



NOTICE OF MEETING
There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Monday March 19, 2018 at 9:00am-11:00am
In Room 209 Assumption Hall (2nd Floor)

AGENDA

Formal Business

- 1 Approval of Agenda
2 Minutes of Meeting of February 12, 2018
E-Vote of February 13, 2018
3 Business Arising from the Minutes
4 Outstanding Business
4.1 Indigenous Perspective in PDC Forms

p.3 PDC180319-4.1
K. Pasquach

Item for Information

- 5 Reports/New Business
*5.1 Business Concentrations Revisions – Minor Program Changes (Form C) p.7 PDC180319-5.1
Dr. F. Baki
*5.2 Post-Graduate Certificate in Accounting – Minor Program Changes (Form C) p.13 PDC180319-5.2
Dr. F. Baki
*5.3 Combined Business and Psychology Programs (Form C2) p.17 PDC180319-5.3
Dr. F. Baki/Dr. S. Towson
*5.4 Bachelor of Commerce (Honours Business Administration) with Specialization in Strategy and Entrepreneurship – Minor Program Changes (Form C) p.31 PDC180319-5.4
Dr. F. Baki
*5.5 Disability Studies – Minor Program Changes (Form C) p.36 PDC180319-5.5
Dr. W. Park
*5.6 BFA Honours in Visual Arts – Minor Program Change (Form C) p.41 PDC180319-5.6
L. Rodney
*5.7 Liberal and Professional Studies Degree Completion Program – Minor Program Changes (Form C) p.46 PDC180319-5.7
Dr. A. Forrest
*5.8 Interdisciplinary Arts and Science (IAS) Studies – Minor Concentration in Anthrozoology – Minor Program Changes (Form C) p.50 PDC180319-5.8
Dr. B. Daly

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|---|------|--|
| *5.9 Nursing – Minor Program Changes (Form C) | p.54 | PDC180319-5.9
Dr. L. Patrick |
| *5.10 Computer Science – Request for Waiver of Course Deletion
<i>60-468. Advanced Networking</i> | p.58 | PDC180319-5.10
Dr. A Jaekel |

Items for Information

- | | | |
|---|------|---|
| *5.11 General Science Program – Learning Outcomes | p.59 | PDC180319-5.11
Dr. P. Dutton |
| *5.12 Concurrent General BSc (General Science)/BEd Program – Learning Outcomes | p.61 | PDC180319-5.12
Dr. P. Dutton |
| *5.13 Nursing (Graduate) – Course Learning Outcomes
<i>63-572. Women and Health</i>
<i>63-580. Culture and Health in a Diverse Canada</i>
<i>63-581. Theoretical Foundations of Nursing</i>
<i>63-582. Advanced Statistics</i> | p.67 | PDC180319-5.13
Prof. D Rajacich |
| *5.14 Sociology Anthropology and Criminology – Summary of Minor Course and Calendar Changes (Form E) | p.72 | PDC180319-5.14
Dr. T. Basok |

Item for Approval

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|---|---------------|----------------------|
| 6 Draft PDC Reports on University Program Reviews and Status Reports (<i>Confidential</i>)
<i>(Sent in separate packages)</i> | PDC180319-6.0 | Dr. E. Kustra |
| 6.1 PDC Report on Education’s 1st Biennial Status Report | | |
| 6.2 Biology – Summary and Analysis Report
<i>6.2a Self-Study, Response from Dean, and Response from AAU</i> | | |
| 6.3 Civil and Environmental Engineering – Summary and Analysis Report
<i>6.3a Self-Study, Response from Dean, and Response from AAU</i> | | |
| 6.4 Electrical and Civil Engineering – Summary and Analysis Report
<i>6.4a Self-Studies, Response from Dean, and Response from AAU</i> | | |
| 6.5 Mechanical, Automotive and Materials Engineering – Summary and Analysis Report
<i>6.5a Self-Study, Responses from Dean, and Response from AAU</i> | | |
| 6 Question Period/Other Business | | |
| 7 Adjournment | | |

Please carefully review the ‘starred’ () agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ items will not be discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain ‘starred’ (*) will be deemed approved or received.*

**University of Windsor
Program Development Committee**

4.1: **Question re: Indigenous Perspective in PDC Forms – DRAFT**

Item for: **Discussion/Possible Approval**

Rationale:

- At the Senate meeting of December 8th 2017, it agreed that PDC should include a mandatory section in course and program proposals about whether indigenous content or perspectives were considered when thinking through the course or program proposal.
- The goal would be to have all Faculties working to develop a strategy on how to indigenize and decolonize their curricula as per the *Truth and Reconciliation Report*.
- Following discussion on this question at the February PDC meeting, the following proposed question was sent to Turtle Island for feedback:
 - “In developing or revising the program or course, has consideration been given to whether and how Indigenous Peoples’ perspectives can be incorporated into the curriculum of the program or course?”
- See attached for feedback and suggested revisions.

Firstly, I'd like to thank PDC for undertaking this task of adjusting program and course proposals. Secondly, thank you for reaching out to Russell Nahdee and myself as part of the consultation process. I forwarded on the proposed question for feedback to several of our active students, the Aboriginal Education Council as well as the Truth and Reconciliation Steering Committee at the Law School. I have attached some of the written feedback. I have also had several phone discussions and incorporated the feedback that was given to me in the response below:

With the development of the question put forward by PDC, is there a strategy in place to make this component a mandatory obligation of all faculties? If this component becomes a mandatory requirement for every new course/program, it would address the request of the Aboriginal Education Council. As the benchmarking report from Senate stated:

The University of Windsor as a whole needs to create a process for academic planning with Indigenous leadership, particularly the leadership of the AEC and members of Turtle Island, and consultation with Indigenous communities, to make this possible across all Faculties and disciplines.

As the university has a broad scope, from undergraduate to professional programs, how would this component of course or program proposal be implemented? There is much speculation as to what resources will be made available to faculties, should they wish incorporate and include Indigenous content.

With the varying needs and requirements of programs across campus and the lack of resources currently available, the University of Windsor needs to consider how it will support this push towards indigenization. This component of course development is an important step towards the need of an overall strategy on indigenizing and decolonizing the curricula as per the *Truth and Reconciliation Report*. There is concern that simply suggesting that Indigenous perspectives be considered, is not enough of a commitment to addressing the TRC report. How will the University take a stronger stance on indigenizing the classroom?

To respond directly to the question developed, the question itself suggests that Indigenous people are in fact, one nation of people with a singular viewpoint or perspective. First Nations people are a multitude of cultures that span North America, there are also Inuit and Metis peoples that fall under the term Indigenous. How will faculty obtain Indigenous Perspectives, if there are no Indigenous faculty in a given department or if there are no resources available? The University must be able to support this new component in courses/programs.

Additionally, we must consider it is not just about Indigenous perspectives, but Indigenous content. By that I mean Indigenous authors, artists, scholars, researchers', guest speakers, etc... being brought into the classroom. Representation in the classroom is equally important.

Given this feedback, the revised question could be:

In developing or revising the program or course, what Indigenous (First Nations, Metis or Inuit) content, perspectives or material will be incorporated into the curriculum of the program or course?

Kat Pasquach
Aboriginal Outreach and Retention Coordinator

Feedback: Proposed Question to be Added to PDC Forms

I am an Assistant Professor at the Faculty of Law and as a result of my involvement with the Faculty's Truth and Reconciliation Commission Steering Committee, I have been asked to provide feedback on the proposed question to be added to PDC forms. Although I am a member of the TRC Steering Committee, the below feedback is solely my own – I am not speaking on behalf of the committee.

I understand that feedback is being sought on the following proposed language to be added to PDC forms:

In developing or revising the program or course, has consideration been given to whether and how Indigenous Peoples' perspectives can be incorporated into the curriculum of the program or course?

There is something that strikes me as awkward about the phraseology in terms of incorporating "Indigenous perspectives". Although all of the courses I teach include thinking through colonization, reconciliation, racism, Canada's origins (and current reality) as a settler-colonial state, and related themes - I can't say that I've ever incorporated "Indigenous perspectives".

How can I? I'm not Indigenous - to think that I would ever be able to incorporate an "Indigenous perspective" seems to me impossible. Only Indigenous people can speak to their own perspective(s). The wording seems to suggest that it would be a positive development if the University advocated that non-Indigenous teachers trying to "speak" from an Indigenous perspective. The appropriation of the voices, experiences, and perspectives of Indigenous people in Canada is a reality and one that must be countered. Many think it is a complicated issue and of course, at times, it is. But it is also very simple – here it means that no non-Indigenous scholar should try to speak from or to convey an “Indigenous perspective.”

A suggested re-wording of the question for the PDC form is as follows:

In developing or revising the program or course, has consideration been given to whether and how Indigenous content, including Canada's historic and current structure of settler colonization, can be incorporated into the curriculum of the program or course?

I hope my comments are constructive and helpful.

A few thoughts on this question:

In the new attached section, ask for an explanation as a mandatory requirement to add Indigenous content when developing or revising a program or course, then add the word; How? How has Indigenous knowledge/pedagogy been added and where. Please provide an example of this added Indigenous content. Also, by whom, how and where this Indigenous knowledge/pedagogy was attained. Please provide a list of sources. If you require assistance in locating Indigenous scholars, for a sample of their curriculum or primary sources, a list of contacts and resources can be provided to you.

This way the scholars are not just "considering" Indigenous content, they are observing the mandatory instructions as required by the university and using authorized authentic primary or secondary sources, as opposed to the existing historical text that are white settler biased, this would add the de-colonization piece as it would be without institutional systemic racism. Therefore, providing the Indigenous perspective and not the European colonizer's.

This would require compiling a list of the above Indigenous scholars and resources to be utilized by the faculties. Which could, in turn, employ Indigenous people/scholars to develop these resources and curriculum and to possibly instruct or guest lecture, providing authentic Indigenous resources.

Hope this input is helpful.

Best Regards,

Terri Fletcher
Undergraduate History Student

**University of Windsor
Program Development Committee**

*5.1: **Business Concentrations Revisions – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the changes to the Business concentrations be approved.*

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved by the Odette School of Business Council, the Department of Psychology Council, and FAHSS Coordinating Council for the Human Resources Management and Industrial Organizational Psychology concentration.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Commerce (Honors Business Administration) degrees
DEPARTMENT(S)/SCHOOL(S):	
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2018 or earliest possible term
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A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements 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**.*

Example:
Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

Concentrations in Business

Eligible business students may elect to concentrate in ~~one of six~~ **specified** areas of business. To be accepted into a concentration, a student must have achieved a certain grade in that concentration's gate-in course(s). To successfully obtain the concentration, a student must successfully complete all the requirements for the Bachelor of Commerce degree and must achieve a certain average grade for courses in the concentration and a certain grade in the concentration's capstone course. Although concentrations will not be formally recognized on transcripts or degrees, the Odette School of Business will provide students with documentation indicating that they have successfully obtained their particular concentration. Students who have selected a concentration will normally be given course registration priority in their area.

