours a week.)

**Part D**

> *Include Learning Outcomes for each course listed above.*

**LEARNING OUTCOMES FORM**

> *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 <u>To Greater Heights</u>.*
>
> *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.*

# PROGRAM DEVELOPMENT COMMITTEE
## SUMMARY OF COURSE AND CALENDAR CHANGES
## FORM "E"

**COURSE NUMBER AND TITLE: 06-91-321 Manufacturing Process Design**

| Learning Outcomes<br>*This is a sentence completion exercise.*<br><br>At the end of the course, the successful student will know and be able to: | Characteristics of a University of Windsor Graduate<br><br>A U of Windsor graduate will have the ability to demonstrate: |
|---|---|
| A.<br>1.Identify the manufacturing processes and materials employed to manufacture a component.<br><br>2.Recognize basic physical and mechanical properties associated with materials transformed by the manufacturing process. | A. the acquisition, application and integration of knowledge |
| B.<br>1.Compare and contrast manufacturing processes with respect to feasibility, costs, skills and infrastructure requirements. (Also under D)<br><br>2.Explain advantages and disadvantages, similarities and differences between forming, moulding, removal, additive and joining processes (Also under C) | B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) |
| C. See B2 | C. critical thinking and problem-solving skills |
| D. See B1 | D. literacy and numeracy skills |
| E. Evaluate the suitability of a manufacturing process system comprehensively, including economics, environmental impact, sustainability / life cycle, and workforce and safety issues. | E. responsible behaviour to self, others and society |
| F. Create formal technical communications documents to discuss their design problems and solution methodologies in a rigorous and systematic manner. | F. interpersonal and communications skills |
| G. Work in a team environment on a major project to apply design principals to design a process strategy, and supporting elements (i.e. patterns) to fabricate a major assembly. | G. teamwork, and personal and group leadership skills |
| H. | H. creativity and aesthetic appreciation |
| I. | I. the ability and desire for continuous learning |