**PROGRAM DEVELOPMENT COMMITTEE**
Minutes of Meeting

**Date:** Monday April 16, 2018
**Time:** 9:05am-10:05am
**Room:** 209 Assumption Hall

**Committee Members:** Ms. Tamsin Bacon, Dr. Randy Bowers Dr. Krista Chandler, Dr. Greg Chun-Yan (Chair), Dr. Jamie Crawley, Dr Douglas Kneale, Dr. Erika Kustra, Ms. Maggie Liddle, Dr. Maureen Muldoon, Dr. Maureen Sterling, Dr. Nurlan Turdaliev, Dr. Jeremy Worth.

**Absent:** Dr. Beth Daly (regrets), Ms. Yosra Elsayed, Ms. Diana Marion (regrets), Ms. Zeina Merheb, Dr. Jeremy Rawson (regrets), Mr. Dipreet Singh (regrets), Dr. Patti Weir (regrets).

**Attendance:** Ms. Kathryn Pasquach, Mr. Russell Nahdee, Renée Wintermute and Alison Zilli (University Secretariat).

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

**1    Approval of Agenda**
Items 5.7, 5.8, 5.9, 5.10, 5.11, 5.16. 5.17 were unstarred.

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

Dr. N. Turdaliev/Dr. M. Muldoon
**CARRIED, as amended**

**2    Approval of Minutes**

**MOTION:  That the minutes of the meeting of September 20, 2017 be approved.**

Dr. J. Crawley/Dr. T. Bacon
**CARRIED**

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

<u>**Item for Discussion/Approval**</u>
**4    Outstanding Business**
   **4.1    Indigenous Perspective in PDC Forms**
          *(See document PDC180416-4.1 for more details.)*

   MOTION:    That the following wording be included in the PDC Forms: **"The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing or revising this program or course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?"**

Dr. J. Crawley/Dr. M. Liddle

   NOTED:
   ▪ The proposed wording from PDC was brought forward to the Provost Council and after much discussion it was broadened to include a sentence to highlight that the University of Windsor is "committed to building stronger, more meaningful partnerships with Indigenous students, scholars,

and communities". This wording is used for the President's Indigenous Peoples Scholars Program.

- The wording highlights that the need for an overall strategy on indigenization across the campus.

**CARRIED**

**Item for Information**

**4.2 Biological Sciences – Response to PDC UPR Report and Summary and Analysis**
*(See document PDC180416-4.2 for more details.)*

NOTED:
- The Department of Biological Sciences provided a response to the PDC Summary and Recommendations that were generated from the IQAP review.
- The Department's main concern was around recommendations it felt are outside of any individual department's control.
- Broadly, the role of the PDC is to extract recommendations from the overall departmental University Program Reviews (UPRS) which are then reported on biennially by the *department*.

AGREED:
- PDC will respond to Biological Sciences, clarifying that University Program Reviews are departmental reviews, but that recommendations outside the control of the individual AAU are brought to the attention of the Provost, who also sits on the PDC. Departments are responsible for ensuring that the recommendations are addressed or, where action is required by another unit, departments are responsible for ensuring that the case continues to be made to the appropriate unit. With regard to Biological Sciences' UPR, the Provost is following-up on the concerns raised in Biological Sciences' response to recommendation 7.

**Items for Approval**

**5 Reports/New Business**

**\*5.1 Computer Science – Minor Program Changes (Form C)**
*(See document PDC180416-5.1 for more details.)*

MOTION: **That the changes to the degree requirements for the Bachelor of Science (Honours Computer Science with Software Engineering Specialization) be approved, according to the program/course change forms\*.**

*\*Subject to approval of the expenditures required.*

**\*CARRIED**

**\*5.2 Honours Modern Languages – Minor Program Changes (Form C)**
*(See document PDC180416-5.2 for more details.)*

MOTION: **That the degree requirements for the Honours Modern Languages and Second Language Education be changed according to the program/course change forms\*.**

*\*Subject to approval of the expenditures required.*

**\*CARRIED**

**\*5.3 Aeronautics – Minor Program Changes (Form C)**
*(See document PDC180416-5.3 for more details.)*

MOTION: **That the changes to the degree requirements for the Liberal Arts and Professional Studies: Aeronautics Leadership be approved, according to the program/course change forms\*.**