Note: Students registered in the Bachelor of Commerce for University Graduates program will be able to complete a concentration only by taking additional courses beyond those required for their degree. Depending upon the concentration, students registered in the Honours Business Administration and Computer Science (co-op and non co-op), ~~or the Honours Business Administration and Economics,~~ **or the Honours Business Administration and Psychology** programs may not be able to complete a concentration without taking additional courses beyond those required for their degree.

Students who wish to concentrate in Accounting, must fulfill the following requirements:

- Number of courses (excluding gate-in courses): 8
- Gate-in courses: 70-151 and 70-255 with a minimum grade of 65% in each course
- Courses in concentration (including capstone course): 70-251, 70-252, 70-352, 70-356, 70-358, 70-360, 70-361 and 70-457 with a minimum average grade of 67%
- Capstone course: 70-457 with a minimum grade of 70%

Students who wish to concentrate in Human Resources, must fulfill the following requirements:

- Number of courses (excluding gate-in course): 9
- Gate-in course: 71-243 with a minimum grade of 65%
- Courses in concentration (including capstone course): 71-342, 71-344, 71-441, 71-451, 71-452, 71-485 plus any 3 of

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

71-383, 71-445, 71-448, 71-449, 71-481 and 71-491 with a minimum average grade of 70%
Capstone course: 71-485 with a minimum grade of 70%

Students who wish to concentrate in Finance, must fulfill the following requirements:

Number of courses (excluding gate-in course): 6

Gate-in course: 72-271 with a minimum grade of 65%

Courses in concentration (including capstone course): 72-474 and any 5* of 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491 with a minimum average grade of 67%

Capstone course: 72-474 with a minimum grade of 67%

**Students who successfully complete the CSC exam (1 & 2) will be able to substitute this completion for one of the 5 concentration courses. Students who successfully complete the CFA Level 1 exam will be able to substitute this completion for 2 of the 5 concentration courses. The substitutions above only apply toward the finance concentration and do not apply in any way toward their Bachelor of Commerce degree requirements. It is the student's responsibility to bring forward the appropriate documentation in a timely manner in order to receive the above noted substitutions.*

Students who wish to concentrate in **Operations and Information Systems Management Supply Chain and Business Analytics**, must fulfill the following requirements:

Number of courses (excluding gate-in course): **8 6**

Gate-in course: **73-213 and** 73-220 with a minimum grade of 65% **in each**

Courses in concentration (including capstone course): ~~73-305, 73-311, 73-320, 73-411, 73-420, 73-431, 73-498 and 74-339~~ **2 courses from 73-223, 73-311, 73-312, 73-323, 73-420, 73-423; 2 courses from 73-305, 73-320, 73-341, 73-431, 73-498, 74-339; 1 course from 73-420, 73-431 and 73-498; 1 additional course 73-xxx. 6 courses** with a minimum average grade of 67%

Capstone course: **one of 73-420, 73-431 and** 73-498 with a minimum grade of 67%

Students who wish to concentrate in Marketing, must fulfill the following requirements:

Number of courses (excluding gate-in course): 7

Gate-in courses: 74-131 (or 74-231) and 74-232 with a minimum grade of 65% in each course

Courses in concentration (including capstone course): 74-332, 74-439 and any 5 of 74-234, 74-335, 74-337, 74-338, 74-339, 74-432, 74-433, 74-435, 74-436, 74-437, 74-438 and 74-491 with a minimum average grade of 67%

Capstone course: 74-439 with a minimum grade of 67%

Students who wish to concentrate in **Strategy and Entrepreneurship**, must fulfill the following requirements:

Number of courses (excluding gate-in courses): **6 5**

Gate-in courses: 75-100 and 75-290 with a minimum grade of 67% in each course

Courses in concentration (including capstone course): ~~75-390, 75-391, 71-445, 74-432, 75-490 and 1 of 75-493, 75-495 and 75-496~~ **75-290; one of 75-390 and 75-391; and any four of 71-445, 75-393, 75-490, 75-491, 75-493, 75-495, and 75-496 including at least 1 of 75-493, 75-495 and 75-496; 6 courses** with a minimum average grade of 67%

Capstone course: one of 75-493, 75-495 and 75-496 with a minimum grade of 70%

Note: Where an area permits, a student may be able to substitute a Special Topics Course (7x-491) for one of the courses in the concentration (excluding the gate-in and capstone courses) with the approval of the Area Chair.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Students in Bachelor of Commerce (Honours Business Administration and Psychology) who wish to concentrate in Human Resources Management and Industrial Organizational Psychology, must fulfill the following requirements:

Number of courses (excluding gate-in course): 9

Gate-in course: 71-243 with a minimum grade of 65%

Courses in concentration (including capstone course): 7 courses 71-342, 71-344, 71-441, 71-451, 71-452, 71-485 plus any 1 of 71-383, 71-445, 71-448, 71-449, 71-481 and 71-491 with a minimum average grade of 70%; 2 courses 46-370 (Industrial-Organizational Psychology) and 46-4xx

Capstone course: 71-485 with a minimum grade of 70%

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~trikethrough~~) and additions/new information with **bolding** and underlining.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

Concentration in Supply Chain and Business Analytics:

- This specialization has been created before and the current proposal is to create the concentration
- Name is changed from Operations and Information Systems Management to Supply Chain and Business Analytics concentration
- The minimum number of non-required courses is reduced from 8 to 6
- The change of name and requirement is consistent with the recent emphasis on Supply Chain and Data Analytics area as well as the current search for two SPF 50 faculty members one in the supply chain area, and another in the Data Analytics area, the addition of 3 new courses 73-223, 73-323, and 73-423 in the Business Analytics area, recent addition of 73-341, and changes to the course description of 73-431.

Concentration in Strategy and Entrepreneurship:

- This specialization has been created before and the current proposal is to create the concentration
- The number of courses required to complete the concentration is reduced from 7 to 6
- The course 75-491 will be given credit towards concentration
- The concentration will require one of 75-390 and 75-391 to ensure a course on entrepreneurship

Concentration/Specialization in Human Resources Management and Industrial Organizational Psychology:

- The proposed concentration will be restricted to the students of the joint program in Business and Psychology as a specialization. The Certificate in Organizational Management is recommended for the non-business students who will complete a stand-alone degree program including Psychology.
- The selected courses will prepare the students towards CHRP designation

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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 program change(s).

Odette School of Business faculty and staff are all committed to support the concentrations.

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the revised program.

Odette School of Business covers all the courses listed in the concentrations.

C.1.2

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

All courses listed in the concentrations are regularly offered by the Odette School of Business. The full-time faculty members area are capable to teach all the courses. However, sessional faculty members are regularly used to teach approximately 20%-25% course offerings.

C.1.3

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

C.1.4

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

C.2 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*

Since all courses are currently offered the available and currently committed resources do sustain the quality of scholarship produced by the undergraduate students, the current resources are adequate.

C.3 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.

The concentrations relies on the existing resources.

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

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

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

The concentrations relies on the existing resources.

C.5 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. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

N/A

C.6 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: none

Staff: none

GA/TAs: none

C.6.1

*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: No change is needed.

Teaching and Learning Support: No change is needed.

Student Support Services: No change is needed.

Space and Facilities: No change is needed.

Equipment (and Maintenance): No change is needed.

**University of Windsor
Program Development Committee**

*5.2 **Post-Graduate Certificate in Accounting – Minor Program Changes (PDC Form C)**

Item for: **Approval**

MOTION: **That the admission and degree requirements for Post Graduate Certificate in Accounting be changed according to the program/course change forms*.**

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved the Odette School of Business Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

University policy states that students may follow the academic rules and program regulations set out in the calendar of the term in which they were first admitted to a program or any subsequent calendar. In light of this, students already in the program must be permitted to complete the degree requirements according to the calendar of the term in which they enrolled (or any subsequent calendar). If courses are no longer available, appropriate substitutes must be made.

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Post Graduate Certificate in Accounting
DEPARTMENT(S)/SCHOOL(S):	
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2018
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A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements 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**.
Example: Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

Post Graduate Certificate in Accounting

Admission Requirements

Students entering the program must hold a ~~university~~ **baccalaureate** degree **from a recognized institution** in any discipline, including Business, and must have obtained a cumulative average of 67% in the prior ~~university~~ degree. Normally this average will be calculated based on the grades achieved in the last 20 courses of that degree.

Total courses: ~~Sixteen~~ **Nineteen**

(a) **41-110**, 41-111, **72-270**, 72-271, **73-202**, 75-397, 70-151, 70-251, 70-252, 70-255, 70-352, 70-356, 70-358, 70-360, 70-361, 70-457, 70-459, 70-460 and 70-461.

*With permission of the Odette School of Business, students will be allowed to substitute another third or fourth year accounting course for any of the specified required accounting courses.

(b) Due to course prerequisites, students who do not possess 62-194 Mathematics for Business or equivalent, must complete 62-194.

Note: A student who has previously completed the following course(s) or their equivalents, will be exempted from taking the corresponding courses, and will not be required to substitute for the exempted course(s). The courses are:

- 41-110 Introduction to Economics I**
- 41-111 Introduction to Economics II
- 70-151 Principles of Financial Accounting
- 70-255 Principles of Managerial Accounting
- 70-358 Accounting Information Systems**
- 72-270 Business Finance I**
- 72-271 Business Finance II
- 73-202 Business Data Analysis**
- 75-397 The Law and Business Administration

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

The revision to the Post Graduate Certificate in Accounting (PGCA) allows baccalaureate degree holders to join the program. The purpose of the Certificate is to give students a pathway to complete all the Chartered Professional Accountants (CPA) of Canada pre-Professional Education Program (pre-PEP) courses and enter the CPA PEP. The revised PGCA requirements more correctly reflects the requirements for entry into the CPA PEP.

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 program change(s).

Odette School of Business faculty and staff are all committed to support the programs.

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the revised program.

Odette School of Business covers all the courses listed in the program.

C.1.2

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

All courses listed in the program are regularly offered by the Odette School of Business (OSB). The full-time faculty members at the OSB are capable to teach all the courses. However, sessional faculty members are regularly used to teach approximately 20%-25% course offerings.

C.1.3

***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

C.1.4

***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

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

C.2 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

Since all courses are currently offered the available and currently committed resources do sustain the quality of scholarship produced by the undergraduate students, the current resources are adequate.

C.3 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.

The program relies on the existing resources.

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

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

The program relies on the existing resources.

C.5 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. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

N/A

C.6 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: none

Staff: none

GA/TAs: none

C.6.1

*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: No change is needed.

Teaching and Learning Support: No change is needed.

Student Support Services: No change is needed.

Space and Facilities: No change is needed.

Equipment (and Maintenance): No change is needed.

**University of Windsor
Program Development Committee**

*5.3: **Combined Business and Psychology Programs (PDC Form C2)**

Item for: **Approval**

MOTION: That the combined programs in Business and Psychology – Bachelor of Commerce (Honours Business Administration and Psychology) (with/without thesis) and Bachelor of Commerce (Honours Business Administration and Psychology) with Specialization in Human Resources Management and Industrial Organizational Psychology (with/without thesis) – be approved.*

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved by the Odette School of Business Council, the Department of Psychology Council, and the FAHSS Coordinating Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

TITLE OF PROGRAM/CERTIFICATE:	Bachelor of Commerce (Honours Business Administration and Psychology) (with/without thesis) Bachelor of Commerce (Honours Business Administration and Psychology) with Specialization in Human Resources Management and Industrial Organizational Psychology (with/without thesis)
DEPARTMENT(S)/SCHOOL(S):	Department of Psychology and Odette School of Business
FACULTY(IES):	Faculty of Arts and Social Sciences and Odette School of Business

Proposed combined program or concurrent offering to be effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2018
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1. RATIONALE

Please provide a rationale for the proposed combined program or concurrent offering.

NOTE: This form is for Combining programs that are created from two existing standalone programs (e.g., creating a Combined Honours in X and Y, where Honours X and Honours Y are established programs), or for offering two existing programs concurrently. Where one or more of the programs proposed to be combined or run concurrently are not currently established, a PDC Form A – New Program Proposal – is required.

The proposed Bachelor of Commerce (Honours Business Administration and Psychology) (with/without thesis) and proposed Bachelor of Commerce (Honours Business Administration and Psychology) with Specialization in Human Resources (with/without thesis) will prepare students for careers in human resources, marketing, industrial-organizational psychology, sales, etc. in addition to regular jobs in business. Students will be able to concentrate in one of several important areas of business such as finance, supply chain and data analytics, strategic management, entrepreneurship, etc. In addition, students will be able to concentrate in one of Human Resources, Marketing, or Accounting. However, the total number of courses required by such concentration will be more than the minimum degree requirement of 40 courses or 120 credits. Graduates may be able to pursue advanced degrees in Business Administration. Graduates may also be eligible for graduate school in Psychology with some additional courses.

A. Admission Details

A.1 Admission Requirements (QAF section 2.1.2)

Describe admission requirements for the Combined program or Concurrent offering:

- *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.*

Do the admission requirements differ from those of the existing standalone programs? If so, why?

The OSS and six Grade 12 U or M courses, including ENG4U and one Grade 12 U Mathematics. A minimum grade of 70% is required in at least one Grade 12 U Mathematics. A minimum admission average of 73% is required.

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

A.2 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)

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

The admission requirement meets the current admission requirement of both programs.

B. Program Details

B.1 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.

***For graduate programs:** provide evidence that each graduate student in the Combined program or Concurrent offering 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 titles.*

***For Combined programs:** the degree requirements should be largely the same as those specified for the standalone programs.*

***For Concurrent offerings:** generally, the degree requirements for the two programs being offered concurrently should be the same as those specified for the standalone programs.*

Through combined programs or concurrent program offerings, students complete two existing programs in an integrated way. If there are changes to the degree programs, these should be minor and supported by a strong rationale. Significant changes will require the submission of a PDC Form B – Major Program Change Form or a PDC Form A – New Program Proposal Form.

*If there are changes, identify them in **BOLD** and **STRIKETHROUGH**.*

Bachelor of Commerce (Honours Business Administration and Psychology) (with/without thesis)

Total courses: 40 courses or 120 credits

Degree requirements (include a rationale if different from standalone programs):

- a) Business 23 courses: 04-70-151, 04-70-255, 04-71-100, 04-71-240, 04-71-243, 04-71-300, 04-72-270, 04-72-271, 04-73-213, 04-73-100, 04-73-220, 04-73-331, 04-74-131, 04-75-100, 04-75-397, 04-75-498, and 7 additional Business courses
- b) Psychology 13 courses, including 02-46-115, 02-46-116, 02-46-230, 02-46-320, 02-46-370. The total number of Psychology courses must include at least four 300-level Psychology courses and two 400-level Psychology courses.
- c) Economics 2 courses: 03-41-110, 03-41-111
- d) Mathematics 1 course: 03-62-194
- e) Statistics 1 course: 02-02-250 or 04-73-202

A thesis option is available through the Odette School of Business or the Department of Psychology.

For Business thesis option, students will complete 04-495 (3 credits) and 04-499 (6 credits).

For Psychology thesis option, students will complete 46-496 and 46-497.

Bachelor of Commerce (Honours Business Administration and Psychology) specialization in Human Resources Management and Industrial Organizational Psychology (with/without thesis)

Total courses: 40 courses or 120 credits

Degree requirements (include a rationale if different from standalone programs):

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

- a) Business 23 courses: 04-70-151, 04-70-255, 04-71-100, 04-71-240, 04-71-243, 04-71-300, 04-72-270, 04-72-271, 04-73-213, 04-73-100, 04-73-220, 04-73-331, 04-74-131, 04-75-100, 04-75-397, 04-75-498; 71-342, 71-344, 71-441, 71-451, 71-452, 71-485, and 1 additional course from 71-383, 71-445, 71-448, 71-449, 71-481 and 71-491
- b) Psychology 13 courses, including 02-46-115, 02-46-116, 02-46-230, 02-46-320, 02-46-370, . The total number of Psychology courses must include at least four 300-level Psychology courses and two 400-level Psychology courses.
- c) Economics 2 courses: 03-41-110, 03-41-111
- d) Mathematics 1 course: 03-62-194
- e) Statistics 1 course: 02-02-250 or 04-73-202

Note: students must receive a minimum average grade of 65% in the gate in course 71-243, a minimum average grade of 70% in 71-342, 71-344, 71-441, 71-451, 71-452, 71-485 plus any 1 of 71-383, 71-445, 71-448, 71-449, 71-481 and 71-491 and a minimum average grade of 70% in the capstone course 71-485.

A thesis option is available through the Department of Psychology.
For Psychology thesis option, students will complete 46-496 and 46-497.

Courses used to calculate the major average are:

The courses listed in sections a) and b) and any courses taken in the major area(s) of study will be used to calculate the major average..

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]:*

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.): N/A

Guidelines for experiential learning/co-op work term reports: N/A

General length of experiential learning/co-op work term: N/A

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

B.1 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10) For Concurrent Offerings

Generally, the degree requirements for the two programs being offered concurrently should be unchanged. Through concurrent program offerings, students complete two existing degree programs in an integrated way. If there are changes to the degree programs, these should be minor and be supported by a strong rationale. Significant changes will require the submission of a Major Program Change Form or New Program Proposal Form.

Changes to degree requirements for one or both programs:

The proposed Business and Psychology program requires 7 non-required business courses instead of 8; and 1 non-required business courses instead of 3 for the Business and Psychology with Human Resources Specialization.

Rationale for change:

Generally, the standalone Bachelor of Commerce (Honours Business Administration) program requires 8 non-required business courses. However, usually the combined programs with the Bachelor of Commerce (Honours Business Administration) require 7 non-required business courses due to the business knowledge that naturally comes with the other field of interest. The reduction in the specialization by 2 courses has been approved by the Odette School

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

of Business in light of 13 psychology courses, which includes a course in Industrial Organizational Psychology 02- 46-370 and its pre-requisites 02-46-115 and 02-46-116.

B.1.1 Suggested Program Sequencing

Provide suggested program sequencing for each year of the Combined program or Concurrent Offering, 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 Combined program or Concurrent offering. Please ensure that all pre-requisites are met in the sequencing.

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).

YEAR 1

First Term

41-110
62-194
46-115
71-100
75-100

Second Term

41-111
46-116
70-151
74-131
73-100

YEAR 2

First Term

02-250 or 73-202
70-255
71-240
72-270
One Psychology course

Second Term

46-230
71-243
72-271
73-213
73-220

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

YEAR 3

First Term

46-320

71-300

73-331

Two Psychology courses

Second Term

46-370

75-397

Two Psychology courses

One Business course

YEAR 4

First Term

Two Psychology courses

Three Business courses

Second Term

75-498

One Psychology course

Three Business courses

Students in the Bachelor of Commerce (Honours Business Administration and Psychology) (with/without thesis) also may choose to concentrate in Finance, Supply Chain and Business Analytics, or Strategy and Entrepreneurship. See calendar for concentration requirements.

B.1.2 Standing Required for Continuation in Program

Minimum average requirements for continuation in the Combined program or each of the programs in the Concurrent offering.

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

Specify standing required for continuation in the experiential learning option or co-op option, where applicable.

The requirements for continuation "in good standing" are cumulative average 60% and major average 60%

B.1.3 Standing Required for Graduation

Minimum average requirement to graduate in the Combined program or each of the programs in the Concurrent offering.

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

Specify the standing required for graduation in the experiential learning option or co-op option, where applicable.

In order to graduate a student must obtain minimum cumulative average 60% and major average 70%

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

B.2 For Graduate Program ONLY (QAF sections 2.1.3 and 3; Senate Policy on Co-op Programs):

B.2.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the requirements of the Combined program or Concurrent offering can be reasonably completed within the proposed time period.

N/A

B.2.2 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 Combined program or Concurrent offering.