*\*Subject to approval of the expenditures required.*

**\*CARRIED**

**\*5.4   Concurrent Political Science BA (General)/Bachelor of Education (Form C)**
*(See document PDC180416-5.4 for more details.)*

> **MOTION:    That the Concurrent Political Science BA (General)/Bachelor of Education be approved, according to the program/course change forms\*.**

*\*Subject to approval of the expenditures required.*

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**\*CARRIED**

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**Items for Information**
**\*5.5.   WGST – Summary of Minor Course and Calendar Changes (Form E)**
*(See document PDC180416-5.5 for more details.)*

The document was received for information.\*

**\*5.6   Bachelor of Social Work and Disability Studies – Learning Outcomes**
*(See document PDC180416-5.6 for more details.)*

The document was received for information.\*

**5.7   Disability Studies and Psychology – Program Learning Outcomes**
*(See document PDC180416-5.7 for more details.)*

NOTED:
- Although it has been "acceptable" for combined programs to submit separate learning outcome for each discipline together in a chart, a few additional outcomes should be included or integrated to reflect the benefits of pursuing the two disciplines. The document was received for information.

**\*5.8   Disability Studies – Program Learning Outcomes**
*(See document PDC180416-5.8 for more details.)*

The document was received for information.\*

**\*5.9   Environmental Science Program Learning Outcomes**
*(See document PDC180416-5.9 for more details.)*

The document was received for information.\*

**5.10   Environmental Science (without Thesis) Program Learning Outcomes**
*(See document PDC180416-5.10 for more details.)*

NOTED:
- In response to a question raised, it was noted that having only one or two learning outcomes that are different for a thesis option is generally the norm and is acceptable. This is also the case with co-op or work-study programs.  The document was received for information.

**5.11   Earth and Environmental Science – Course Learning Outcomes**
*(See document PDC180416-5.11 for more details.)*

The document was received for information.\*

**\*5.12 MSc in Earth Sciences – Program Learning Outcomes**
*(See document PDC180416-5.12 for more details.)*

The document was received for information.\*

**\*5.13 PhD in Earth Sciences – Program Learning Outcomes**
*(See document PDC180416-5.13 for more details.)*

The document was received for information.*

**\*5.14 Master of Computer Science – Program Learning Outcomes**
*(See document PDC180416-5.14 for more details.)*

The document was received for information.*

**\*5.15 PhD Computer Science – Program Learning Outcomes**
*(See document PDC180416-5.15 for more details.)*

The document was received for information.*

**5.16 Languages, Literatures and Culture –Course Learning Outcomes**
*(See document PDC180416-5.16 for more details.)*

AGREED:
- The Learning Outcomes were send back to the department for minor revisions.

**5.17 Special Topics in Psychology (46-606) – Course Learning Outcome**
*(See document PDC180416-5.17 for more details.)*

AGREED:
- "Also relevant to I" was added under Learning Outcome B.
- The document was received for information.

## 6    Question Period/Other Business

<u>Learning Outcomes</u>
Concern was raised regarding the issue that there are still many inconsistencies in learning outcomes coming to PDC. This makes it difficult to determine whether a program's learning outcomes are even consistent in concept. It would be helpful at PDC to have information regarding the likelihood of the demand for measurement and reporting of evidence for each course learning outcome. It is challenging to determine how courses often fit into the curricula as PDC is assessing courses in absence of Program learning outcomes.  It was also noted that the affective domain is one of the three domains in Blooms Taxonomy (besides cognitive and psychomotor) that seems to be the more difficult to demonstrate or apply but is important.

<u>Software Engineering</u>
Although the term "Engineering" is used in the context of courses and programs in Department of Computer Science (for example: Honours Computer Science *with Software Engineering* Specialization), the term is used in a non-professional manner in relationship to Professional Engineering credentials. Clear communication and counselling should be provided to students who may not know that these programs will not satisfy the requirements for a PEng license so that they do not mistake this as being a pathway to become a licensed Professional Engineer.  Further research is being conducted to determine if this term can or should even be used in a non-professional manner for degree programs.

## 7    Adjournment

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

Dr. J. Worth/Dr. M. Sterling
**CARRIED**