N/A

B.3 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (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 Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

For programs with an Experiential Learning or Co-op Option: *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

<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 UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business and psychology functions to managing business conducted in an ambiguous, complex and unpredictable environment.</p> <p>Specialization in Human Resources and Industrial-Organizational Psychology: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business and psychology functions in particular human resources and industrial-organizational psychology to managing business conducted in an ambiguous, complex and unpredictable environment.</p> <p>Explain major perspectives of psychology (e.g., cognitive, psychodynamic, sociocultural). Apply psychological concepts, language, major theories, and research findings to explain psychological phenomena in organizational settings. Compare and contrast psychological explanations across diverse populations and organizational contexts. Articulate how psychological principles can be used to explain social issues in organizational contexts.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H)</p> <p>Seek scientific evidence about psychological claims. Evaluate the appropriateness of conclusions derived from psychological research (Also relevant to C). Explain different research methods used by psychologists.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

<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 UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Identify basic ethical requirements for the discipline of Psychology regarding the treatment of participants in the design, data collection, interpretation, and reporting of psychological research.</p>		
<p>C. Synthesize models of thinking with personal experience making decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I)</p> <p>Recognize, develop, defend, and criticize arguments. Solve problems using appropriate applications of psychological terms and concepts. Evaluate new ideas with an open but critical mind.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Select and apply an appropriate combination of descriptive, predictive, and prescriptive statistics and analytics to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal or to evaluate research questions and hypotheses.</p> <p>Use an appropriate computing tool to describe the past, predict the future and recommend the most appropriate plan of action.</p> <p>Evaluate the suitability, relevance, accuracy, and reputability of informational sources. Write effectively in various formats in the publication style of the American Psychological Association.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations.</p> <p>Recognize and propose ways to promote and act on elements of corporate social responsibility in Business.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

<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 UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Specialization in Human Resources and industrial-organizational psychology: Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations in particular related to Human Resources Management and industrial-organizational psychology.</p> <p>Explain ethical behaviour in the science and practice of psychology Use information and technology in accordance with the Canadian Code of Ethics for Psychologists.</p>		
<p>F. Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate benefits.</p> <p>Specialization in Human Resources: Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication in particular related to Human Resources Management to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate benefits.</p> <p>Write, discuss, and argue effectively for various audiences and purposes.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts.</p> <p>Specialization in Human Resources:</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

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 <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts in particular related to Human Resources Management.		
H. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness ambiguity, complexity and unpredictability. Generate novel approaches to problem-solving in business and psychology.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Synthesize models of teamwork with personal experience in teamwork to recognize and harness opportunities to expand development of teamwork competence in business contexts. Tolerate ambiguity and accept the tentative and complex nature of psychological explanations. Accurately self-assess their abilities, achievement, and work habits.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

B.3.1 Program Structure and Regulations Ensure Learning Outcomes Can be Met

Describe how the Combined program or Concurrent offering requirements and program structure ensure that the specified learning outcomes can be met by successful students.

The performance of the students will be assessed through a combination of midterm exam, final exam, simulation, class participation, oral presentation, papers and CATME results (CATME facilitates on-line team member evaluation). Assurance of Learning (AoL) is administered in a parallel process based on the Odette schedule of testing in its BComm courses. AoL is tested using methods and observable measures which are aligned with the learning outcome being tested.

B.3.2 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the Combined program or Concurrent offering's 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.

The courses will be delivered through face-to-face, online or hybrid modes as appropriate for students to complete the program in a timely way.

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

B.3.3 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.

The AoL process at Odette is well established, has been vetted by the Centre for Teaching and Learning and the results of each semester are posted in a Blackboard Learn site for all instructors on the roster of Odette to view.

B.3.3.1 Plan for Documenting and Demonstrating Student Performance Consistent with Learning Outcomes

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

The Odette School of Business has a grading policy and a rigorous AoL process. Whenever the course grades and/or AoL results do not meet threshold requirements the Undergraduate Committee, in consultation with area chairs and instructors, develops remedies to improve the program. Completion of the required courses in psychology with the required averages ensures that students have met the learning outcomes relevant to the psychology portion of the program.

The Department of Psychology will cooperate with the Odette School of Business by providing available and reasonable documentation necessary for Odette’s AACSB accreditation.

C.1 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in the Combined program or Concurrent offering. (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 <i>per week</i> the Student is Expected to Devote to Each Component Over the Course of the Combined Program or Concurrent offering
Lectures	3
Tutorials	0.5
Practical experience	
Service or experiential learning	
Independent study	1.5
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	1.5
Studying for tests/examinations	1.5
Other: <i>[specify]</i>	

Compare the student workload for the Combined program or Concurrent offering with the workload for the existing program and other similar programs in the AAU: A total of 8 hours per week is a reasonable student workload for an undergraduate business student. At this rate, students’ normal load of 5 courses per term

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

translates into 40 hours per week of workload per term. At this rate, a student spends 120 hours over a 15-week term (12 week lecture, 1 week study break, 2-week final exam period). This is reasonable.

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, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the Combined program or Concurrent offering. Please do not name specific individuals.

All the courses are currently offered.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Articulation agreement/Degree Completion Program

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

All courses listed in the program are regularly offered by the two AAUs. The full-time faculty members are capable to teach all the courses. However, sessional faculty members are regularly used. At the Odette School of Business sessional instructors teach approximately 20%-25% course offerings.

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

Given the expected influx of students, explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the Combined program or Concurrent offering.

N/A

C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

Given the expected influx of students and where appropriate to the Combined program or Concurrent offering, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.2 Other Available Resources (Ministry sections 3 and 4)

Provide evidence that there are adequate resources available and committed to the Combined program or Concurrent offering 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

Since all courses are currently offered, the available and currently committed resources do sustain the quality of scholarship produced by the undergraduate students, the current resources are adequate.

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

Describe the reliance of the proposed Combined program or Concurrent offering on existing resources from other campus units, including for example:

**PROGRAM DEVELOPMENT COMMITTEE
COMBINED PROGRAM OR CONCURRENT OFFERING
(from existing programs)
FORM C2**

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

The program relies on the existing resources.

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry 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 Combined program or Concurrent offering.*

The program relies on the existing resources.

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the Combined program or Concurrent offering. (e.g., streamlining existing programs and courses, deleting courses, etc.).

Student recruitment, retention, advising, mentoring, etc. can be done jointly by the two AAUs.

C.6 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 Combined program or Concurrent offering.*

Faculty:	None
Staff:	None
GA/TAs:	None

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

Library Resources and Services:	No change is needed.
Teaching and Learning Support:	No change is needed.
Student Support Services:	No change is needed.
Space and Facilities:	No change is needed.
Equipment (and Maintenance):	No change is needed.

**University of Windsor
Program Development Committee**

***5.4: Bachelor of Commerce (Honors Business Administration) with Specialization in Strategy and Entrepreneurship – Minor Program Changes (PDC Form C)**

Item for: Approval

MOTION: That the degree requirements for Bachelor of Commerce (Honors Business Administration) with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis) be changed according to the program/course change forms*.

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved the Odette School of Business Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Commerce (Honours Business Administration) specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)
DEPARTMENT(S)/SCHOOL(S):	
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2018
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A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements 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**.

Example:

Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

Bachelor of Commerce (Honours Business Administration) with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)

Degree Requirements

Total courses: forty* (120 credits) or forty-three* (129 credits) for Co-op Option.

*In addition to completing the courses for the degree, students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

- (a) 70-151, 70-255, 71-100, 71-240, 71-243, 72-270, 71-300, 72-271, 73-100, 73-202, 73-213, 73-220, 73-331, 74-131, 75-100, 75-397, 75-498 ~~and~~ **two** additional business courses OR 04-495 (3 credits), 04-499 (6 credits) for Thesis Option
- (b) 75-290, **1 of** ~~71-445~~, 75-390, 75-391, **and any 4 of** 75-393, 75-490, **75-491, 75-493, 75-495, 75-496, and 71-445** ~~and including~~ **including** 1 of 75-493, 75-495 and 75-496.
- (c) 41-110, 41-111, 62-194;
- (d) six additional courses from outside of the Odette School of Business Administration;
- (e) six courses from any area of study including Business. [Students in the Thesis Option will get credit for ~~2~~ **1** courses towards (e) for completing 04-495 (3 credits) and 04-499 (6 credits) required by (a) and will be required to complete ~~4~~ **5** additional courses towards (e)]
- (f) **For Co-op Students:** 75-205, 75-305, and 75-405.

Note: to be eligible for Strategy and Entrepreneurship specialization, students must receive a minimum average grade of 67% in each gate-in course 75-100 and 75-290, a minimum average grade of 67% in 75-290, **1 of** ~~71-445~~, 75-390, 75-391, **and any 4 of** 75-393, 75-490, **75-491, 75-493, 75-495, 75-496, and 71-445** ~~and including~~ **including** 1 of 75-493, 75-495 and 75-496 and a minimum average grade of ~~67%~~ **70%** in the capstone course 1 of 75-493, 75-495 and 75-496.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

For all Specializations:

Description of thesis option (if applicable): Students in the thesis option must complete 04-04-495 and 04-04-499. Students who have enrolled in 04-04-499 prior to Winter 2018 may substitute 04-04-495 by a research based independent study course 04-7x-495.

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). [If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]: The Co-op students must complete 04-75-205, 04-75-305, and 04-75-405

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.): Students must follow the guidelines of the Odette School of Business on Co-operative education.

Guidelines for experiential learning/co-op work term reports: Students must follow the guidelines of the Odette School of Business on Co-operative education.

General length of experiential learning/co-op work term: Students must follow the guidelines of the Odette School of Business on Co-operative education.

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

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~trikethrough~~) and additions/new information with **bolding** and underlining.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

- The number of courses required to complete the specialization is reduced from 7 to 6
- The course 75-491 will be given credit towards specialization
- The specialization will require one of 75-390 and 75-391 to ensure a course on entrepreneurship
- The specialization has always required 70% from the capstone 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 program change(s).

Odette School of Business faculty and staff are all committed to support the programs.

PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

C.1.1

Provide an assessment of faculty expertise available and committed to actively support the revised program.

Odette School of Business covers all the courses listed in the program.

C.1.2

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

All courses listed in the program are regularly offered by the Odette School of Business. The full-time faculty members in the Strategy and Entrepreneurship area are capable to teach all the courses. However, sessional faculty members are regularly used to teach approximately 20%-25% course offerings.

C.1.3

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

C.1.4

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

C.2 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*

Since all courses are currently offered the available and currently committed resources do sustain the quality of scholarship produced by the undergraduate students, the current resources are adequate.

C.3 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.*

The program relies on the existing resources.

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

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

The program relies on the existing resources.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

C.5 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. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

N/A

C.6 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: none

Staff: none

GA/TAs: none

C.6.1

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: No change is needed.

Teaching and Learning Support: No change is needed.

Student Support Services: No change is needed.

Space and Facilities: No change is needed.

Equipment (and Maintenance): No change is needed.

**University of Windsor
Program Development Committee**

*5.5 **Disability Studies – Minor Program Changes (PDC Form C)**

Item for: **Approval**

MOTION: **That degree requirements for Honours BA in Disability Studies, Honours Bachelor of Social Work and Disability Studies, Combined Honours BA in Disability Studies and Psychology, BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care Program Graduates Degree Completion Program, Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates Degree Completion Program, and Minor in Disability Studies be changed according to the program/course change forms*.**

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved the Social Work Council, and the Faculty of Arts, Humanities and Social Science Coordinating Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours BA in Disability Studies, Honours Bachelor of Social Work and Disability Studies, Combined Honours BA in Disability Studies and Psychology, Minor Disability Studies
DEPARTMENT(S)/SCHOOL(S):	Social Work, Psychology, Women's Studies/Social Justice
FACULTY(IES):	Faculty of Arts, Humanities and Social Sciences

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2018
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A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements 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**. Example: Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.*

BA Honours in Disability Studies

Degree Requirements

Total courses: 40 courses

- (a) six discipline foundation courses: 46-115, 46-116, 47-117, 47-118, **37/38-101**, 47-210;
- (b) four **Disability Studies or** Disability Studies-Emphasis courses

Recommended Course Sequence

Year 1: 46-115, 46-116, 47-117, 47-118, **37/38-101**, 01-150, 01-151, one Arts course, one Languages or Science course; one Arts, Languages, Social Sciences or Science course;

Honours Bachelor of Social Work and Disability Studies

Degree Requirements

Total courses: 40

- (a) Social Work: 47-117, 47-118, 47-204, 47-336, 47-337, 47-338, 47-339, 47-344, 47-371, 47-416, 47-423, 47-430, 47-473 (6.0 credit hours), 47-431, 47-475 (12 credit hours).

* Every effort will be made to ensure that Field Education I and II will allow the Combined Social Work and Disability Studies student to utilize their knowledge from both areas of study in the experiential learning process.

(b) Disability Studies

- (i) four discipline foundation courses: 46-115, 46-116, **37/38-101**, 47-210;
- (ii) three **Disability Studies or** Disability Studies-Emphasis courses;
- (iii) three human development courses: 46-223, 46-224, 46-225
- (iv) three Disability Studies courses: 37-301, 37-302, 37-401.

Recommended Course Sequencing:

Year 1: 01-150, 01-151, 47-117, 47-118, 46-115, 46-116, **37/38-101**, one science course and two courses from any area of study.

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

Combined Honours BA in Disability Studies and Psychology

Degree Requirements

Total courses: 40

(a) Disability Studies:

(i) four discipline foundation courses: 47-117, 47-118, **37/38-101**, 47-210;

(ii) four **Disability Studies or** Disability Studies-Emphasis courses;

(iii) six Disability Studies courses: 37-301, 37-302, 37-401, 37-402, 37-465 (6.00 credit course);

Recommended Course Sequencing:

Year 1: 46-115, 46-116, 47-117, 47-118, **37/38-101**, 01-150, 01-151, one Arts course, one Languages or Science course; one course from any area of study;

Combined Honours BA in Disability Studies

Degree Requirements

Total courses: forty

(a) *Disability Studies*: sixteen courses, including **37/38-101**, 46-115, 46-116, 47-117, 47-118, 46-230, 46-223, 46-224, 46-225, 47-210, 37-301, 37-302, 37-401, 37-402, 37-465 (double credit).

Recommended Course Sequencing:

Year 1: 46-115, 46-116, 47-117, 47-118, **37/38-101**, 01-150, 01-151;

BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care Program Graduates - Degree Completion Program

(a) four discipline foundation courses: 46-115, 47-117, 47-118, **37/38-101**;

Recommended Course Sequencing:

Year 1, Fall Semester: 46-115, 47-117, **37/38-101**, 37-301, 02-250;

Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates - Degree Completion Program

(a) five discipline foundation courses: 46-115, 46-116, 47-117, 47-118, **37/38-101**;

Recommended Course Sequencing

Year 1: 46-115, 46-116, 47-117, 47-118, **37/38-101**, 47-210, 02-250, one course from Arts, one course from Languages or Science; one course from any area of study;

Minor In Disability Studies

Requirements: six Disability Studies courses including **37/38-101**, 37-301, 37-302, plus three **Disability Studies or** Disability Studies-Emphasis courses at the 200 level or above.

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

No additional resources required.

B. RATIONALE

Please provide a rationale for the proposed change(s).

Transfer students who get credit for a course equivalent to a Disability Studies course (i.e., any course numbered 02-37-) cannot count these courses toward their Disability Studies degree because the requirements in the programs indicated above only allow for credit for Disability Studies-Emphasis courses. It may also be the case that at some point, the University of Windsor will add more Disability Studies courses in addition to the core Disability Studies courses that are already included in Disability Studies program requirements. The course 38-101 Social Justice in Action is cross-listed as a Disability Studies course 37-101.

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, in general terms, 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). Please do not name specific individuals.

N/A

C.1.1 Faculty Expertise in Support of the Revised Program

Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.

N/A

C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

C.2 Other Available Resources (Ministry sections 3 and 4)

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*

N/A

C.3 Resource Implications for Other Campus Units (Ministry 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.*

N/A

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry 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.*

N/A

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe 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. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

C.6 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:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*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:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

**University of Windsor
Program Development Committee**

*5.6: **BFA Honours in Visual Arts – Minor Program Changes (PDC Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for the Bachelor of Fine Arts (Honours Visual Arts) be changed according to the program/course change forms*.**

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved the School of Creative Arts Council and Faculty of Arts, Humanities and Social Science Coordinating Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

University policy states that students may follow the academic rules and program regulations set out in the calendar of the term in which they were first admitted to a program or any subsequent calendar. In light of this, students already in the program must be permitted to complete the degree requirements according to the calendar of the term in which they enrolled (or any subsequent calendar). If courses are no longer available, appropriate substitutes must be made.

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BFA Honours in Visual Arts
DEPARTMENT(S)/SCHOOL(S):	School of Creative Arts
FACULTY(IES):	Faculty of Arts, Humanities and Social Sciences

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2018
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A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements 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**.

Example:

Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or 400-level**.

BFA Honours in Visual Arts

Degree Requirements

Total courses: forty.

- (a) twenty courses (66 course credits) as follows: 27-105, 27-106, 27-107, 27-108; one of 27-383 or 27-384; 27-480 (6.0 credits), 27-481 (6.0 credits), 27-490 and 27-491; plus at least three 200-level courses in three other separate areas; five additional 300-level courses in at least three separate areas; and three additional studio courses at the 200 or 300 level (courses beginning either with a 27- or a 39-). Media Art Histories/Visual Culture: eight courses (24 course credits) as follows: 28-150, 28-214, 28-215 and 28-345 (28-345 must be taken before entry into year four), plus four more media art histories/visual culture courses, one of which has to be at the 400-level. ~~(Up to three of the following courses may be taken to fulfill the Art History course requirement if approved by an Art History advisor: 11-330, 23-260, 23-261, 40-240, 40-241, 48-413, 48-354).~~ Students must have a positive Portfolio Evaluation to proceed to their second year of study.
- (b) two courses from Social Sciences, Humanities or Arts (excluding Visual Arts)
- (c) two courses from Languages or Science;
- (d) four courses from any area of study, including Visual Arts.
- (e) 01-150, 01-151:
- ~~(f) two courses from any area of study, including Visual Arts.~~

Courses used to calculate the major average are: courses listed under requirement (a) and any courses taken in the major area(s) of study. Students must maintain a 76% major average in order to enroll in advanced courses: 27-480; 27-481; 27-490; 27-491 in year 4. Students whose average drops below this average can:

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

~~Portfolio Evaluation: A successful portfolio evaluation is required. The portfolio evaluation takes place at the end of semester 2, after the student has gained credit in 27-105, 27-106, 27-107, 27-108, 28-150.~~

~~Students who are otherwise in good standing, but whose portfolio evaluation is not successful may:~~

- ~~(a) be allowed to continue in the BFA program on a conditional basis, subject to re-evaluation;~~
- ~~(b) be allowed to transfer to the general Bachelor of Arts-Visual Arts program.~~

~~Consult a program advisor in Visual Arts for details regarding portfolio requirements and procedures.~~

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

No additional resources required.

B. RATIONALE

Please provide a rationale for the proposed change(s).

The proposed changes will simplify application processes by having an art assignment for entry into the program upon application (rather than portfolio review that is listed at the end of year 1).

The portfolio required after completion of foundation courses is a listed requirement that has not been adhered to in some time, thereby causing less confusion regarding continuation to 2nd year courses (with the elimination of the portfolio evaluation at the end of year 2). In its place we propose to establish a bar of 76% major average needed by the end of year 3 to continue into advanced independent study courses (27-480, 27-481, 27-490, 27-491). These changes are proposed to help us manage the steep attrition we currently face between year 1 and year 2 where we have been losing students. It will also help stabilize enrollments in mid and upper level courses so that we can ensure better retention rates through the 4 years of the program.

The proposed changes will also simplify the DARS form and degree completion by:

- 1.) Adding options in Humanities and other Arts areas outside visual arts in addition to the Social Sciences requirement (part b of degree requirements). The current limited Social Science options (in part b above) limit students from pursuing complimentary disciplines English or Philosophy, for example, as part of degree requirements.
- 2.) Putting the 2 + 2 courses in any area under one heading (4 courses in part d); rather than 2 headings (currently parts d and f).
- 3.) Having all Media Art History and Visual Culture course requirements (28-prefix) under one roof. These courses outside the our AAU are no longer needed in order for students to get the necessary range of specialized academic courses in the theory and history of art, media and technology.
- 4) Nothing is changed in terms of program learning outcomes.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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, in general terms, 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). Please do not name specific individuals.

No change in resources needed. Our 300 level studio courses and 400 level studio courses (27-480, 27-481, 27-490, 27-491) are currently under-enrolled, partly because we have confusing language around continuation in the current calendar for the BFA. We are in the midst of transitioning from one set of practices and procedures that were set in place when there was more active management of the foundations studio program. We have not have active management in that area for over a decade and change is necessary.

These changes will help us manage mid- and upper-level studio course enrollments better.

C.1.1 Faculty Expertise in Support of the Revised Program

Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.

Not Applicable.

C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

NA

C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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.

NA

C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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.

NA

C.2 Other Available Resources (Ministry sections 3 and 4)

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*

NA

C.3 Resource Implications for Other Campus Units (Ministry 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*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Provide relevant details.

Changes in requirement b—2 courses in Social Sciences, will be broadened to include courses across FAHSS, and will still include Social Science courses as one option among others in FAHSS. This will include courses in Humanities (English, Philosophy or History for example) or other Arts disciplines outside Visual Arts (Music or Drama) which are beneficial for students persuing studies in Visual Arts. Our student enrollment numbers in the BFA program are not significant enough to stretch resources in FAHSS course options in any of the above listed areas.

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry 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.*

None required.

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe 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. (e.g., streamlining existing programs and courses, deleting courses, etc.).

NA

C.6 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:	NA.
Staff:	NA.
GA/TAs:	NA.

NA.

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*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:	NA.
Teaching and Learning Support:	NA.
Student Support Services:	NA.
Space and Facilities:	NA.
Equipment (and Maintenance):	NA.

**University of Windsor
Program Development Committee**

*5.7: **Liberal Arts and Professional Studies Degree Completion Program – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That admission requirements for General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Diploma Programs) be changed according to the program/course change forms*.

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved the Faculty of Arts, Humanities and Social Science Coordinating Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

TITLE PROGRAM(S)/CERTIFICATE(S):	OF	General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Diploma Programs)
DEPARTMENT(S)/SCHOOL(S):		Liberal Arts & Professional Studies
FACULTY(IES):		FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2018
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A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements 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**.*

Example:
Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Diploma Programs)

Students who have graduated from an approved CAAT college diploma (or equivalent) with a suggested cumulative average of 3.0 (70%) or higher in their final ten courses will be considered for admission. Approved CAAT college diploma programs include: Border Services, Business programs, **Community & Justice Services**, Dental Hygiene, Developmental Service Worker, Early Childhood Education, Educational Support, Engineering, General Arts and Science, Journalism, Liberal Arts, Liberal Studies, Music – Industry Arts, **Paralegal**, Paramedic, Police Foundations, Protection, Security, and Investigation, Recreation and Leisure Services, Social Service Worker.

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

The University of Windsor encourages graduates of Ontario’s Community Colleges to consider enrolling in degree completion programs. **General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Diploma Programs)** was created to meet the needs of CAAT graduates who have completed two-year diploma programs. St. Clair College’s Paralegal and the Community & Justice Services programs fit this category. Both equip graduates for para-professional occupations in social welfare/ justice sectors.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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, in general terms, 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). Please do not name specific individuals.

No additional faculty or staff resources are required. Students in the Liberal Arts and Professional Studies (LAPS) program take a selection of courses already offered by other programs.

C.1.1 Faculty Expertise in Support of the Revised Program

Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.

N/A

C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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.

This is an undergraduate program.

C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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.

This is an undergraduate program.

C.2 Other Available Resources (Ministry sections 3 and 4)

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

None

C.3 Resource Implications for Other Campus Units (Ministry 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.*

Students in the LAPS program are permitted to take courses offered by a number AAUs across campus. At any one time, the number of additional students in a course will be very small.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry 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.

N/A

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe 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. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

C.6 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:	none
Staff:	none
GA/TAs:	none

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

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:	minimal
Teaching and Learning Support:	minimal
Student Support Services:	minimal
Space and Facilities:	none
Equipment (and Maintenance):	none

**University of Windsor
Program Development Committee**

***5.8 Bachelor of Interdisciplinary Arts and Science (IAS) Minor Concentration in Anthrozoology – Minor Program Changes (PDC Form C)**

Item for: Approval

MOTION: That the Bachelor of Interdisciplinary Arts and Science (IAS) Minor Concentration in Anthrozoology be approved.*

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved the Faculty of Arts, Humanities and Social Science Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Interdisciplinary Arts and Science (IAS) Minor Concentration in Anthrozoology
DEPARTMENT(S)/SCHOOL(S):	Interdisciplinary Arts and Science
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2018
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A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements 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](#).

Example:
Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the 300-level or 400-level.

Bachelor of Interdisciplinary Arts and Science (IAS) Minor Concentration in Anthrozoology

Total Courses: 6 courses

- a) 51-160. Animals and Humans in Society
- b) five of: 51-260, 51-261, 51-360, 34-329, 48-341, 51-200

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough ([strikethrough](#)) and additions/new information with [bolding and underlining](#).

Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.

None

B. RATIONALE

Please provide a rationale for the proposed change(s).

Currently the Anthrozoology minor is not available for IAS students, despite its being a FAHSS minor.

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, in general terms, 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). Please do not name specific individuals.

None

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

C.1.1 Faculty Expertise in Support of the Revised Program

Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.

No changes, just adding a minor to a pre-existing program.

C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

None

C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

C.2 Other Available Resources (Ministry sections 3 and 4)

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*

None affected

C.3 Resource Implications for Other Campus Units (Ministry 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 affected

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry 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.*

None

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe 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. (e.g., streamlining existing programs and courses, deleting courses, etc.).

None

PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

C.6 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:	None
Staff:	None
GA/TAs:	None

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

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:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

University of Windsor
Program Development Committee

*5.9: **Nursing – Minor Program Changes (PDC Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for the BScN Program for Graduates of the Lambton College Practical Nursing Program be changed according to the program/course change forms*.**

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposed changes have been approved the Faculty of Nursing Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BScN Program for Graduates of the Lambton College Practical Nursing Program
DEPARTMENT(S)/SCHOOL(S):	Nursing
FACULTY(IES):	Nursing

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2018
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A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements 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**.

Example:
Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or 400-level**.

BScN Program for Graduates of the Lambton College Practical Nursing Program

Total courses: The students entering into the program at Lambton College will receive credit for 10 courses towards the BScN. They will complete an additional 12 courses at Lambton College that are a combination of year one and year two collaborative nursing course requirements.

The Registered Practical Nurse Pathway will include

- (a) ~~63-171, 63-172~~, 63-176, 63-271, **63-272, 63-273**, 63-279, 63-275, 63-278 (double-weighted), 63-371, 63-372, 63-373, 63-374, 63-375, 63-377, 63-378, 63-389, 63-391, 63-472* (double-weighted), 63-473*, 63-476 (double-weighted), 63-479*, 63-481*(double-weighted).
- (b) 03-59-191, 03-55-237, 03-55-351, 03-65-205 or 02-02-250; one of 63-351, 63-376, 63-399
- (c) one Arts courses and two courses from any area of study

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

We have evaluated the experiences of the first two cohorts who have completed their first year of the program at Lambton College and have moved forward to Year 3 of the Collaborative Program at the University of Windsor . The

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

results of this evaluation suggest that students were already well-versed in the content provided in 63-171 and 63-172. Students will therefore be given transfer credits for these two courses.

It was determined that the students will benefit more from 63-272 and 63-273, which address more in-depth concepts that are more reflective of the level of knowledge required of a registered nurse.

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, in general terms, 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). Please do not name specific individuals.

N/A – These changes will affect the courses taken at Lambton College only

C.1.1 Faculty Expertise in Support of the Revised Program

Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.

N/A

C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

C.2 Other Available Resources (Ministry sections 3 and 4)

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

N/A

C.3 Resource Implications for Other Campus Units (Ministry 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

PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

Provide relevant details.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry 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.*

N/A

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

Describe 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. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

C.6 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:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*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:	NA
Teaching and Learning Support:	NA
Student Support Services:	NA
Space and Facilities:	NA
Equipment (and Maintenance):	NA

**University of Windsor
Program Development Committee**

*5.10: **Computer Science – Request for Waiver of Course Deletion**

Item for: **Approval**

MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
60-468 – Advanced Networking

Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002. Each request should provide the following information:

1. Faculty, Department, and Program Title

Faculty of Science, School of Computer Science, B.C.S. Honours (Networks and Security specialization)

2. Course Number and Title: 60-468 – Advanced Networking

3. Credit hours, Total Contact hours and Delivery format: 3.0 credit hours; 3 lecture hours per week)

4. Calendar Description

60-468. Advanced Networking

The course will introduce students to advanced topics in networking. (Restricted to Computer Science Students)

5. Pre/co/anti-requisites: (Prerequisites: 60-367 and 60-368.)

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

This course is an important elective for the Networks and Security specialization.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

This is an important course for networking and security specialization. However, due to lack of teaching resources, this course was not offered for a little while. Last year we hired two new faculty members with expertise in this area and now in a process of hiring a new faculty member so it is expected to be offered on a regular basis.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

Network security and cybersecurity are becoming increasingly important and there is a high demand for students with these skills. The School has hired 2 new faculty members and plans to strengthen research expertise and industry ties in this area.

6.4 Explanation of why the course has not been offered over the past years.

This course has not been offered in recent years due to lack of teaching resources, since the primary focus was to cover the core CS courses.

6.5 Whether the course will be offered in Fall 2018. If not, why will it not be offered?

With the hiring of new faculty members, the course is planned to be offered in Fall 2018.

7. RESOURCE IMPLICATIONS

Other than the faculty involvement, none.

**University of Windsor
Program Development Committee**

***5.11: General Science Program – Learning Outcomes**

Item for: **Information**

PROGRAM TITLE: General Bachelor of Science (General Science)

DEPARTMENT/FACULTY: Faculty of Science

<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> <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 <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. - describe and explain a range of core scientific concepts in two areas of science. - Explain the scientific method in the context of two areas of science - describe the relationship between fundamental early discoveries in science and modern understanding and ramifications of such discoveries.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. - locate and access resources in the scientific literature to address a specific subject area. - review information on a scientific topic, assess the quality of the documentation or research and justify their analysis</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. - Formulate and test hypotheses using logical, mathematical, or statistical methods</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. - write a formal paper with the correct structure (e.g. include proper citations, references, etc.) - express complex concepts in written form - Analyze data and interpret results - Solve quantitative problems - qualitatively summarize and objectively present data</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</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> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
E. - Perform technical skills and safe practice in a laboratory or field situation - recognize and practice the rules of academic honesty	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. - produce reports on work carried out in a laboratory	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. - participate constructively and cooperatively in small group activities,	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. - explain the functionality and diversity of scientific systems in a manner appropriate to the intended audience	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. - Incorporate new ideas into their comprehension of the developing nature of science - apply previous knowledge and skills to present issues in science and the community.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**University of Windsor
Program Development Committee**

***5.12 Concurrent General BSc (General Science)/BEd Program – Learning Outcomes**

Item for: **Information**

PROGRAM TITLE: Concurrent General Bachelor of Science (General Science)/Bachelor of Education

DEPARTMENT/FACULTY: Faculty of Science/Faculty of Education

<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> <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 <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. - describe and explain a range of core scientific concepts in two areas of science. - Explain the scientific method in the context of two areas of science - describe the relationship between fundamental early discoveries in science and modern understanding and ramifications of such discoveries. -Make decisions based on an understanding of the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral), and the nature of learning; demonstrating this understanding by the following:</p> <ul style="list-style-type: none"> • Respect and care for all students’ physical, psychological, and educational well-being, guided in their work by the nature and characteristics of the learners (Also E, F & G) • Create and maintain inclusive classroom environments that engage and facilitate the learning of all students (also E) • Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics (also C, E, G, & H) • Recognize, differentiate among, select, and apply general and subject specific theories and models of teaching and learning (also C, E, F, & G) <p>-Apply their knowledge of subject-matter in Ministry of Education curriculum documents in the</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>

<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> <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 <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>candidate's division (PJ/JI/IS) and curriculum specialization (also C, H)</p> <p>- Design age and classroom appropriate lessons that are based on sound scientific principles and methodologies</p>		
<p>B.</p> <p>-Locate and access resources and integrate scientific literature information to address a specific subject area.</p> <p>-Recognize a range of knowledge and perspectives, including the importance of research</p> <p>- review information on a scientific topic, assess the quality of the documentation or research and justify their analysis</p> <p>-Question alternative perceptions such as post-colonial bodies of knowledge</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C.</p> <p>- Formulate and test hypotheses using logical, mathematical, or statistical methods</p> <p>-Critically reflect and commit to professional learning to enhance and develop their practice (also I)</p> <p>-Demonstrate professional aptitude for observation, critique and assessment to improve student learning. Engage in critical perspectives on different theories of assessment</p> <p>-Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities and contexts</p> <p>-Employ strategies to elicit critical and creative thinking and developing problem solving capabilities in students (also H)</p> <p>-Think critically about issues in education and the role of teachers in society, informed by a sound knowledge of the social, historical, political and cultural foundations of public education</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</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> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
-Use a range of instructional strategies to elicit critical thinking on scientific topics, incorporating the use of age-appropriate logical, mathematical or statistical methods.		
D. - write a formal paper with the correct structure (e.g. include proper citations, references, etc.) - express complex concepts in written form - Analyze data and interpret results - Solve quantitative problems - qualitatively summarize and objectively present data -Apply literacies, ways of knowing, and pedagogical expertise in the context of subject-matter knowledge (also A) -Communicate fluently and proficiently in both oral and written forms in academic and professional settings (also F) -Employ effective practices and subject expertise to support and develop students' abilities in reading, writing and mathematics including financial literacy	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. - Perform technical skills and safe practice in a laboratory or field situation - recognize and practice the rules of academic honesty -Commit to the values of social justice, equity, and diversity in all aspects of their professional roles -Engage and embrace the strengths of English language learners and multi-lingual learners -Contribute to the life of the school and community by employing effective approaches to	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

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 <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>communication and collaboration with stakeholders (also F)</p> <ul style="list-style-type: none"> -Incorporate materials and/or strategies that raise local, national and global issues of equity and justice -Utilize effective curricular, pedagogical, and evaluative tools and practices to promote the educational success of Aboriginal learners (Also A, C, F) -Pursue opportunities to advance social responsibility and environmental citizenship (also A) -Facilitate the civic responsibility of students and the development of citizenship -Engage diverse communities through varying communication methods in safe and responsible practices in and out of the classroom and laboratory 		
<p>F.</p> <ul style="list-style-type: none"> - Produce reports on work carried out in a laboratory -Cultivate and support collaborative and communicative abilities in learners through a variety of approaches -Apply/integrate educationally appropriate uses of social media and communications technologies (also G) -Support collaborative and integrated learning using a variety of approaches in a scientific context. 	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G.</p> <ul style="list-style-type: none"> - Participate constructively and cooperatively in small group activities. -Respond to and be responsible to learners, families, colleagues, and communities 	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</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> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
-Promote collegiality, cooperation, and professionalism in schools and among teachers in an equity-based contest -(Also A, F)		
H. - explain the functionality and diversity of scientific systems in a manner appropriate to the intended audience -Demonstrate inclusive and collaborative pedagogical praxis that values diversity and prepares students for living in a global, multicultural and equity-informed context -(Also A, C) -demonstrate the value of diversity in scientific systems, using age-appropriate and cultural-appropriate methods	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. -Incorporate new ideas into their comprehension of the developing nature of science -Apply previous knowledge and skills to present and future issues in science -Recognize the transformative power of learning for individuals and communities -Develop diagnostic, formative and summative tools to assess individual and community learning -Take responsibility for their own learning and professional growth -Utilize classroom research to advance their own professional practice (Also B, D) -Facilitate the application of subject-matter to real-life experience in areas such as career education and financial literacy, and foster life-long learning habits and postsecondary aspirations in students (Also B) Use scientific methods and principles in real-life practices, including areas such as conservation	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

University of Windsor
Program Development Committee

*5.13: **Nursing (Graduate) – Course Learning Outcomes**

Item for: **Information**

This document contains the learning outcomes for the following courses:

- 63-572. Women and Health
- 63-580. Culture and Health in a Diverse Canada
- 63-581. Thoretical Foundations of Nursing
- 63-582. Advanced Statistics

COURSE NUMBER AND TITLE: Women and Health: 63-572

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the 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. Analyze and critique the historical and social context of women’s health, with a view to strengthening women’s enablement and voice.	A. the acquisition, application and integration of knowledge
B. Locate and review relevant literature comparing the health care milieu of Canadian women compared with other female populations	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify, debate and engage in informed and critical discussions about women’s lifestyle issues (e.g. determinants of health) that are local, regional, national and international	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E Advocate sensitively, competently and ethically for the health needs of women in different social, cultural and environmental contexts within the local, provincial and national milieu.	E. responsible behaviour to self, others and society
F. Articulate how the social determinants of health impact on the well-being of women in both verbal and written formats in a concise, comprehensive and scholarly manner.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Critically reflect upon and evaluate personal knowledge and practice skills in women’s health	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: 63-580 Culture and Health in a Diverse Canada

<p>Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of this course, 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. Reflect upon and analyze how cultural beliefs and values shape clients and nurses, and their interactions.</p> <p>Analyze and critique current systemic power relations in nursing and health care related to societal and professional cultures.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Analyze and critique current conceptualizations and intersections in nursing of multiculturalism, ethnicity, race, diversity, cultural competence, and cultural safety</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify concerns and issues encountered by nurses in the provision of culturally appropriate care, and analyze the implications for practice.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Explore concerns and issues encountered by nurses in the provision of culturally appropriate and sensitive care.</p> <p>Examine and evaluate current theory, research, and models designed to provide culturally appropriate care.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Articulate the evolving philosophical and theoretical perspectives concerning nursing and the assumptions underlying the concept of culture in nursing and health care in both verbal and written formats, in a concise, comprehensive and scholarly manner</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Identify, assess and debate clinical applications for improving the health of diverse populations within selected clinical practice specialties</p>	<p>I. the ability and desire for continuous learning</p>

63-581. Thoretical Foundations of Nursing

<p>Course Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, 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. Examine the relevance of theories to advanced practice nursing and health care. Appraise evolving perspectives regarding the philosophical underpinnings of the Advanced Practice Nurse (APN).</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Analyze the relationship between theory, research and practice, and their impact on evidence informed decision-making.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Evaluate and examine theoretical concepts for logical consistency, research validation and application to nursing research and practice. (Also applies to I).</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Demonstrate scholarly analysis of relevant theories and their application to nursing practice and nursing care. (Also applies to E, F, H & I)</p>	<p>D. literacy and numeracy skills</p>
<p>E. (Also see D)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. (Also see D).</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. (Also see D).</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. (Also see C & D).</p>	<p>I. the ability and desire for continuous learning</p>

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Interpret statistical concepts and their applications to health care research. (Also applies to B & C)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Critically analyze and communicate selected quantitative research reports and make judgement on the accuracy of the statistical techniques employed on those reports. (Also applies to A, C, F & G).</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Decide what statistical technique will provide the best answer to a given research question.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Differentiate between parametric and nonparametric tests and articulate their underlying assumptions.</p> <p>Use the SPSS to conduct statistical analyses. (Also applies to B & C).</p>	<p>D. literacy and numeracy skills</p>
<p>E. Utilize knowledge of statistical inferences to make proper conclusions about research generalizability to target populations. (Also applies to G & H).</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. (See B).</p>	<p>F. interpersonal and communications skills</p>
<p>G. (See B & E).</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Analyze and extrapolate statistical results to evaluate research findings and their impact on the health of target populations.</p>	<p>I. the ability and desire for continuous learning</p>

University of Windsor
 Program Development Committee

*5.14: **Sociology, Anthropology and Criminology – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **FAHSS**

<p>Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. *(subject to timely and clear submission)</p>	<p>F 2018</p>
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PART B – Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online 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***

48-329. Contemporary Families

Examines the empirical sociological literature on families and their formation in the context of postwar change with emphasis on the Canadian experience, including key demographic trends such as the rise of cohabitation and two-earner families, and changes in divorce rates. (Prerequisites: 48-204 or **48-301** and semester 5 or higher standing.)

48-339. Refugees, Borders, and Human Rights

Who are refugees, illegal migrants and asylum seekers? Where do asylum seekers come from and why? What do states do about them? Which agencies, actors and interest groups engage with refugees? What are the links between refugees and nationalism and racism, borders, immigration policies and attitudes, state sovereignty, diaspora and transnationalism, human rights and cultural identities? How do we understand borders, boundaries, and biopolitics in our contemporary world? This course provides the student with the analytical skills to interpret historical and contemporary claims, vested interests and local, regional and global complexities of these issues. (Prerequisites: **one of 48-213, 48-220, 48-227 or 48-240**, and semester 5 or higher standing).

48-340. Food and Global Sustainability

This course offers a comparative examination of the emergence of a global food system and its implications for culture, environment, working conditions, health, and population movements. (~~Prerequisite 48-227 and semester 5 or higher standing.~~) (Prerequisites: **one of 48-110, 48-213, 48-220, 48-227 or 48-240**, and semester 5 or higher standing or instructor’s consent).

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

48-352. Citizenship, Rights, and Social Justice

An examination of the impact of the 'global' on social and economic processes, human rights and struggles over rights in specific locales worldwide. Topics may include: gender-based violence, poverty and 'development', children's rights, changing labour practices; human rights principles and institutions; and cultural and political struggles for rights in European, North American, and post-colonial settings (Prerequisite: ~~48-213 or 48-291/202, 48-214~~, one of **213, 214, 220, 227, 240 or 291** and semester 5 or higher standing **or instructor's consent.**)

48-460. Advanced Seminar in Constructions of Deviance

This course explores theory and research concerned with constructions of deviant behavior and social issues. It involves the application of constructionist theory to a variety of behaviours and issues including the role of moral entrepreneurs, symbolic crusades and the medicalization on deviance. Substantive topics will vary by instructor. (Prerequisites: 48-260, 48-391/302 or 48-373 **or 48-356**; ~~48-390/310 (or 48-355)~~, 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection, or consent of instructor.)

48-461. Advanced Seminar in Law and Social Policy

This course explores theory and research concerned with legal and government policies and their impact on individuals, social institutions and society. Substantive topics will vary by instructor. (Prerequisites: ~~48-391/302 or 48-373 or 48-356~~; ~~48-390/310 (or 48-355)~~, 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection or consent of instructor.)

48-464. Advanced Seminar in Sociology of Law

An investigation of theory and research in the sociology of law. Topics may include the social construction of law, the legal profession, law and social change, legal consciousness, law as governance, legal avoidance, moral regulation, and popular representations of law. Criminal and other forms of law will be discussed in relation to these topics. Focus of the course will vary by instructor. (Prerequisites: ~~48-391/302 or 48-373 or 48-356~~; ~~48-390/310 (or 48-355)~~, 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection; or consent of instructor.)

48-465. Advanced Seminar in Gender, Law, and Crime

This course will examine the ways gender intersects with the law and crime. It focuses on the importance of taking gender into consideration in understanding offending and victimization, the development and impacts of legislation, and the work of the criminal justice system. Focus of the course will vary by instructor. (Prerequisites: ~~48-391/302 or 48-373 or 48-356~~; ~~48-390/310 (or 48-355)~~, 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection; or consent of instructor.)

48-467. Criminology Professional Development Practicum

This practicum provides students in the Criminology program with the opportunity to apply learned concepts and theory to a practical setting and to become further familiarized with an area related to Criminology. Students will be placed in organizations in the Windsor-Essex region related to their area of interest within Criminology (*e.g.*, the law, corrections, *etc.*) and will be expected to dedicate a total of 100 hours to both the in-class learning and practicum components of the course. Additionally, students will be required to complete assignments as assigned by the instructor. This course is open to Criminology majors only. (Prerequisites: 48-260, 48-262, 48-373 or ~~48-391/302 or 48-356~~, semester 7 ~~or~~ **or** higher standing, and minimum major average of 73%.)

48-491. Advanced Seminar in Criminology

This course exposes students to advanced criminological topics through the lens of the instructor's current research. Practical and/or theoretical implications of the research within local, national, global and/or cyberspace communities will be examined. Topics will vary by instructor. (Prerequisites: 48-260; 48-262; ~~48-391/302 or 48-373 or 48-356~~; ~~48-390/310 (or 48-355)~~, 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection; or consent of instructor.)

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

Part C – Learning Outcomes for EACH Course Listed Above

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. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.**

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

Where there are changes to the learning outcomes, please clearly mark deletions with ~~strikethrough~~ and additions/new information with **bolding and underlining**.

COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COURSE NUMBER AND TITLE:	48-329 Contemporary Families
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Define or describe key concepts in family sociology, and summarize the evidence brought forward to support key theories or to call them into question.	A. the acquisition, application and integration of knowledge
B. Assess theories in family sociology, based on the extent and methodological quality of evidence brought forward to support to reject them.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the conceptual clarity and logical adequacy of theories about family formation, family functioning, demographic trends, and current family issues.	C. critical thinking and problem-solving skills
D. Articulate and write clearly and concisely about concepts, theories, arguments and evidence on topics concerning contemporary families.	D. literacy and numeracy skills
E. Reflect critically on personal choices in family behavior and relationships, based on the literature on family functioning. Reflect critically on the evidence used in debates on the state of the family. Compare theories on family relationships to behavior observed in case studies.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E**

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the 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>
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Demonstrate the ability to assess family literature on themes of personal, academic or professional interest.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	48-339. Refugees, Borders, and Human Rights
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Last Updated: April 20, 2017
(PDC170420-5.8)

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the 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>
A. <ul style="list-style-type: none"> Describe, interpret and compare various forms of forced migration and the representations of these migrations across a range of ethnographic settings and over time and discuss how refugees and the representation of them challenge the nation-state system. 	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> Interpret, analyze and problematize research on human rights, humanitarian aid and the international refugee control apparatus. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> Apply analytical skills to interpret refugee movements and the treatment of refugees by host societies and international organizations. 	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> Construct and articulate arguments on the links between refugees and nationalism and racism, borders, immigration policies and attitudes, state sovereignty, diaspora and transnationalism, human rights and cultural identities. 	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> Reflect critically on personal attitudes towards refugees and how individual attitudes contribute to discrimination against refugees. 	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none"> Express ideas clearly and persuasively in written and oral form and discuss and debate issues related to the understanding of borders, boundaries, and biopolitics. 	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E**

<p>Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, 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>G.</p> <ul style="list-style-type: none"> • Collaborate with peers to conduct and present research on refugees and their reception by host societies. 	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p> <ul style="list-style-type: none"> • Link ideas related to border, boundaries, and biopolitics to other areas of social research. 	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE:	48-340: Food and Global Sustainability
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<p>Course Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, 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. Identify, describe, integrate and apply key concepts, theories and methods relevant to food studies.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Assess ideas and research by scholars specializing in food studies.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Reflect critically on the industrial food system, food consumption, food waste management, laws and policies governing the production, distribution, and consumption of food, issues of food insecurity and other relevant issues by placing them in the context of culture, social relations and/or social structures.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Construct and articulate arguments clearly and concisely and organize and present evidence coherently.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Reflect critically on personal choices regarding food consumption, production, and distribution.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Express ideas clearly and persuasively in written and oral form and debate issues of social concern relevant to food studies, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E**

COURSE NUMBER AND TITLE:	48-352 Citizenship, Rights and Social Justice
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the <u>ability to demonstrate:</u>
A. Identify and describe different notions and main issues related to citizenship, human rights, and social justice.	A. the acquisition, application and integration of knowledge
B. Apply concepts, theories, and methods to address root causes of inequalities and exclusions, social change, social policy, and international law.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the main concepts and theories employed in the field of citizenship, human rights, and social justice studies.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely and organize and present coherently evidence related to inequalities and exclusion, strategies for change, and social justice outcomes.	D. literacy and numeracy skills
E. Employing notions of citizenship, rights and social justice, reflect critically on personal choices, social policies, and the role of social movements in bringing about change.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form and debate issues related to citizenship, international law, and social justice, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers to conduct and present research on a topic of interest in the area of citizenship, human rights, and social justice studies.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Link core concepts developed in the social justice field to social life.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	48-460: Advanced Seminar in Constructions of Deviance
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the <u>ability to demonstrate:</u>
A. Describe, integrate, evaluate and apply key concepts related to constructionist theory to contemporary social issues/policy (also relevant to C).	A. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Read, evaluate and apply ideas and research by scholars pertaining to constructionist theory and contemporary social issues/policy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. See A.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely in both written and oral format and organize and present evidence coherently (also relevant to F).	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behaviour and interaction as well as to consider and respond to important social policy and issues.	E. responsible behaviour to self, others and society
F. See D.	F. interpersonal and communications skills
G. Develop a plan to generate discussion and debate about the application of constructionist theory to a specific social issue/policy.	G. teamwork, and personal and group leadership skills
H. Recognize the value of social research and a social science orientation to understanding contemporary social issues/policy.	H. creativity and aesthetic appreciation
I. Link core theoretical concepts to other research and to contemporary social issues/policy debates.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	48-461. Advanced Seminar in Law and Social Policy
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the 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. Focusing on a specific law and social policy domain, identify, describe, integrate and apply key concepts, theories and methods relevant to criminal and/or civil law and policy in Canada.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the law and policy field and identify strengths and limitations of methodological approaches explored in literature reviewed in the course.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on how institutional structures, professional cultures, social-legal norms, research evidence and political ideologies impact the development, reform and implementation of law and policy in Canada and other jurisdictions.	C. critical thinking and problem-solving skills

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
D. Construct and articulate arguments clearly and concisely and organize and present evidence coherently.	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to challenges associated with the development, reform and implementation of law and policy in a specific field or domain.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively and debate issues of concern in a specific law and policy field or domain, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	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

COURSE NUMBER AND TITLE:	48-464: Advanced Seminar in Sociology of Law
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the 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 social problems that intersect with law	A. the acquisition, application and integration of knowledge
B. Assess and evaluate frameworks relevant to the sociology of law	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate legal and regulatory policies	C. critical thinking and problem-solving skills
D. Synthesize and assess academic literature relevant to the sociology of law	D. literacy and numeracy skills
E. Propose and evaluate potential solutions to inequality issues that arise from law and its enforcement or avoidance; adhere to principles of academic integrity.	E. responsible behaviour to self, others and society

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. Construct and articulate arguments clearly and concisely; organize and present evidence coherently; express ideas clearly and persuasively in written and oral form.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Propose and assess creative alternatives to current legal practices.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	48-465. Advanced Seminar in Gender, Law, and Crime
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the 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, describe, integrate and apply key concepts, theories and methods relevant to the study of gender, harm, and crime; · Demonstrate how gender relates to the study of criminology; · Describe and analyze the nature and extent of harm perpetration/criminal Identify, describe, integrate and apply key concepts, theories and methods relevant to gender, criminal victimization and offending, and the law including; · Identify and describe current debates in feminist and mainstream criminology on the relevance of gender to offending and victimization; · Describe and critically assess the official criminal justice responses to offending by women and men; · Identify and analyze specific cases related to the study of gender, harm, and crime in Canada and globally	A. the acquisition, application and integration of knowledge
B. · Assess ideas and research by scholars in the gender and crime field and identify strengths and limitations of methodological approaches explored in the literature; Articulate an argument, and retrieve and synthesize scholarly literature to provide support for that argument.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the 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>
C. Reflect critically on how institutional structures, professional cultures, social-legal norms, research evidence and political ideologies impact understandings and policy initiatives in the field of gender and crime	C. critical thinking and problem-solving skills
D. Evaluate literature relevant to gender, law, and crime and drawing on this literature construct and articulate arguments clearly and concisely that draws upon this literature.	D. literacy and numeracy skills
E. Reflect critically on policy choices regarding the governance of social behavior and interaction and propose and assess solutions to challenges associated with the development, reform and implementation of law and policy in the gender and law field.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively and discuss and debate issues of concern in the gender and crime field, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives; Write a theoretically-informed research paper.	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to gender and crime, and design and implement a group presentation on this law/policy concern or facilitate seminar discussions	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	48-467. Criminology Professional Development Practicum
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Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the 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>
A. · Apply accumulated knowledge of criminology in an organizational setting; · Compose a work-related resume and cover letter (also relevant to D);	A. the acquisition, application and integration of knowledge
B. conduct research relevant to the placement, situating it within the broader criminal justice system, and write a report utilizing scholarly criminological research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E**

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the 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>
C. Critically analyze phenomena of relevance to the placement and how they relate to the broader discipline of criminology and the criminal justice system.	C. critical thinking and problem-solving skills
D. Read and evaluate literature relevant to their placement Apply criminological theory and research to their placement area	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Present their research to their peers Work collaboratively with colleagues in a workplace environment · Communicate ideas clearly in verbal and written form;	F. interpersonal and communications skills
G. Develop productive working relationships in an organizational setting; · Develop strategies to successfully complete projects with colleagues;	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Describe the discovery or confirmation of personal preferences that will likely contribute to planning their career path.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	48-491. Advanced Seminar in Criminology
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Last Updated: June 6, 2014
(PDC140508-5.4)

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the 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>
A. Identify, describe, integrate and apply key concepts, theories and methodologies relevant to a specific topic in Criminology	A. the acquisition, application and integration of knowledge
B. Extract important material from oral and written resources and investigate alternative resources for further information relevant to a topic and related issues	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
FORM E**

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the 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>
C. Compare, evaluate and propose solutions to real-world ideas, problems and issues within local, national, global and cyberspace contexts	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely; Organize and present evidence coherently.	D. literacy and numeracy skills
E. Evaluate one's social and cultural identity and location, power and privilege within a personal, social, cultural, political and global context; Propose and assess policies relevant to a specific topic in criminology Adhere to principles of academic integrity	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form; Debate issues relating to current criminological theory, research and interest, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives	F. interpersonal and communications skills
G. Collaborate with peers to conduct and present research on a specific topic in criminology	G. teamwork, and personal and group leadership skills
H. Employ criminology as a framework for a topic and issues while recognizing that there are multiple ways to approach these	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning