



NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Monday, February 25, 2019 at 2:00pm-4:00pm
In Room 209 Assumption Hall (2nd Floor)

AGENDA

Formal Business

- 1 Approval of Agenda**
- 2 Minutes of Meeting of January 28, 2019**

Items for Approval

- 3 Business Arising from the Minutes**
 - 3.1 PhD and Masters – Transfer Credits** Patti Weir
PDC190225-3.1
- 4 Outstanding Business**
 - 4.1 Earth and Environmental Sciences Response to PDC Report on its University Program Review (*Confidential*)** J. Gagnon/I. Samson/E. Kustra
PDC190225-4.1
- 5 Reports/New Business**
 - 5.1 Earth and Environmental Sciences Proposed Name Change** Joel Gagnon/Iain Samson
PDC190225-5.1
 - 5.2 Bachelor of Political Science – Thesis Option - Major Program Changes (Form B)**
 - 5.2.1 Political Science – New Course Proposals (Form D)** John Sutcliffe
PDC190225-5.2
PDC190225-5.2.1
 - *5.3 Business – Minor Program Changes (Form C)** Fazle Baki
PDC190225-5.3
 - 5.4 Business – Degree Completion Pathway (Form C1)** Fazle Baki
PDC190225-5.4
 - 5.5 Political Science – New Course Proposals (Form D)** John Sutcliffe
PDC190225-5.5
 - 5.6 Law – New Course Proposals (Form D)** Gemma Smyth
PDC190225-5.6
 - *5.7 Master of Medical Biotechnology – Minor Program Change (Form C)** Sirinart Ananvoranich
PDC190225-5.7
 - *5.8 Master of Actuarial Science – Minor Program Change (Form C)** Mehdi Sangani Monfared
PDC190225-5.8

*5.9	Chemistry and Biochemistry – Minor Program Change (Form C)	Sirinart Ananvoranich PDC190225-5.9
*5.10	French – New Course Proposal (Form D)	Jean-Guy Mboudjeke PDC190225-5.10
*5.11	Chemistry – New Course Proposal (Form D)	Sirinart Ananvoranich PDC190225-5.11
*5.12	Earth and Environmental Sciences – New Course Proposal (Form D)	Iain Samson PDC190225-5.12
*5.13	Social Work – New Course Proposal (Form D)	Robin Wright PDC190225-5.13

Items for Information

*5.14	Chemistry – Summary of Minor Course and Calendar Changes (Form E)	Sirinart Ananvoranich PDC190225-5.14
*5.15	Chemistry – Summary of Minor Course and Calendar Changes (Form E)	Sirinart Ananvoranich PDC190225-5.15
*5.16	Chemistry (Graduate) – Summary of Minor Course and Calendar Changes (Form E)	Jichang Wang PDC190225-5.16
*5.17	Math -- Summary of Minor Course and Calendar Changes (Form E)	Justin Lariviere PDC190225-5.17
*5.18	Social Work (Graduate) Summary of Minor Course and Calendar Changes (Form E)	Robin Wright PDC190225-5.18
*5.19	Law – Summary of Minor Course and Calendar Changes (Form E)	Gemma Smyth PDC190225-5.19
*5.20	Law – Course Learning Outcomes	Gemma Smyth PDC190225-5.20

Item for Approval

5.21	Draft PDC Reports on Business' (MBA and MoM) University Program Review 3 rd Biennial Status Reports (<i>Confidential</i>)	Erika Kustra PDC190225-5.21
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6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' item 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**

3.1: PhD and Masters – Transfer Credits

Item for: **Approval**

MOTION: That the proposed changes for the transferring of credit to PhD and Masters programs be approved.

Rationale/Approvals:

- The rationale is to clarify when transfer credits should be awarded and under what conditions.
- The current language was slightly different for both Masters and Doctoral students and this brings it into alignment for all students, and brings us into alignment with other institutions.
- The proposed changes have been approved by Graduate Council.
- PDC approved the changes at its January 16, 2019 meeting; however, it was later noted that the document approved by PDC was not the latest version. The latest version includes minor changes to the one reviewed in January. The intent behind the revision is unchanged.
- *See attached.*

Proposed Changes RE: Transfer Credit to PhD and Masters Programs

PhD PROGRAM REQUIREMENTS

Residence: Residence requirements are intended to provide for each student an adequate contact with the University, with the faculty in the field of specialization, and with the library, laboratories, and other facilities for graduate study and research. Every student in a program leading to the degree of Doctor of Philosophy must be registered in a full-time program of study for a minimum of three calendar years, normally in succession. Credit for one of these years may be given for the time spent in proceeding to a Master's degree.

~~Credit for no more than one-half of the required courses for a program, taken at another university, may be given at the discretion of the Faculty of Graduate Studies, upon recommendation of the program. Transfer credits will only be granted at the time of admission, and recommendations must be included with the offer of admission. Normally, credits from other institutions must have been received in the last 5 years with a minimum grade of 70%, and normally no credits used towards a previously completed certificate, diploma, or degree or used as a basis of admission will be approved as credit toward a Windsor graduate degree. A maximum of 50% of the Windsor course degree requirements will be approved for transfer credit, excluding internship/practicum, thesis, dissertation, or comprehensive examination courses.~~

If transfer credit from another institution is granted, the student may be required to take alternate course(s) as recommended by the program. Approved transfer credit will appear on the student's transcript.

MASTER'S PROGRAM REQUIREMENTS

Residence: Residence requirements are intended to provide for each student an adequate contact with the University faculty in the field of specialization, the library, laboratories, and with other facilities for graduate study. It is expected, therefore, that every full-time student in a program leading to the Master's degree will undertake a full program of study at the M2 level for a minimum of one calendar year or its equivalent. Application and interpretation of the residence requirement is the responsibility of the Dean of Graduate Studies. If a student does not expect to fulfill the residence requirement in the normal way, reasons for departing from the norm should be submitted in writing to the Dean and approval secured for the plan before beginning the graduate program. See also the section on "Duration of Study" below.

The residency requirement is not intended to apply to students admitted to graduate programs on a part-time basis.

Duration of Study: The minimum duration of study for the Master's degree is one calendar year beyond the honours Bachelor's degree, or its equivalent. ~~Credit for no more than one-half of the required courses for the program taken at another university may be given at the discretion of the Dean of Graduate Studies, upon the recommendation of the program.~~

Transfer credits will only be granted at the time of admission, and recommendations must be included with the offer of admission. Normally, credits from other institutions must have been received in the last 5 years with a minimum grade of 70%, and normally no credits used towards a previously completed certificate, diploma, or degree or used as a basis of admission will be approved as credit toward a Windsor graduate degree. A maximum of 50% of the Windsor course degree requirements will be approved for transfer credit, excluding internship/practicum, thesis, dissertation, or comprehensive examination courses.

If transfer credit from another institution is granted, the student may be required to take additional courses.

Residency still applies. Approved transfer credit will appear on the student's transcript.

**University of Windsor
Program Development Committee**

5.1: Earth and Environmental Sciences Proposed Name Change

Item for: **Approval**

MOTION: That the Department of Earth and Environmental Sciences be renamed the School of the Environment.*

**Subject to approval of the expenditures required.*

Rationale/Approvals:

The proposed name change is appropriate and desirable for the following reasons:

1. A primary goal of the name change is to increase enrolments in the undergraduate programs offered by the AAU by: 1) increasing AAU and program visibility, and 2) meeting the expectations of prospective students. The new name would create a simple, inclusive, and easily identifiable identity, clearly focused on environmental education and research, which would facilitate marketing efforts. Furthermore, many universities across the province have created schools, centers, or institutes for the environment (e.g., Trent, Guelph, Toronto, Queen's), a situation that is now shaping student expectations with respect to environmental programming during recruitment activities (e.g., Ontario Universities Fair) in a manner similar to 'premedical' programs, which are referred to in terms of their applications (e.g., 'life' or 'health' science) and less so by traditional, discipline-specific names.
2. The new name would better reflect the current composition and program delivery responsibilities of the AAU. With respect to faculty, a significant and growing proportion are focused on environmental education and research. With respect to undergraduate majors, enrolment in the environmental studies program exceeds that of the environmental science program.
3. The simple and inclusive identity would facilitate rebranding and marketing of programs. A new identity would provide an opportunity to create excitement and enable the AAU to capitalize on momentum created during the recent EES 50th anniversary media initiative. Furthermore, renaming of the AAU would provide a potential opportunity for advancement to secure naming rights from an interested party.
4. The proposed name change would further align the AAU with broader University of Windsor institutional initiatives, such as the Strategic Mandate Agreement and Strategic Research Plan, both of which identify environment as a strategic education and research priority. Furthermore, the name change would address action items specified in the March 2009 Environmental Forum Report (e.g., create an environmental 'champion' within the institution, discontinue disciplinary 'silos' and increase inter/multidisciplinarity, and provide new opportunities for community engagement).
5. The proposed name change would achieve recommendations specified in the IQAP external reviewers' report for the Bachelor of Environmental Science degree program, which stressed the need to increase inter/multidisciplinarity and broaden the environmental science curriculum under specific thematic areas (e.g., large lakes).
6. A School of the Environment could be used to create a *de facto* centralized portal that would facilitate access by potential students and others to environmental education and research resources throughout the university. This would conform with recommendations made in the Environmental Forum Report and the Bachelor of Environmental Science IQAP external reviewers' report. Currently, these resources are distributed in units across the university, which leads to the perception that education and research foci and resources within the university are less significant than they actually are.
7. It is hoped that the new school will serve as a catalyst for redefining how environmental education and research are identified throughout the institution. For example, the creation of inter/multidisciplinary 'centres' within or associated with a School of the Environmental would enable groups to highlight specific education and research strengths, as suggested in the IQAP external reviewers' report (e.g., large lakes), while at the same time demonstrating the breadth and depth of environmental education and research distributed throughout the institution.
- The proposed name change has been approved by the AAU Council (November 30, 2018) and the Faculty of Science Coordinating Council (January 10, 2019).

**University of Windsor
Program Development Committee**

5.2: Political Science - Major Program Change (Form B)

Item for: **Approval**

MOTION: That the Bachelor of Arts Honours Political Science *with Thesis*, Bachelor of Arts Honours Political Science with French Specialization *and Thesis*, Bachelor of Arts Honours Law and Politics *with Thesis*, Bachelor of Arts Honours International Relations and Development Studies *with Thesis* and, Combined Honours Political Science Programs *with Thesis* be approved.

**Subject to approval of the expenditures required.*

Rationale:

- The proposal has been approved by the Department of Political Science, the Faculty of Arts and Social Sciences Coordinating Council, and the Provost.
- The new programs include the addition of "with Thesis" on the student's transcript and diploma.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

A. Basic Program Information

Faculty(ies)	FAHSS
Department(s)/School(s)	Political Science
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Arts Honours Political Science with Thesis Bachelor of Arts Honours Political Science with French Specialization and Thesis Bachelor of Arts Honours Law and Politics with Thesis Bachelor of Arts Honours International Relations and Development Studies with Thesis Combined Honours Political Science Programs with Thesis in Political Science
Proposed Year of Offering* [Fall, Winter, Spring]:*(subject to timely and clear submission)	Fall 2019
Mode of Delivery:	On-campus courses, full-time
Planned steady-state Student Enrolment (per section B.4.2)	30 (total across all programs listed above)
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

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

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.

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

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

The proposed programs introduce a new pathway and capstone set of requirements for students pursuing BA Honours degrees in Political Science, Political Science with French Specialization, Law and Politics, International Relations and Development Studies, and a combined Honours Political Science program, by introducing a thesis requirement in the fourth year of the program. This meets student demand and department and university goals in several ways.

First, it creates a new program experience based in the development and exercise of advanced research, writing, and presentation skills for interested students who meet the program criteria, and places them on a stronger footing for the next phase of their academic development in graduate school. It likewise provides a chance to devise and complete an independent research project so that students may have a more flexible and tailored learning experience in the fourth year. It bolsters the department's research capacity and profile, and for those students who choose to stay at Windsor to complete the MA degree, will give them the opportunity to produce a publication-worthy piece of work with their supervisor and enhance future OGS and SSHRC applications leading into and from within our Political Science MA program. It meets the university's strategic goals in several areas: enhancing the undergraduate student experience; pursuing innovation and excellence in teaching and learning through high-impact teaching practices in

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FORM B

the department; and building research capacity and excellence in the department, faculty, and university by providing new research opportunities for undergraduate students.

In short, a thesis pathway in the department's several BA honours programs will give our best fourth-year students the chance to build their research interests and skills while meeting multiple departmental and university goals and improving the learning experience for students in their final year of study.

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

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

The curriculum is only slightly revised from the current structure of the BA Honours programs, requiring two fourth-year courses (see associated Form D for information on these new courses) for the completion of the capstone thesis requirement, and the addition of a second-year course on information searching and literacy as a requirement. The latter is currently offered as an option for other students in the department's programs. The revised programs are consistent with the current state of the political science discipline in that they retain the specific content and thematic foci of the existing four-year Honours BA programs, but offer students the chance to undertake an independent research project supervised by a faculty member in the department through a structured pair of courses overseen by another departmental faculty member.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.4)

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

The revised programs differ from the existing offerings by the inclusion of two required fourth-year thesis courses, which offer students the flexibility to pursue a research topic of their choice under the supervision and guidance of a faculty member in the department, with input and oversight from another faculty member teaching the thesis courses. This is similar to the model currently employed in Psychology's undergraduate thesis program.

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing or revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Students in the thesis program will potentially complete their undergraduate research and fourth-year thesis on issues of relevance to Indigenous communities and scholarship. The department has recently added a new faculty member through the President's Indigenous Peoples Scholars program who has expertise in the area of Indigenous politics in Canada, and other faculty members have carried out research on indigenous politics in Canada, the US, Australia, and New Zealand.

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

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

The new programs include the addition of "with Thesis" on the student's transcript and diploma. This is to signify the student's completion of an undergraduate research thesis project as part of the requirements of their program, making their research experience and achievement more visible to prospective graduate programs and employers.

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

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

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

Faculty and student AAU Council representatives in the Department of Political Science have discussed the possibility of a thesis option or program capstone at several points in the past few years. In the most recent discussions in AAU council and undergraduate committee meetings, student representatives expressed strong interest in the development of a research capstone in the fourth year, both on behalf of themselves and for other third and fourth year students in the department's many programs. As the revised thesis option is not likely in the short term to draw a significant number of new students beyond those the department already attracts, we have not done a provincial or local survey to detail precise market demand in quantitative terms. It is anticipated that the programs' capstone requirements will require students to maintain an 80% cumulative average and an 80% major average in order to enrol in the fourth-year thesis courses. Students without this required average will be able to switch to the existing BA Honours version of their program with no difficulties and remain on path to complete the degree. In the department's current cohort of majors in their third or fourth years, these proposed average minima would create a pool of approximately 20 eligible students for the thesis capstone courses, and we estimate that 5 to 10 of these would undertake the capstone research project in a given year.

B.4.1.1 Percentage of Domestic and International Students (Ministry section 5)

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

n/a

B.4.2 Estimated Enrolments (QAF section 2.1.9; Ministry section 5; Senate Co-op Policy)

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

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

<i>Projected enrolment levels for the first five years of operation of the revised program. (If the program is in operation, use actual and projected data.)</i>	<i>First Year of Operation</i>	<i>Second Year of Operation</i>	<i>Third Year of Operation</i>	<i>Fourth Year of Operation</i>	<i>Fifth Year of Operation (Steady-state enrolment overall)</i>
<i>In the regular program (non-co-op)</i>	5	12	20	30	30
<i>In the co-op/experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>	n/a	n/a	n/a	n/a	n/a

<i>Annual projected student intake into the first year of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	20
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	n/a

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

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

n/a

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

*Describe the tools and methodology used to assess societal need.
Elaborate on the
1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),
2) geographic scope of (e.g., local, regional, provincial, or national), and
3) anticipated duration of, and trends in,
societal need for graduates of the modified program
Provide evidence that the proposed program revisions respond to societal need for graduates of the revised program and/or changes in the field, including sources of data and expert input or feedback collected to support this change in direction.*

As described in section B.1 above, the new thesis program options fulfill needs expressed by faculty and current students for more intensive and engaged research experience for senior undergraduate students in the department's various Political Science and International Relations programs. This equips a subset of our graduates with a better skill set for conducting research in graduate school and the workplace, and opens further and perhaps more national and international opportunities for them in securing post-graduate funding and higher starting salaries. Students have benefitted from similar thesis pathways options at Windsor and other universities. Discussions with members of the Psychology department who assist in the delivery of the thesis capstone courses identified that students who complete the honours program with thesis are more likely to be awarded post-graduate OGS and SSHRC grants, are better prepared for the rigours of graduate programs and research-oriented careers, and develop their research, analysis, data management, and writing skills, as well as their capacity for independent work and critical thinking, beyond what they might achieve in the normal four-year honours program.

B.4.5 Duplication (Ministry section 7)

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

As these are revised programs with a new thesis capstone rather than altogether new programs, they will not likely compete with similar programs at other universities.

B.4.5.1 Demonstrate that Societal Need and Student Demand Justify Duplication (Ministry section 7)

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

N/A

B.5 RESOURCES

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

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B.5.1 Resources Available

B.5.1.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe, 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 in this section.

The Department of Political Science currently has 14 full-time faculty members, and two full-time administrative staff. All faculty potentially will be able to help supervise fourth-year thesis projects, and at least one faculty member will be able to take on supervision of the fourth-year thesis capstone courses as part of their teaching load.

B.5.1.1a Faculty Members Involved in the Delivery of the Program

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

Faculty Name and Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the REVISED program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
Roy Amore		Political Science	Political Science
Stephen Brooks		Political Science	Political Science
Cheryl Collier		Political Science	Political Science
Jamey Essex		Political Science	Political Science
Anna Lanoszka		Political Science	Political Science
Tom Najem		Political Science	Political Science
Andrew Richter		Political Science	Political Science
John Sutcliffe		Political Science	Political Science
Jim Wittebols		Political Science	Political Science

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Category 2: Tenure-track Professors teaching exclusively in this AAU			
Rebecca Major		Political Science	Political Science
Elena Maltseva		Political Science	Political Science
Jesse Ovadia		Political Science	Political Science
Emmanuelle Richez		Political Science	Political Science
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
n/a			
Category 4: Limited-term Appointments teaching exclusively in this AAU			
n/a			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
William Anderson		Political Science / Cross-Border Institute	Political Science / Cross-Border Institute
Category 6: Sessionals and other non-tenure track faculty			
Sarah Dunphy		Adjunct Assistant Faculty (Political Science)	Adjunct Assistant Faculty (Political Science)
Joe Comartin		Political Scientist in Residence	Political Scientist in Residence
Robert Heuton		Adjunct Assistant Faculty (Political Science)	Adjunct Assistant Faculty (Political Science)
Category 7: Others			
n/a			

B.5.1.1b Faculty Expertise Available and Committed to Supporting the Revised Program

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

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

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

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The 14 current full-time tenured and tenure-track members of the Political Science AAU cover the broad range of disciplinary subfields and research methodologies that are core to the disciplines of political science and international relations. All are capable of advising undergraduate thesis research of the sort required for the revised programs, and have supervised major research papers at the master's level. The department also has three adjunct faculty members available to assist students on an as-needed basis on research appropriate to a fourth-year undergraduate project, and are experts in trade policy, public administration, and Canadian government and politics. With potential retirements among full-time tenured faculty in the next five to 10 years, however, the department would like to see commitments to replacements and possibly expansion of its faculty complement to maintain and increase student numbers. Within FAHSS, Political Science has performed well in terms of relative enrolment stability and curriculum innovation over the last several years, and despite multiple rounds of budget realignment. The proposed addition of thesis capstone options to our undergraduate honours programs is an example of the department's ongoing commitment to find creative ways of enhancing the student experience, and it is hoped that this will be reciprocated in the future with a commitment of further faculty resources to maintain coverage of all relevant research areas and approaches in the discipline.

B.5.1.1c 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.

It is not anticipated that students will rely on sessional faculty for completion of the capstone requirements. Depending on the specific research topic pursued, students may want to work under the supervision of one of the department's three adjuncts, but will be encouraged to approach full-time tenured or tenure-track faculty first. The Department of Political Science attempts to deliver as much of its BA programs through full-time faculty as possible, while limiting reliance on contract and casual faculty resources.

B.5.1.1d 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

B.5.1.1e 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

B.5.1.1f 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*

Most resources currently available to the existing BA honours programs are sufficient to cover the needs of the revised programs, including the two staff support personnel in the department and library resources covering relevant disciplinary fields. These have been stretched thin in recent years, but the revised programs add no significant additional burden in terms of these resources. The revised programs would benefit from additional space, which is currently at capacity in the department, so that students completing theses have dedicated space in the department in which to conduct research and meet as a cohort.

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B.5.1.2 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

B.5.1.3 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 revised program.*

N/A

B.5.1.4 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 revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

The revised programs will count two new fourth year thesis-oriented research and writing courses in place of existing fourth year courses. This will ease pressure on many of our fourth year seminar courses, of which students must take three in semesters 7 or 8, and many of which are often oversubscribed. It also incorporates a relatively new second-year course on information searching and literacy more fully into the programs to generate more regular and increased student enrolment in the course.

B.5.1.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

B.5.1.5b 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:	Additional room or rooms for students to meet and work on research
Equipment (and Maintenance):	N/A

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe new or changes to

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- *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.*

Program admission requirements for all programs to which a thesis option is being added will remain the same as they currently stand in their non-thesis honours equivalents (Political Science, 70 minimum average and ENG4U; Political Science with French Specialization, 75 minimum average and Grade 12U French; Law and Politics, 85 minimum average and ENG4U; International Relations and Development Studies, 70 minimum and ENG4U). There are, however, changes to requirements for continued standing in the programs, detailed below in section C.3.2.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)

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

Students are tasked with completing a research project in the fourth year of the revised programs. This is a capstone requirement, and thus the expectation is that they will build to it through the undergraduate program and curriculum, so the current expectations for admission to the program are sufficient. Students who have met the appropriate average threshold for continued standing in the program as they enter their fourth year will have met the needed requirements in terms of skills and background knowledge as defined in the program learning outcomes.

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

*Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience. NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names. Identify in **BOLD** and **STRIKETHROUGH** the changes to program requirements.*

Honours Political Science with Thesis

Total courses: forty (40)

Degree requirements:

- (a) POLS-1000, POLS-1300, POLS-1600, **POLS-2700**, and POLS-2750, **POLS-4970 and POLS-4980**;
- (b) one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5]
- (c) **fourteen eleven** additional Political Science courses, including at least two at the 3000-level and **three one other** at the 4000-level.
- (d) two courses from Arts;
- (e) two courses from Languages or Science;
- (f) two courses from any area of study, excluding Social Sciences.
- (g) GART-1500, GART-1510, SOSC-2500;
- (h) six courses from any area of study, including Political Science;
- (i) six courses from any area of study, excluding Political Science.

Courses used to calculate the major average are: courses listed under requirements (a) and (b), and any courses taken in the major area(s) of study.

Description of thesis option (if applicable): Students maintaining cumulative and major averages of 80% upon beginning semester 7 will complete an undergraduate thesis under the supervision of a faculty member in the

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department during semesters 7 and 8 of the program through successful completion of the courses POLS-4970 and POLS-4980.

Honours Political Science with French Specialization and Thesis

Total courses: forty (40)

Degree requirements:

(a) University of Windsor [14 courses]:

- (i) POLS-1000, POLS-1300, POLS-1600 and POLS-2750;
- (ii) two of POLS-2035, POLS-2045 or POLS-2055 [French];
- (iii) one of POLS-2510 or POLS-2520 [to be taken in Semester 3,4 or 5]
- (iv) POLS-2700, POLS-4970 and POLS-4980**

~~(iv) (v) seven four~~ additional Political Science courses, including at least two at the 3000-level and ~~three one~~ other at the 4000-level.

(b) University of Ottawa [5 courses]:

POL2507. Introduction à la pensée politique

POL3514. Vie politique en Asie

POL3525. Pouvoir municipal au Canada

POL3526. Les femmes et la politique

POL3533. Politique et medias

POL3540. Vie politique aux États-Unis

POL3542. Vie politique en Europe occidentale

POL3544. Vie politique en Afrique

Or other approved course at the 2000-level or above

Or Five Political Science Courses in French taken on exchange or a letter of permission at a French-speaking university with the advanced approval of the department.

(c) two courses from Arts;

(d) two courses from Languages or Science;

(e) two courses from any area of study, excluding Social Sciences.

(f) GART-1500, GART-1510, SOSC-2500;

(g) FREN-1210, FREN-1220, FREN-2210, FREN-2220 and FREN-270;

(h) one of FREN-2530, FREN-2600 or FREN-2830;

(i) three courses from any area of study, including Political Science;

(j) three courses from any area of study, excluding Political Science.

Courses used to calculate the major average are: courses listed under requirements (a) and (b), and any courses taken in the major area(s) of study.

Description of thesis option (if applicable): Students maintaining cumulative and major averages of 80% upon beginning semester 7 will complete an undergraduate thesis under the supervision of a faculty member in the department during semesters 7 and 8 of the program through successful completion of the courses POLS-4970 and POLS-4980.

Honours Law and Politics with Thesis

Total courses: forty (40)

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Degree requirements:

- (a) POLS-1000, POLS-1300, POLS-1600, **POLS-2700**, and POLS-2750, **POLS-4970 and POLS-4980**;
- (b) one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5];
- (c) two of POLS-2140, POLS-3140, POLS-3210, and POLS-3630;
- (d) three of POLS-2010, POLS-2120, POLS-2200, POLS-2210, POLS-3090, POLS-3230, POLS-3240, and POLS-3260;
- (e) ~~ten~~ **seven** additional Political Science courses, including at least two at the 3000-level and ~~three~~ **one other** at the 4000-level.
- (f) two courses from Arts;
- (g) two courses from Languages or Science;
- (h) two courses from any area of study, excluding Social Sciences.
- (i) GART-1500, GART-1510, SOSC-2500, PHIL-1600, and PHIL-2610;
- (j) one of GART-2090 or PHIL-2210;
- (k) two of PHIL-2260, HIST-2870, SAGR-2620, WGST-3100, and WORK-2000;
- (l) three courses from any area of study, including Political Science;
- (m) three courses from any area of study, excluding Political Science.

Courses used to calculate the major average are: courses listed under requirements (a) to (e), and any courses taken in the major area(s) of study.

Description of thesis option (if applicable): Students maintaining cumulative and major averages of 80% upon beginning semester 7 will complete an undergraduate thesis under the supervision of a faculty member in the department during semesters 7 and 8 of the program through successful completion of the courses **POLS-4970 and POLS-4980**.

Honours International Relations and Development Studies with Thesis

Total courses: forty (40)

Degree requirements:

- (a) POLS-1000, POLS-1600, POLS-2640 or 2670, **POLS-2700**, POLS-2750, POLS-3540 or POLS-3550, POLS-3600, POLS-4610, POLS-4620, **POLS-4970, POLS-4980**;
- (b) HIST-1230, HIST-1240;
- (c) One of POLS-2510, POLS-2520 or POLS-3519;
- (d) Three of POLS-1300, **POLS-1202300**, POLS-2320, POLS-2330, POLS-2410, POLS-2440, POLS-2450, POLS-2490, POLS-2600, POLS-2610, POLS-2670, POLS-2680;
- (e) Two of POLS-3460, POLS-3560, POLS-3610, POLS-3630, POLS-3650, POLS-3670, POLS-3720, POLS-4640, POLS-4650;
- (f) SOSC-2500, ECON-1100 or ECON-2000, ECON-1110 or ECON-2010; (Students in Economics Concentration must take either ECON-1100 or ECON-1110);
- (g) GART-1500, GART-1510;
- (h) 10 courses (11 if language concentration is chosen) consisting of two of the concentrations listed below-
- (i) **Nine Six** courses from any area of study (**eight five** if a language concentration is chosen)

Students must complete the requirements in any two of the following concentrations:

[Entry into some of the courses in these concentrations will require prerequisites, or in some cases instructor approval] Please note that courses taken for one concentration or as part of the requirements (a) to (e) cannot be used in fulfilling the requirements for a different concentration.]

Economics Concentration, consisting of five courses: ECON-2210, ECON-2310 and three of ECON-3100, ECON-3410,

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ECON-3500, ECON-3530, ECON-3730, ECON-3740, POLS-3550 (if not already taken as a requirement under (a) to (e)).

History Concentration, consisting of five courses: five from HIST-2020, HIST-2100*, HIST-2110*, HIST-2120*, HIST-2180, HIST-2200, HIST-2430, HIST-2440, HIST-2720, HIST-3100, HIST-3200, HIST-3210, HIST-3400*, HIST-3610, HIST-3630, HIST-4200, HIST-4620, HIST-4700

International Exchange Concentration, consisting of five courses: Any five courses in Political Science, Social Science or Law, from another university taken during a one semester international exchange organized through the International Exchange Office during Semester 5 or 6.

Sociology Concentration, consisting of five courses: SACR-1100, and four of SACR-2270, SACR/WORK-3270, SACR-3330, SACR-3390, SACR-3400, SACR-3520, SACR-3750

Gender Concentration, consisting of five courses: five from WGST-1600, WGST-2200, POLS-2110 (or WGST-2110), WGST-2600 (or WORK-2600), HIST-3360, SACR-2040, SACR-2140, SACR-2150, SACR-3520, SACR-3530 (or WGST-3530), SACR-3540 (or WGST-3540), SACR-4080, WGST-3400 (or HIST-3400), PHIL-2360

Geography and Globalization Concentration, consisting of five courses: POLS-1202300 and four of ARHS-4500/CMAF-4500, PHIL-3230, POLS-3350, POLS-4400, POLS-4650, SACR-2270, SACR-3750, and WGST/WORK-2600.

Middle Eastern and Islamic Studies Concentration, consisting of five courses: POLS-2350, POLS-3650, and three of HIST-2100*, HIST-2110*, HIST-2120*, ARAB-2610, ARAB-2620, ARAB-3610, HIST-3100, HIST-4110.

Philosophy Concentration, consisting of five courses: one of PHIL-1100 or PHIL-1120 and four of PHIL-2220, PHIL-2260, PHIL-2270, PHIL-2380, PHIL-3230, PHIL-3300, and POLS-2510 or POLS-2520 (whichever not already taken under requirement (c))

*Language Concentration***, consisting of six courses, at least four of which are from the same language:

- *French* (designed for students with Grade 12 “U” French): FREN-1210 and FREN-1220 or FREN-1230, FREN-2210 and FREN-2220 or FREN-2230, FREN-2600, FREN-2700.
- *German* (designed for students with no background in German): GRMN-1020***, GRMN-2020, GRMN-2600, GRMN-2610
- *Italian* (designed for students with no background in Italian): ITLN-1020***, ITLN-2020, ITLN-2600, ITLN-2610.
- *Spanish* (designed for students with no background in Spanish): SPAN-1020***, SPAN-2020, SPAN-2600, SPAN-2610.
- *Arabic* (designed for students with no background in Arabic): ARAB-1100, ARAB-1110, ARAB-2100, ARAB-2110, ARAB-2610, ARAB-2620

*These courses will count for one concentration only.

**A flexible approach will be taken to accommodate students with different levels of linguistic competence at point of entry into the program.

***Double credit, counts as two courses

Courses used to calculate the major average are: courses listed under requirements (a) to (e), and (h), and any courses taken in the major area(s) of study.

Description of thesis option (if applicable): Students maintaining cumulative and major averages of 80% upon beginning semester 7 will complete an undergraduate thesis under the supervision of a faculty member in the

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department during semesters 7 and 8 of the program through successful completion of the courses POLS-4970 and POLS-4980.

Combined Honours Political Science Programs with Thesis in Political Science

Total courses: forty (40)

Degree requirements:

(a) POLS-1000, POLS-1300, POLS-1600, **POLS-2700**, and POLS-2750, **POLS-4970 and POLS-4980**; one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5]; and **seven** additional courses, including at least **three one other** at the 4000-level.

(b) *Course requirements - Other Subject*; courses used to calculate the major average in the other subject area, as **prescribed** by that area of study.

(c) GART-1500, GART-1510, SOSC-2500;

(d) two courses from Arts;

(e) two courses from Languages or Science;

(f) two courses from any area of study, excluding Social Sciences.

(g) additional courses from any area of study to a total of forty courses.

Courses used to calculate the major average are: courses listed under requirements (a) and (b), and any courses taken in the major area(s) of study.

Description of thesis option (if applicable): Students maintaining cumulative and major averages of 80% upon beginning semester 7 will complete an undergraduate thesis under the supervision of a faculty member in the department during semesters 7 and 8 of the program through successful completion of the courses POLS-4970 and POLS-4980.

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]: n/a

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? n/a

C.3.1 For Graduate Program ONLY (QAF sections 2.1.3 and 3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.

N/A

C.3.1.2 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 revised program.

N/A

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C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

Where fields are contemplated, provide the following information:

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

The PhD program comprises the following fields: ...[list, as applicable]

N/A

C.3.2 For All Program Proposals

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

Minimum average requirements for continuation in the program.

Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

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

To enter the capstone courses in the fourth year of the program (semester 7), students will be required to have an 80% cumulative average and an 80% major average. This is to ensure that students who enrol in the thesis project capstone in the final year of the revised programs have the requisite level of academic preparation to successfully undertake an undergraduate thesis. Students enrolled in the thesis option who do not have the requisite average upon entering the final year of the program will be able to move to the normal BA Honours program instead with no difficulty, as the only substantive difference is the fourth year capstone project. Students will need to achieve a grade of 70% in the first thesis course (POLS-4970) in order to continue on to the second course the following semester (POLS-4980), so as to ensure that they have adequate preparation and skills to complete the writing component of the thesis pathway.

C.3.2.2 New or Changes to Standing Required for Graduation

Minimum average requirement to graduate in the program.

Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

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

N/A

C.3.2.3 New or Changes to Suggested Program Sequencing

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

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

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).

Honours Political Science with Thesis

Subfields (students are strongly encouraged to take at least one course from each subfield)

Canadian Politics

2000-level: POLS-2010, POLS-2110, POLS-2130, POLS-2640

3000-level: POLS-3090, POLS-3200, POLS-3230, POLS-3260

4000-level: POLS-4110, POLS-4120

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Comparative Politics

2000-level: POLS-2320, POLS-2330, ~~POLS-238~~, POLS-2410, POLS-2440
3000-level: **POLS-3350**, ~~POLS-338~~, POLS-3460, POLS-3650, POLS-3670
4000-level: POLS-4310, POLS-4340, **POLS-4400**

International Relations and Development Studies

1000-level: POLS-1709
2000-level: **POLS-2300**, POLS-2490, POLS-2670, POLS-2680
3000-level: POLS-3540, POLS-3550, POLS-3560, POLS-3600, POLS-3630
4000-level: POLS-4610, POLS-4620, POLS-4640, POLS-4650

Political Theory, Culture and Religion

200-level: POLS-2510, POLS-2520, POLS-2600, POLS-2610
300-level: POLS-3519, POLS-3720, POLS-3780, POLS-3790
400-level: POLS-4510

Public Administration, Law and Policy

200-level: POLS-2120, POLS-2140, POLS-2200, POLS-2210
300-level: POLS-3140, POLS-3210, POLS-3240, POLS-3610, **POLS-3920 (taken concurrently with POLS-4920)**, POLS-3990
400-level: POLS-4210, POLS-4220, POLS-4920 and **POLS-493 (taken concurrently with POLS-3920)**

Honours Political Science with French Specialization and Thesis

Year 1 [Semester 1]

GART-1500. Effective Writing I
FREN-1210. French Language Training I [French]
POLS-1000. Introduction to Canadian Government and Politics
POLS-1300. Comparative Politics **in a Changing World** or POLS-1600. **World Politics** **Introduction to International Relations**
One additional course

Year 1 [Semester 2]

GART-1510. Effective Writing II
FREN-1220. French Language Training II [French]
POLS-1300. Comparative Politics **in a Changing World** or POLS-1600. **World Politics** **Introduction to International Relations**
Two additional courses

Year 2 [Semester 3]

SOSC-2500. Basic Quantitative Methods in the Social Sciences
FREN-2210. French Language Training III [French]
POL-2055. Contemporary Canadian Political Issues [French]
POL-2035. Quebec Politics and Society [French]
One additional course (**Note: POLS-2750 should be taken in Sem. 3 or later**)

Year 2 [Semester 4]

POLS-2750. Introduction to Research Methods
FREN-2220. French Language Training IV [French]

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POLS-XXXX. Political Science course (Note: POLS-2510 or POLS-2520 should be taken in Sem. 3, 4 or 5)

POLS-2045. Issues in Quebec Politics [French]

One additional course

Year 3 [Semester 5]

One of FREN-2530, FREN-2600 or FREN-2830 [French]

FREN-2700. Intro to Cultural Heritage of French Canada [French]

POLS-XXXX. Political Science course (Note: POLS-2510 or POLS-2520 should be taken in Sem. 3, 4 or 5)

Two additional courses

Year 3 [Semester 6 –University of Ottawa] Five of:

POL2507. Introduction à la pensée politique [French]

POL3514. Vie politique en Asie [French]

POL3525. Pouvoir municipal au Canada [French]

POL3526. Les femmes et la politique [French]

POL3533. Politique et medias [French]

POL3540. Vie politique aux États-Unis [French]

POL3542. Vie politique en Europe occidentale [French]

POL3544. Vie politique en Afrique [French]

Or other approved course at the 2000-level or above [French]

Year 4 [Semester 7]

POLS-XXXX. Political Science course [300-level]

POLS-XXXX. Political Science course [300-level]

POLS-4970 Thesis I: Research Design

Three Two additional courses

Year 4 [Semester 8]

POLS-4980 Political Science course [400-level] Thesis II: Writing and Presentation

POLS-XXXX. Political Science course [4000-level]

POLS-XXX. Political Science course [400-level]

Two Three additional courses

Honours Law and Politics with Thesis

Year 1 [Semester 1]

GART-150. Effective Writing I

POLS-1000. Introduction to Canadian Government and Politics

POLS-1300. Comparative Politics in a Changing World or POLS-1600. World Politics Introduction to International Relations

Two additional courses

Year 1 [Semester 2]

GART-1510. Effective Writing II

POLS-1300. Comparative Politics in a Changing World or POLS-1600. World Politics Introduction to International Relations

POLS-XXXX. Political Science course

Two additional courses

Year 2 [Semester 3]

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SOSC-2500. Basic Quantitative Methods in the Social Sciences

POLS-XXXX. Political Science course [Note: POLS-2510 or POLS-2520 should be taken in Sem. 3, 4 or 5]

POLS-XXXX. Political Science course

PHIL-1600. Reasoning Skills

One additional course **[Note: POLS-2750 should be taken in Sem. 3 or later]**

Year 2 [Semester 4]

POLS-2750. Introduction to Research Methods

POLS-XXXX. Political Science course [Note: POLS-2510 or POLS-2520 should be taken in Sem. 3, 4 or 5]

POLS-XXXX. Political Science course

PHIL-2610. Informal Logic: Argumentation [prerequisite: PHIL-1600]

One additional course

Year 3 [Semester 5]

POLS-XXXX. Political Science course [Note: POLS-2510 or POLS-2520 should be taken in Sem. 3, 4 or 5]

POLS-XXXX. Political Science course

POLS-XXXX. Political Science course

One **Two** additional courses

Year 3 [Semester 6]

POLS-XXXX. Political Science course

POLS-XXXX. Political Science course

Three additional courses

Year 4 [Semester 7]

POLS-3XXX. Political Science course

POLS-3XXX. Political Science course

POLS-4970 Thesis I: Research Design

Three **Two** additional courses

Year 4 [Semester 8]

POLS-4980. Political Science course [400 level] Thesis II: Writing and Presentation

POLS-XXXX. Political Science course [4000-level]

~~POLS-XXX. Political Science course [400 level]~~

Two **Three** additional courses

Honours International Relations and Development Studies with Thesis

Recommended Course Sequencing

Year 1

GART-1500. Effective Writing I

GART-1510. Effective Writing II

HIST-1230. The World in the Twentieth Century, 1914-1945

HIST-1240. The World in the Twentieth Century, 1945-Present

POLS-1000. Introduction to Canadian Government and Politics

POLS-1600. Introduction to International Relations

Four additional courses

Year 2

SOSC-2500. Basic Quantitative Methods in the Social Sciences

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ECON-1100. Introduction to Economics I or ECON-2000. Life Choices and Economics I
ECON-1110. Introduction to Economics II or ECON-2010. Life Choices and Economics II
POLS-2510. Classical Political Thought or POLS-2520. Modern Political Thought
POLS-2640. Introduction to Canadian Foreign Policy or POLS-2670. Strategic Studies
POLS-2700. Information Searching and Analysis
POLS-2750. Introduction to Research Methods
Three other courses

Year 3

POLS-3540. Political Problems of Economic Development or POLS-3550. Political Economy of International Trade
POLS-3600. International Conflict and its Resolution
Eight other courses, including those from the program concentrations

Year 4

POLS-4610. Seminar in Theories of International Relations
POLS-4620. Interdisciplinary Approaches to Research in International Relations
POLS-4970. Political Science Thesis: Research Design
POLS-4980. Political Science Thesis: Writing and Presentation
Six other courses, including those from the program concentrations

Combined Honours Political Science Programs with Thesis in Political Science

Subfields (students are strongly encouraged to take at least one course from each subfield)

Canadian Politics

2000-level: POLS-2010, POLS-2110, POLS-2130, POLS-2640
3000-level: POLS-3090, POLS-3200, POLS-3230, POLS-3260
4000-level: POLS-4110, POLS-4120

Comparative Politics

2000-level: POLS-2320, POLS-2330, POLS-238, POLS-2410, POLS-2440
3000-level: POLS-3350, POLS-338, POLS-3460, POLS-3650, POLS-3670
4000-level: POLS-4310, POLS-4340, POLS-4400

International Relations and Development Studies

1000-level: POLS-1709
2000-level: POLS-2300, POLS-2490, POLS-2670, POLS-2680
3000-level: POLS-3540, POLS-3550, POLS-3560, POLS-3600, POLS-3630
4000-level: POLS-4610, POLS-4620, POLS-4640, POLS-4650

Political Theory, Culture and Religion

200-level: POLS-2510, POLS-2520, POLS-2600, POLS-2610
300-level: POLS-3519, POLS-3720, POLS-3780, POLS-3790
400-level: POLS-4510

Public Administration, Law and Policy

200-level: POLS-2120, POLS-2140, POLS-2200, POLS-2210
300-level: POLS-3140, POLS-3210, POLS-3240, POLS-3610, POLS-3920 (taken concurrently with POLS-4920), POLS-3990
400-level: POLS-4210, POLS-4220, POLS-4920 and POLS-493 (taken concurrently with POLS-3920)

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

COMPLETE THIS TABLE FOR UNDERGRADUATE 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.*

Honours Political Science with Thesis and Combined Honours Political Science Programs with Thesis in Political Science

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>A.</p> <ul style="list-style-type: none"> • Describe and explain major issues and phenomena of political science, including but not limited to: <ul style="list-style-type: none"> ○ political power, ○ political socialization, ○ political influence, ○ political relationships between elected officials and political institutions, ○ political actors and institutions of Canada's three levels of government ○ Canadian public policy ○ The unique characteristics of public sector organizations and practices from those of other sectors of the economy. • Critically analyze issues including but not limited to: 	<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>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <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
<ul style="list-style-type: none"> ○ Political power, ○ The modern domestic and international political environment and the pressures bearing on Canada and other governments ○ The actors, ideas, interests and institutions involved in the design and implementation of public policy ○ Political geography ○ The media and politics ○ Social justice ○ Religion and politics ○ Gender and Politics <ul style="list-style-type: none"> ● Examine and assess the historical roots of political ideas and practices, identify key ancient and modern political thinkers and explain how their work influenced contemporary political philosophy ● Integrate knowledge of approaches, issues, and concepts in political science through the completion of an independent research project. 		
B. <ul style="list-style-type: none"> ● Plan and complete independent research projects, investigating political issues, including formulating a clear question, selection appropriate methods, collecting evidence and presenting findings. ● Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
C. <ul style="list-style-type: none"> ● Confidently assert political ideas and arguments, and defend them with sound reason and logic. ● Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media. ● Apply knowledge of research methodologies in the design and completion of an independent research project. 	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. <ul style="list-style-type: none"> ● Effectively communicate ideas, arguments and evidence through clear, concise and coherent written 	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>work.</p> <ul style="list-style-type: none"> • Engage in self-guided research • Clearly and confidently articulate ideas and arguments. • Demonstrate skill in research methods, including a reasonable competence in basic quantitative statistical analysis. 		
<p>E.</p> <ul style="list-style-type: none"> • Explain the rights and responsibilities associated with Canadian citizenship. • Through comparative analysis, demonstrate awareness of political traditions and practices in other cultures. 	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F.</p> <ul style="list-style-type: none"> • Engage in focused dialogue and debate concerning complex and controversial political issues, presenting well-reasoned arguments while being respectful of alternative opinions. • Clearly and persuasively present analysis and results of independent research both orally and in writing. 	<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"> • Demonstrate superior problem-solving capacity, working both independently and in a cooperative team environment. • Lead focused group discussions on salient political issues. 	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H.</p> <ul style="list-style-type: none"> • Propose and evaluate alternative policy solutions to contemporary societal problems. • Perform comparative analysis of politics in other states to generate ideas that might improve Canadian political practices. 	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I.</p> <ul style="list-style-type: none"> • Recognize the value and importance of continuing to pursue knowledge acquisition and skills development to remain current and competitive in a knowledge-based economy. 	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

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Bachelor of Arts Honours Law and Politics with Thesis

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>A.</p> <ul style="list-style-type: none"> • Describe and explain the sources and uses of political power, including who holds power, how it is exercised and how and why it is challenged by individuals and groups in different societies. • Compare and contrast governing structures and political process of different states, and explain the advantages and disadvantages associated with various ways of organizing political life. • Describe the modern domestic and international political environment and the pressures bearing on contemporary democratic governments • Discuss the historical roots of political ideas and practices, identify key ancient and modern political thinkers and explain how their work influenced contemporary Western political philosophy • Explain the origins and purposes for formal and informal rules of political behavior and how citizens are socialized and abide by them • Identify and explain key actors and institutions of Canada's three levels of government. • Explain the relationship between law and politics, including the dynamics of legal processes and the legal-constitutional limits on the exercise of political power. • Identify and explain the elements of the Canadian legal system, including the sources of law, the court system and the relationship between the judiciary and other government institutions. • Describe and explain the political relationship between elected officials, appointed administrators and other officers of the state. • Distinguish the unique characteristics of public sector organizations and practices from those of other sectors of the economy. 	<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>

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<ul style="list-style-type: none"> • Describe and explain the actors, ideas, interests and institutions involved in the design and implementation of public policy. • Integrate knowledge of approaches, issues, and concepts in political science through the completion of an independent research project. 		
<p>B.</p> <ul style="list-style-type: none"> • Plan and complete an independent research project, investigating political issues including formulating a clear question, selection appropriate methods, collecting evidence and presenting findings. • Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>C.</p> <ul style="list-style-type: none"> • Confidently assert political ideas and arguments, and defend them with sound reason and logic. • Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media. • Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work. • Clearly and confidently articulate ideas and arguments. • Demonstrate skill in research methods, including a reasonable competence in basic quantitative statistical analysis. • Apply knowledge of research methodologies in the design and completion of an independent research project. 	<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.</p> <ul style="list-style-type: none"> • Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work. • Clearly and confidently articulate ideas and arguments. 	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<ul style="list-style-type: none"> Demonstrate skill in research methods, including a reasonable competence in basic quantitative statistical analysis. 		
<p>E.</p> <ul style="list-style-type: none"> Explain the rights and responsibilities associate with Canadian citizenship. Through comparative analysis, demonstrate awareness of political traditions and practices in other cultures. 	<p>E. responsible behaviour to self, others and society</p>	<p>6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F.</p> <ul style="list-style-type: none"> Engage in focused dialogue and debate concerning complex and controversial political issues, presenting well-reasoned arguments while being respectful of alternative opinions. Clearly and persuasively present analysis and results of independent research both orally and in writing. 	<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"> Demonstrate superior problem-solving capacity, working both independently and in a cooperative team environment. Lead focused group discussions on salient political issues. 	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H.</p> <ul style="list-style-type: none"> Propose and evaluate alternative policy solutions to contemporary societal problems. Perform comparative analysis of politics in other states to generate ideas that might improve Canadian political practices. 	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I.</p> <ul style="list-style-type: none"> Recognize the value and importance of continuing to pursue knowledge acquisition and skills development to remain current and competitive in a knowledge-based economy. 	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

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Bachelor of Arts Honours Political Science with French Specialization and Thesis

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>A.</p> <ul style="list-style-type: none"> • Describe and explain the sources and uses of political power, including who holds power, how it is exercised and how and why it is challenged by individuals and groups in different societies. • Compare and contrast governing structures and political process of different states, and explain the advantages and disadvantages associated with various ways of organizing political life. • Describe the modern domestic and international political environment and the pressures bearing on contemporary democratic governments • Discuss the historical roots of political ideas and practices, identify key ancient and modern political thinkers and explain how their work influenced contemporary Western political philosophy • Explain the origins and purposes for formal and informal rules of political behavior and how citizens are socialized and abide by them • Identify and explain key actors and institutions of Canada's three levels of government. • Describe the history and nature of French Canadian culture. • Explain the political implications of a geographically- concentrated linguistic minority that demands recognition and autonomy from the rest of Canada. • Describe and explain the political relationship between elected officials, appointed administrators and other officers of the state. • Distinguish the unique characteristics of public sector organizations and practices from those of other sectors of the economy. • Describe and explain the actors, ideas, interests and institutions involved in the design and implementation of public policy. • Integrate knowledge of approaches, issues, and concepts in political science through the completion of a capstone independent research project. 	<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>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <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
B. <ul style="list-style-type: none"> • Plan and complete an independent research project, investigating political issues including formulating a clear question, selection appropriate methods, collecting evidence and presenting findings. • Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
C. <ul style="list-style-type: none"> • Confidently assert political ideas and arguments, and defend them with sound reason and logic. • Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media. • Apply knowledge of research methodologies in the design and completion of an independent research project. 	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. <ul style="list-style-type: none"> • Demonstrate reasonable oral and written competency in both of Canada's official languages: English and French. • Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work. • Clearly and confidently articulate ideas and arguments. • Demonstrate skill in research methods, including a reasonable competence in basic quantitative statistical analysis. 	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. <ul style="list-style-type: none"> • Explain the rights and responsibilities associate with Canadian citizenship. • Through comparative analysis, demonstrate awareness of political traditions and practices in other cultures. 	E. responsible behaviour to self, others and society	7. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. <ul style="list-style-type: none"> • Engage in focused dialogue and debate concerning complex and controversial political issues, 	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>presenting well-reasoned arguments while being respectful of alternative opinions.</p> <ul style="list-style-type: none"> • Clearly and persuasively present analysis and results of independent research both orally and in writing. 		
<p>G.</p> <ul style="list-style-type: none"> • Demonstrate superior problem-solving capacity, working both independently and in a cooperative team environment. • Lead focused group discussions on salient political issues. 	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H.</p> <ul style="list-style-type: none"> • Propose and evaluate alternative policy solutions to contemporary societal problems. • Perform comparative analysis of politics in other states to generate ideas that might improve Canadian political practices. 	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I.</p> <ul style="list-style-type: none"> • Recognize the value and importance of continuing to pursue knowledge acquisition and skills development after graduation, to remain current and competitive in a knowledge-based economy. 	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

Bachelor of Arts Honours International Relations and Development Studies with Thesis

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>A.</p> <ul style="list-style-type: none"> • Describe and explain major issues and phenomena of international relations and development, including but not limited to: <ul style="list-style-type: none"> ○ political power, 	<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</p>

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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>A UWindsor graduate will have the ability to demonstrate:</p>	
<ul style="list-style-type: none"> ○ political socialization, ○ political influence, ○ political relationships between elected officials and political institutions, ○ the design and activities of international organizations, ○ globalization, ○ pressures facing democratic states, and ○ problems facing underdeveloped states. ● Critically analyze the different explanations provided for underdevelopment and the proposals to facilitate economic development ● Critically analyze the historical roots of political ideas and practices, identify key ancient and modern political thinkers and explain how their work influenced contemporary Western political philosophy ● Scrutinize and develop critical awareness of the study of international politics in different academic disciplines including, but not limited to, sociology, history, economics and women's studies. ● Integrate knowledge of approaches, issues, and concepts in international relations and political science through the completion of a capstone independent research project. 		5. Awareness of Limits of Knowledge
<p>B.</p> <ul style="list-style-type: none"> ● Plan and complete an independent research project, investigating political issues including formulating a clear question, selection appropriate methods, collecting evidence and presenting findings. ● Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>C.</p> <ul style="list-style-type: none"> ● Confidently assert political ideas and arguments, and defend them with sound reason and logic. ● Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media. 	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<ul style="list-style-type: none"> • Apply knowledge of research methodologies in the design and completion of an independent research project. 		
<p>D.</p> <ul style="list-style-type: none"> • Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work. • Clearly and confidently articulate ideas and arguments. • Demonstrate skill in research methods, including a reasonable competence in basic quantitative statistical analysis. • Develop and increase competence in a selected foreign language (if language concentration is selected) 	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E.</p> <ul style="list-style-type: none"> • Explain the rights and responsibilities associated with Canadian citizenship. • Through comparative analysis, demonstrate awareness and understanding of political traditions and practices in other societies. • Demonstrate awareness and understanding of international norms and practices associated with human rights, international law and governance. 	<p>E. responsible behaviour to self, others and society</p>	<p>8. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F.</p> <ul style="list-style-type: none"> • Engage in focused dialogue and debate concerning complex and controversial political issues, presenting well-reasoned arguments while being respectful of alternative opinions. • Clearly and persuasively present analysis and results of independent research both orally and in writing. 	<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"> • Demonstrate superior problem-solving capacity, working both independently and in a cooperative team environment. • Lead focused group discussions on salient political issues. 	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><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>A UWindsor graduate will have the ability to demonstrate:</p>	
<p>H.</p> <ul style="list-style-type: none"> • Propose and evaluate alternative policy solutions to contemporary societal problems. • Perform comparative analysis of politics in other states to generate ideas that might improve Canadian political practices. 	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I.</p> <ul style="list-style-type: none"> • Recognize the value and importance of continuing to pursue knowledge acquisition and skills development after graduation, to remain current and competitive in a knowledge-based economy. 	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

C.4.1 Revised Program Structure and Regulations Ensure Learning Outcomes Can be Met

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

The learning outcomes are altered from those of the existing BA Honours programs without thesis option by the addition of learning outcomes in sections A, B, C, and F which are relevant to the completion of an independent research-based thesis as the capstone of the program. Students will have the support and supervision of two faculty members in the department (one teaching the two thesis capstone courses, and one as the direct faculty supervisor for the project itself), and will have met the average threshold identified above before beginning the capstone requirements. Students will thus be in a position to meet the learning outcomes that already exist in the BA Honours programs as well as the additional research-related outcomes associated with the thesis.

C.4.2 Impact of Experiential Learning Component on Attainment of Learning Outcomes

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

n/a

C.4.3 Mode of Delivery (QAF section 2.1.5)

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

Students will take two fourth-year seminar courses in the final year of their program in order to complete the thesis option (see associated Form D for details on these courses). The first semester course will focus on identifying a research question, designing the research project, data collection and management, and other relevant research-related issues, such as research ethics and time management. The second semester course will focus on data analysis and writing, with input from a faculty supervisor, as well as preparation and presentation of research findings to a wider audience. The seminar format and individual supervision are appropriate to this kind of undergraduate thesis

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research, as it allows student to meet on a regular basis in a small group with their peers, who are also conducting research, and with the faculty instructor. Individual meetings with their project supervisor will accompany these seminars, particularly in the second semester course when students are working to complete their independent project.

C.5 Student Workload

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

Expected Workload per 3.0 Course Credit/Week	Average Time <i>per week</i> the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	3 hours
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	2 hours
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	2 hours
Studying for tests/examinations	
Other: <i>[specify]</i>	Meeting with supervisor - 1 hour every two weeks

Compare the student workload for this program with other similar programs in the AAU:

Workload is comparable, as the primary changes are in the fourth year and the independent thesis project and associated courses are comparable to other fourth-year seminar courses.

D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

The completion of an independent research project structured through two fourth-year courses is appropriate to achieving the learning outcomes as detailed above. This model follows that used in other disciplines in FAHSS, most notably Psychology, and permits flexibility in student research while providing faculty oversight and input.

D.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 new or revised stated learning outcomes and degree level expectations.

Students in the revised honours programs with thesis will only be allowed to start the thesis in the fourth year, and only if they meet the required average threshold. While average maps partly onto the learning outcomes, the threshold will ensure that students have performed well consistently in their courses preceding the start of the thesis planning, research, and writing process. Faculty members, one as a supervisor and one as an instructor in the thesis seminars, will oversee the students' thesis progress to ensure they are meeting the learning outcomes related to research excellence and development of writing and presentation skills.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

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E.1 Experiential Learning Component and Nature of Experience

Describe the new or revised experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

N/A

E.2 Knowledge and Skills Brought to the Workplace

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the revised curriculum.

N/A

E.3 Evidence of Availability of Placements

Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates). Provide a summary of the types of positions that would be suitable at each level of work-term. How will these placements/opportunities be developed?

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

N/A

E.4 Mechanism for Supervision of Placements (QAF section 2.1.9)

Describe the mechanism that will be established for the supervision of the new or revised experiential learning placements.

N/A

E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the new or revised experiential learning component, if applicable.

NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

N/A

E.6 AAU Council Approval of New or Revised Co-op Component

Please obtain signatures for the following statement for new/revised co-op programs.

N/A

E.7 Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST

Final Overview:

Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

N/A

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

APPENDIX A – BUDGET SUMMARY SHEET

No additional resources required.

Contact the Office of Quality Assurance for assistance in completing this form.

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	1	2	3	4	5	Total
Revenue						
Tuition income*						
Potential Provincial funding**						
Other sources of funding (please list)						
Total Revenue						
Expenses						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners (for graduate programs)						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses (please list)						
Total Expenses						
Net Income						

*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

**Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

***Estimate \$xxx per GA/TA allocation

University of Windsor
Program Development Committee

5.2.1: **Political Science – New Course Proposal (Form D)**

Item For: **Approval**

MOTION: **That the following course addition be made:***

POLS-4970. Political Science Thesis 1: Research Design

POLS-4980. Political Science Thesis 2: Writing and Presentation

**Subject to approval of the expenditures required.*

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2019
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A. NEW COURSE PROFILE

Course # and Title: POLS-4970. Political Science Thesis 1: Research Design

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course provides students instruction and guidance in identifying, designing, and planning an original, independent research project, resulting in the development of a research proposal under the supervision of the course instructor and a faculty supervisor. The course includes both regular individual meetings with the faculty supervisor and seminar meetings with the course instructor to discuss issues related to research planning and design, including but not limited to developing a research question and methodology, constructing a literature review, conducting research ethically, and collecting, organizing, and analyzing data. (Prerequisites: POLS-2750 and Semester 7 or 8 standing in a Political Science or International Relations program; a cumulative average of at least 80%; a major average of at least 80%; and consent of the course instructor.)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	x				x			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
POLS-2750				Yes	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	n/a
--	-----

B. RATIONALE

B.1 Course Goal(s)

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

This required fourth-year course is the first half of the thesis capstone requirement for the proposed thesis option pathway in the department's various four-year honours programs. It is designed to teach students core research design skills and get them started on an independent research project under the supervision of a faculty member in the department and the guidance and oversight of the seminar instructor. The goal of this first thesis capstone course

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

is for students to complete a research design project that they can then take forward into the second half of the capstone requirement (Form D, POLS-4980 Political Science Thesis 2: Writing and Presentation).

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Students may choose to pursue an independent research project focused on issues of relevance to Indigenous communities or related to Indigenous politics. This may include work on and with Indigenous groups.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise. At the end of this course, the successful student will know and be able to:</i>	Characteristics of a University of Windsor Graduate <i>A U of Windsor graduate will have the ability to demonstrate:</i>
A. <ul style="list-style-type: none">Critically analyze issues related to the study of politics and international relations and apply this knowledge in identifying and designing a research project on a specific topic and taking appropriate methodological considerations and approaches into account.Examine and assess the historical roots of political ideas and practices, and identify and analyze existing academic literature relevant to a specific research problem and approach.Integrate knowledge of approaches, issues, and concepts in political science through independent research	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none">Plan an independent research project, including formulating a clear question, selecting appropriate methods, carrying out literature searches, and presenting work in written format.Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none">Confidently assert political ideas and arguments, and defend them with sound reason and logic.Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media.Apply knowledge of research methodologies in the design of independent research.	C. critical thinking and problem-solving skills

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes <i>This is a sentence completion exercise. At the end of this course, the successful student will know and be able to:</i>	Characteristics of a University of Windsor Graduate <i>A U of Windsor graduate will have the ability to demonstrate:</i>
D. <ul style="list-style-type: none">• Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work.	D. literacy and numeracy skills
E. <ul style="list-style-type: none">• Articulate the social, academic, and practical significance and impact of political science and international relations research	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none">• Engage in focused dialogue and debate concerning complex and controversial political issues, presenting well-reasoned arguments while being respectful of alternative opinions.• Clearly articulate ideas and issues relevant to research and oral communication and presentation skills through participation in seminar discussions of salient issues related to research design, data collection and management, and research ethics.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. <ul style="list-style-type: none">• Identify, propose, and evaluate alternative approaches to research problems and solutions.	H. creativity and aesthetic appreciation
I. <ul style="list-style-type: none">• Recognize the value and importance of continuing to pursue knowledge acquisition and skills development to remain current and competitive in a knowledge-based economy.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	5	7	8	10	10

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

Currently, students in the department's honours programs must take at least three 4000-level seminar courses in semesters 7 and 8, though the specific requirements vary by program. Students with requisite average minimums and taking the thesis pathway will take both POLS-4970 and POLS-4980, which will count in place of other fourth-year course options. Because the department anticipates only 5 to 10 students each year meeting the minimum average standard and deciding to undertake a thesis, the impact on the program's other fourth-year courses should be minimal. Many of these courses are already over-enrolled, meeting or exceeding the usual 20-student cap, so the creation of additional courses at this level will relieve some pressure on the department's other offerings.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
2	Lectures
	Tutorials
	Labs
	Practical experience
2	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
1	Other: <u>specify</u> Meeting with supervisor and/or course instructor
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar to other fourth year courses, though with a much stronger emphasis on independent research and student-led reading	

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 new course). Please do not name specific individuals.

The Department of Political Science currently has 14 full-time faculty members, and two full-time administrative staff. All faculty potentially will be able to help supervise fourth-year thesis projects, and at least one faculty member will be able to take on supervision of the fourth-year thesis capstone courses as part of their teaching load.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The 14 current full-time tenured and tenure-track members of the Political Science AAU cover the broad range of disciplinary subfields and research methodologies that are core to the disciplines of political science and international relations. All are capable of advising undergraduate thesis research of the sort required for the revised programs, and have supervised major research papers at the master's level. The department also has three adjunct faculty members available to assist students on an as-needed basis on research appropriate to a fourth-year undergraduate project, and are experts in trade policy, public administration, and Canadian government and politics. With potential retirements among full-time tenured faculty in the next five to 10 years, however, the department would like to see commitments to replacements and possibly expansion of its faculty complement to maintain and increase student numbers. Within FAHSS, Political Science has performed well in terms of relative enrolment stability and curriculum innovation over the last several years, and despite multiple rounds of budget realignment. The proposed addition of thesis capstone options to our undergraduate honours programs is an example of the department's ongoing commitment to find creative ways of enhancing the student experience, and it is hoped that this will be reciprocated in the future with a commitment of further faculty resources to maintain coverage of all relevant research areas and approaches in the discipline.

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 new course.

It is not anticipated that students will rely on sessional faculty for completion of the capstone requirements.

Depending on the specific research topic pursued, students may want to work under the supervision of one of the

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

department's three adjuncts, but will be encouraged to approach full-time tenured or tenure-track faculty first. The Department of Political Science attempts to deliver as much of its BA programs through full-time faculty as possible, while limiting reliance on contract and casual faculty resources.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

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

N/A

C.3 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 new course.*

N/A

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

A. NEW COURSE PROFILE

Course # and Title: POLS-4980. Political Science Thesis 2: Writing and Presentation

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course builds on the research design students develop in POLS-4970. Students complete an undergraduate thesis under individual faculty supervision, and present the results in written and oral formats. (Prerequisite: POLS-4970 and consent of the course instructor.)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	12	X (1 hr/wk)			[independent research]	1 hr/wk			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
POLS-4970				Y	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing? n/a

B. RATIONALE

B.1 Course Goal(s)

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

This required fourth-year course is the second half of the thesis capstone requirement for the proposed thesis option pathway in the department's various four-year honours programs. Students complete an independent research project under the supervision of a faculty member in the department and the guidance and oversight of the seminar instructor. Students will also publicly present the results of their research (POLS-4970 Political Science Thesis 1: Research Design).

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Students may choose to pursue an independent research project focused on issues of relevance to Indigenous communities or related to Indigenous politics. This may include work on and with Indigenous groups.

PROGRAM DEVELOPMENT COMMITTEE
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FORM D

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <ul style="list-style-type: none"> • Critically analyze issues related to the study of politics and international relations and apply this knowledge in completing an independent research project on a chosen topic under the supervision of a faculty member. • Examine and assess the historical roots of political ideas and practices, and identify and analyze existing academic literature relevant to a specific research problem and approach. • Integrate knowledge of approaches, issues, and concepts in political science through independent research. 	<p>B. the acquisition, application and integration of knowledge</p>
<p>B.</p> <ul style="list-style-type: none"> • Research and investigate political issues, identify and collect data and information from varying sources and present descriptive and empirical evidence to support a central thesis. • Demonstrate competence in executing a research design, including formulating a clear question, selecting appropriate methods, collecting evidence and presenting findings, and communicating research results in an appropriate format. • Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to address contemporary problems. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <ul style="list-style-type: none"> • Confidently assert political ideas and arguments, and defend them with sound reason and logic. • Critically analyze political ideas espoused by politicians, promoted by interest groups and reported by the media. • Apply knowledge of research methodologies in the completion of independent research. 	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<ul style="list-style-type: none"> • Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work detailing the outcome of independent research. • Apply research methods appropriate to answering research questions in the execution of an independent research project. 	
<p>E.</p> <ul style="list-style-type: none"> • Articulate the social, academic, and practical significance and impact of political science and international relations research 	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p> <ul style="list-style-type: none"> • Effectively communicate ideas, arguments and evidence through the public presentation of research results. 	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p> <ul style="list-style-type: none"> • Identify, propose, and evaluate alternative approaches to research problems and solutions. 	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p> <ul style="list-style-type: none"> • Recognize the value and importance of continuing to pursue knowledge acquisition and skills development, to remain current and competitive in a knowledge-based economy. 	<p>I. the ability and desire for continuous learning</p>

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	5	7	8	10	10

B.3.1 Impact of New Course on Enrolment in Existing Courses

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

Currently, students in the department's honours programs must take at least three 4000-level seminar courses in semesters 7 and 8, though the specific requirements vary by program. Students with requisite average minimums and taking the thesis pathway will take both POLS-4970 and POLS-4980, which will count in place of other fourth-year course options. Because the department anticipates only 5 to 10 students each year meeting the minimum average standard and deciding to undertake a thesis, the impact on the program's other fourth-year courses should be minimal. Many of these courses are already overenrolled, meeting or exceeding the usual 20-student cap, so the creation of additional courses at this level will relieve some pressure on the department's other offerings.

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Average number of hours per week that the student will be expected to devote to:

1	Lectures
	Tutorials
	Labs
	Practical experience
2	Independent Study
	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
1	Other: <i>[specify]</i> Meeting with supervisor and/or course instructor

How does the student workload for this course compare with other similar courses in the department/program area? Similar to other fourth year courses, though with a much stronger emphasis on independent research and student-led reading

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 new course). Please do not name specific individuals.

The Department of Political Science currently has 14 full-time faculty members, and two full-time administrative staff. All faculty potentially will be able to help supervise fourth-year thesis projects, and at least one faculty member will be able to take on supervision of the fourth-year thesis capstone courses as part of their teaching load.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The 14 current full-time tenured and tenure-track members of the Political Science AAU cover the broad range of disciplinary subfields and research methodologies that are core to the disciplines of political science and international relations. All are capable of advising undergraduate thesis research of the sort required for the revised programs, and have supervised major research papers at the master's level. The department also has three adjunct faculty members available to assist students on an as-needed basis on research appropriate to a fourth-year undergraduate project, and are experts in trade policy, public administration, and Canadian government and politics. With potential retirements among full-time tenured faculty in the next five to 10 years, however, the department would like to see commitments to replacements and possibly expansion of its faculty complement to maintain and increase student numbers. Within FAHSS, Political Science has performed well in terms of relative enrolment stability and curriculum innovation over the last several years, and despite multiple rounds of budget realignment. The proposed addition of thesis capstone options to our undergraduate honours programs is an example of the department's ongoing commitment to find creative ways of enhancing the student experience, and it is hoped that this will be reciprocated in the future with a commitment of further faculty resources to maintain coverage of all relevant research areas and approaches in the discipline.

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 new course.

It is not anticipated that students will rely on sessional faculty for completion of the capstone requirements. Depending on the specific research topic pursued, students may want to work under the supervision of one of the department's three adjuncts, but will be encouraged to approach full-time tenured or tenure-track faculty first. The

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Department of Political Science attempts to deliver as much of its BA programs through full-time faculty as possible, while limiting reliance on contract and casual faculty resources.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

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

N/A

C.3 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 new course.*

N/A

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	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**

*5.3: **Bachelor of Commerce (Honours Business Administration) - Minor Program Changes (Form C)**

Item For: **Approval**

MOTION: That the changes to the degree requirements for the Bachelor of Commerce (Honours Business Administration)[‡] programs be approved and they be applied retroactively as stated in the program/course change forms.*

**Subject to approval of the expenditures required.*

‡Programs:

1. *Bachelor of Commerce (Honours Business Administration) (with/without Thesis)*
2. *Bachelor of Commerce (Honours Business Administration) Co-operative Education Program (with/without Thesis)*
3. *Bachelor of Commerce (Honours Business Administration) with Specialization in Accounting (with/without Co-op and with/without Thesis)*
4. *Bachelor of Commerce (Honours Business Administration) with Specialization in Human Resources (with/without Co-op and with/without Thesis)*
5. *Bachelor of Commerce (Honours Business Administration) with Specialization in Finance (with/without Co-op and with/without Thesis)*
6. *Bachelor of Commerce (Honours Business Administration) with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis)*
7. *Bachelor of Commerce (Honours Business Administration) with Specialization in Marketing (with/without Co-op and with/without Thesis)*
8. *Bachelor of Commerce (Honours Business Administration) with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)*

Rationale:

- The proposed changes have been approved by 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 (Honors Business Administration) Programs
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring, 2019 (with retroactive application for the Supply Chain and Marketing specializations)
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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/secretariat/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/without Thesis)

Degree Requirements

Total courses: forty or 120 credits.*

**In addition to completing forty 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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 **or MSCI-3410**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; eight additional business courses or BUSR-4950, BUSR-4990 (6.0 credit course), and five additional business courses.

(b) ECON-1100, ECON-1110, MATH-1980; six additional courses from outside of the Odette School of Business Administration; six courses from any area of study including Business.

Bachelor of Commerce (Honours Business Administration) Co-operative Education Program (with/without Thesis)

Degree Requirements

Total courses: forty or 120 credits, plus three co-op work terms*

**In addition to completing forty 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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 **or MSCI-3410**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; STEN-2050, STEN-3050, STEN-4050; eight additional business courses or BUSR-4950, BUSR-4990 (6.0 credit course), and five additional business courses.

(b) ECON-1100, ECON-1110, MATH-1980; six additional courses from outside of the Odette School of Business Administration; six courses from any area of study including Business.

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

For admission to Accounting specialization, students must receive a minimum grade of 65% in each gate-in courses ACCT-1510 and ACCT-2550.

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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 **or MSCI-3410**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980;-[BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option]
- (b) ACCT-2510, ACCT-2520, ACCT-3520, ACCT-3560, ACCT-3580, ACCT-3600, ACCT-3610 and ACCT-4570
- (c) ECON-1100, ECON-1110, MATH-1980;
- (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 3 courses towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 3 additional courses towards (e)]
- (f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: to be eligible for the Accounting Specialization, students must receive a minimum grade of 65% in each gate-in course ACCT-1510 and ACCT-2550, an overall minimum average of 67% in ACCT-2510, ACCT-2520, ACCT-3520, ACCT-3560, ACCT-3580, ACCT-3600, ACCT-3610 and ACCT-4570 and a minimum grade of 70% in the capstone course ACCT-4570.

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

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

For admission to Human Resources specialization, students must receive a minimum grade of 65% in the gate-in course MGMT-2430.

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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 **or MSCI-3410**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; [BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option]
- (b) MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 3 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, MGMT-4810 and MGMT-4910.

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- (c) ECON-1100, ECON-1110, MATH-1980;
- (d) six additional courses from outside of the Odette School of Business Administration;
- (e) five courses from any area of study including Business. [Students in the Thesis Option will get credit for 3 courses towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 2 additional courses towards (e)]
- (f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: to be eligible for Human Resources specialization, students must receive a minimum grade of 65% in the gate-in course MGMT-2430, an overall minimum average of 70% in MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 3 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, MGMT-4810 and MGMT-4910 and a minimum grade of 70% in the capstone course MGMT-4850.

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.

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

For admission to Finance specialization, students must receive a minimum grade of 65% in the gate-in course FINA-2710.

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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 **or MSCI-3410**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980, two additional business courses OR BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option
- (b) **FINA-3710**, FINA-4740 and any **5 4*** of ~~FINA-3710~~, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910
- (c) ECON-1100, ECON-1110, MATH-1980;
- (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 1 course towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 5 additional courses towards (e)]
- (f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

*Note: to be eligible for Finance specialization, students must receive a minimum grade of 65% in the gate-in course FINA-2710, an overall minimum average of 67% in **FINA-3710**, FINA-4740 and any **5 4*** of ~~FINA-3710~~, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910, and a minimum grade of 67% in the capstone course FINA-4740.*

**Students who successfully complete the CSC exam (1 and 2) will be able to substitute this completion for one of the 5 specialization courses FINA-3710, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910. Students who successfully complete the CFA Level 1 exam will be able to substitute this completion for 2 of the 5 specialization courses FINA-3710, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910. The substitutions above only apply toward the finance specialization and do not*

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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.

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.

Bachelor of Commerce (Honours Business Administration) with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis)

For admission to Supply Chain and Business Analytics specialization, students must receive a minimum grade of 65% in each gate-in course MSCI-2130 and MSCI-2200.

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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, ~~MSCI-3310~~ **MSCI-3410**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; two additional business courses OR BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option
- (b) MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, ~~MSCI-3410~~ **MSCI-3310**, MSCI-4200, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, ~~MSCI-3410~~ **MSCI-3310**, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4200, MSCI-4230.
- (b) ECON-1100, ECON-1110, MATH-1980;
- (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 1 course towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 5 additional courses towards (e)]
- (f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

*Note: to be eligible for Supply Chain and Business Analytics specialization, students must receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, ~~MSCI-3410~~ **MSCI-3310**, MSCI-4200, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, ~~MSCI-3410~~ **MSCI-3310**, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4200, MSCI-4230; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.*

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.

Graduands of Bachelor of Commerce (Honours Business Administration) with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis) in fall 2020 or earlier may follow fall, 2018 or earlier calendar requirements.

Graduands of Bachelor of Commerce (Honours Business Administration) with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis) in spring 2021 or later will be required to take

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MSCI-3410 as stated in the spring, 2019 or later calendar requirements.

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

For admission to Marketing specialization, students must receive a minimum grade of 65% in each gate-in course MKTG-1310 and MKTG-2320.

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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 **or** **MSCI-3410**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; [BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option]
- (b) MKTG-2320, MKTG-3320, **MKTG-3340**, MKTG-4390 and any **5 4 of MKTG-3340**, MKTG-3350, MKTG-3370, MKTG-3380, MKTG-3390, MKTG-4320, MKTG-4330, MKTG-4350, MKTG-4360, MKTG-4370, MKTG-4380, MKTG-4450 and MKTG-4910
- (b) ECON-1100, ECON-1110, MATH-1980;
- (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 3 courses towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 3 additional courses towards (e)]
- (f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

*Note: to be eligible for Marketing specialization, students must receive a minimum grade of 65% in each gate-in course MKTG-1310 and MKTG-2320, an overall minimum average of 67% in MKTG-3320, **MKTG-3340**, MKTG-4390 and any **5 4 of MKTG-3340**, MKTG-3350, MKTG-3370, MKTG-3380, MKTG-3390, MKTG-4320, MKTG-4330, MKTG-4350, MKTG-4360, MKTG-4370, MKTG-4380, MKTG-4450 and MKTG-4910, and a minimum grade of 67% in the capstone course MKTG-4390.*

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.

Graduands of Bachelor of Commerce (Honours Business Administration) with Specialization in Marketing (with/without Co-op and with/without Thesis) in fall 2020 or earlier may follow fall, 2018 or earlier calendar requirements.

Graduands of Bachelor of Commerce (Honours Business Administration) with Specialization in Marketing (with/without Co-op and with/without Thesis) in spring 2021 or later will be required to take MKTG-3340 as stated in the spring, 2019 or later calendar requirements.

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

For admission to Strategy and Entrepreneurship specialization, students must receive a minimum grade of 67% in each gate-in courses STEN-1000 and STEN-2900.

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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) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 **or** MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980, two additional business courses OR BUSR-4950 (3 credits), BUSR-4990 (6 credits) for Thesis Option
- (b) STEN-2900, one of STEN-3900, STEN-3910, and any four of STEN-3930, STEN-4900, STEN-4910, STEN-4930, STEN-4950, STEN-4960, and MGMT-4450 including one of STEN-4930, STEN-4950 and STEN-4960.
- (c) ECON-1100, ECON-1110, MATH-1980;
- (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 one coursetowards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required by (a) and will be required to complete five additional courses towards (e)]
- (f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: to be eligible for Strategy and Entrepreneurship specialization, students must receive a minimum average grade of 67% in each gate-in course STEN-1000 and STEN-2900, a minimum average grade of 67% in STEN-2900, one of, STEN-3900, STEN-3910, and any four of STEN-3930, STEN-4900, STEN-4910, STEN-4930, STEN-4950, STEN-4960, and MGMT-4450 including 1 of STEN-4930, STEN-4950 and STEN-4960 and a minimum average grade of 70% in the capstone course 1 of STEN-4930, STEN-4950 and STEN-4960.

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:

Students in the thesis option must complete BUSR-4950 and BUSR-4990. Students who have enrolled in BUSR-4990 prior to Winter 2018 may substitute BUSR-4950 by a **fourth-year** research based independent study course ~~7x~~495.

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).

- To accept MSCI-3410 (Supply Chain Management) as a substitute for MSCI-3310 (Operations Management) and make the following changes to the Bachelor of Commerce degree requirements: (i) to replace "MSCI-3310" by "MSCI-3310 or MSCI-4310" in the list of courses required by all other Bachelor of Commerce programs; (ii) to

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FORM C

replace "MSCI-3310" by "MSCI-3310 or MSCI-4310" in the list of courses required by all specialization programs in supply chain and business analytics.

- To designate MKTG-3340 (Consumer Behaviour) as a required course in the Marketing specialization.
- Moreover, FINA 3710 is a pre-requisite of the Finance capstone course, FINA-4740, which is a required course for the Finance specialization. So, FINA-3710 is also a required course for the Finance specialization, not optional.
- The changes require MSCI-3410 (Supply Chain Management) as a required course in the Supply Chain and Business Analytics specialization and MKTG-3340 (Consumer Behaviour) as a required course in the Marketing specialization.
- Since the calendar changes are requested for winter 2019, and since these two courses are 3rd year courses, the students who are in the 3rd year of study in fall 2019, will be expected to meet the requirements of MSCI-3410 (Supply Chain Management) for the Supply Chain and Business Analytics specialization and MKTG-3340 (Consumer Behaviour) for the Marketing specialization.
- The students who will be in the 3rd year of study in fall 2019 will normally be in the 4th year of study in fall 2020 and will normally graduate in spring 2021 or later. Therefore, students graduating with Supply Chain and Business Analytics specialization or Marketing specialization in spring 2021 or later will follow fall 2019 or later calendar requirements in order to enforce MSCI-3410 (Supply Chain Management) for the Supply Chain and Business Analytics specialization and MKTG-3340 (Consumer Behaviour) for the Marketing specialization.

B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this articulation agreement or degree completion program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

All course outlines of the Odette School of Business recognizes that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomi. Odette has undertaken research to provide information upon which systematic indigenization will proceed in a transparent, and collegial manner to meet the needs of the stakeholders.

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.

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

The existing faculty members of the Odette School of Business can support the revised 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.

The Odette School of Business covers all the courses required to be completed at the University of Windsor. All such courses are regularly offered by the Odette School of Business. The full-time faculty members are capable of teaching all the courses. However, sessional faculty members are regularly used to teach approximately 20% to 25% of course offerings.

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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*

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 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; 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.*

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 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

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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:	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 (Honours Business Administration) Degree Completion Pathway for students from The Global Institute of Management and Economics (GIME) of Dongbei University of Finance and Economics (DUF) – Degree Completion Program Changes (From C1)**

Item For: **Approval**

MOTION: That the degree completion pathway leading to the Bachelor of Commerce (Honours Business Administration) programs (any specialization and with/without thesis and co-op) for students from The Global Institute of Management and Economics of Dongbei University of Finance and Economics be approved.

**Subject to approval of the expenditures required.*

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

TITLE OF PROGRAM/CERTIFICATE:	Bachelor of Commerce (Honours Business Administration) any specialization with/without thesis with/without co-op
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Odette School of Business

Proposed articulation agreement or degree completion pathway effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2019
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A. Program Details

A.1 Admission Requirements (QAF section 2.1.2)

Describe admission requirements for the articulation agreement/degree completion pathway:

- *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.*

The Global Institute of Management and Economics (GIME) of Dongbei University of Finance and Economics (DUF) and UW shall cooperate in cultivating undergraduate students ("Students") in the form of a 1.5+2.5 collaborative program ("Program"). Program shall mean Students will study one and a half year at GIME of DUF followed by a two and a half academic-year or five (5) semesters at UW. Students will normally study 5 courses each semester for a total of 10 courses for one academic year at UW. Upon completing the study at UW and achieving the required academic standards for graduation, Students will receive University of Windsor's Bachelor of Commerce degree.

For Students to be accepted into the 2nd year of the Program at UW, they must meet the following requirements:

1. Academic Standard

Students shall complete the required courses as specified in Appendix A, earn the required credit at GIME of DUF, and study at least one and a half year at the GIME of DUF. Students must achieve a minimum of 73% or B average (or equivalent) of the required courses to be eligible for admission to the Program at UW; transfer credits will only be granted for courses with grades of 70% or B - (or equivalent) and higher.

2. Language Skills

Students must provide a proof of required minimum grade on an accepted English language test by one of the options below:

- IELTS: a minimum of 6.5 for undergraduate programs
- TOEFL (IBT): 83 with 20 for writing, 220 computer-based test
- ELIP: 75% in level 3 in English Language Improvement Program administered by UW.

3. Submission of Documents

- Completed application for admission

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- Official transcript from GIME of DUFE
- Proof of English Proficiency
- Recommendation Letter from GIME of DUFE
- a Certificate from GIME of DUFE representing that DUFE has reviewed the application package and that the materials are complete and accurate to the best of their information

A.2 Articulation Agreement/Degree Completion Pathway (QAF sections 2.1.4 and 2.1.10)

Sample wording for articulation agreement:

Diploma in Protection, Security and Investigation (formerly Law and Security) (Two Year Diploma): Graduates of the two-year Diploma in Protection, Security and Investigation program with a cumulative average grade of B or better **may** receive credit equivalent to five courses (15.00 credits) toward a B.A. or B.S.W. degree. Transfer credit is awarded for approved courses with a minimum grade of B- or better.

Medical Laboratory Science Program: Graduates of the three-year Diploma in Medical Laboratory Science with a 3.0 G.P.A. (75 percent or equivalent) may receive the equivalent of seventeen semester course credits towards the Bachelor of Science degree in Biological Sciences, Biochemistry, or General Science.

Degree Completion Pathways specify the remaining courses that need to be completed for the awarding of the degree program.

Bachelor of Commerce (Honours Business Administration) (with/without thesis; with/without co-op; and with any specialization*) for students from the Global Institute of Management and Economics (GIME) of Dongbei University of Finance and Economics

Total courses: Forty courses, consisting of twenty-five (25) University of Windsor courses that must be completed and fifteen (15) University of Windsor courses that can be awarded transfer credits for GIME of DUFE courses taken.

Degree requirements (list remaining courses required for completion of degree pathway):

Total courses: twenty-five* (75 credits) or twenty-eight* (84 credits) for Co-op Option.

*In addition to completing forty courses for the degree (twenty-five (25) University of Windsor courses and fifteen (15) University of Windsor courses that can be awarded transfer credits for GIME of DUFE courses), students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

- (a) ACCT-1510, ACCT-2550, **MGMT-1000**, ~~MGMT-2400~~, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, ~~MSCI-2020~~, ~~MSCI-2130~~, MSCI-2200, MSCI-3310 or **MSCI-3410**, ~~MKTG-1310~~, **STEN-1000**, STEN-3970, STEN-4980; ~~eight~~ **six** additional business courses or BUSR-4950, BUSR-4990 (6.0 credit course), and ~~five~~ **three** additional business courses.
- (b) ~~ECON-1100~~, ~~ECON-1110~~, ~~MATH-1980~~; **six** **One** additional courses from outside of the Odette School of Business Administration; ~~six~~**five** courses from any area of study including Business.
- (c) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

*GIME students are eligible for admission to specializations in Accounting, Human Resources, Finance, Supply Chain, Business Analytics, Marketing, Strategy, Entrepreneurship and any other specialization offered by the Bachelor of Commerce Program. Students interested in such specializations may consult a student advisor for guidance.

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Courses used to calculate the major average are:

Courses listed under requirement (a), and any courses taken in the major area(s) of study.

Provide requirements for the Co-op/Experiential Learning Component (if applicable):

STEN-2050, STEN-3050, and STEN-4050.

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

A.3 Admission Requirements and Attainment of Learning Outcomes (QAF 2.1.2)

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

Include in appendices an assessment of course and program equivalencies demonstrating that the proposed advanced standing and credit transfer is appropriate and students who complete the program through the articulation agreement/degree completion pathway will be able to attain the intended learning outcomes.

The admission requirements are comparable to the recently approved degree completion pathway for the students of a similar university (South Western University of Finance and Economics) and the attainment of learning outcomes are tested using Odette's Assurance of Learning (AoL) process.

B. RATIONALE

Please provide a brief rationale for the proposed articulation agreement/degree completion pathway.

Rationale:

- GIME has expressed the interest in a 1.5+2.5 degree completion pathway for undergraduate students.
- DUFE ranks in the top 100 nationally and ranks No. 6 in the field of Finance and Economics in China.
- DUFE has articulation agreements with several universities. Many of their partners are AACSB accredited, such as Kent State University, University of Western Australia, Monash University, University of Dayton, University of Otago, University of Cincinnati, University of Adelaide, and others
- The courses taken by the students at the GIME of DUFE in the first one and a half year have been reviewed by the Odette School of Business and other departments at the University of Windsor.
- The courses are granted transfer credits for fifteen (15) University of Windsor courses requiring completion of the remaining twenty five (25) university of Windsor courses towards a Bachelor of Commerce (Honours Business Administration) degree.
- Odette needs to tap into international marks to increase undergraduate enrolment (Yr1 enrolment as per IQAP for 2016: 276; 2017: 290; 2018: 304).
- A preliminary discussion on a possible international recruitment strategy shows that Odette will have an additional 50 students to be recruited from domestic high schools, CAAT colleges and high-quality international universities all around the world.
- Currently, Odette has a 1+3 agreement with SWUFE. A 1.5+2.5 agreement will be only the second agreement of its kind. It's important to create such agreements with universities from where students are likely to come.

As shown in the appendix, the transfer credits include the following 15 courses:

- a) **Five-Four** required business courses ~~MGMT-1000~~, MGMT-2400, MSCI-2020, MSCI-2130, and MKTG-1310
- b) **Two Three** non-required business courses FINA-3xxx, MSCI-3110, and STEN-1xxx (**FINA-3xxx and MSCI-3110 are counted towards eight Business courses generally required by the Bachelor of Commerce (Honours Business Administration) program. STEN-1xxx is counted towards six courses from any area of study including Business required by the Bachelor of Commerce (Honours Business Administration) program.**)
- c) Two required non-business courses ECON-1100, and ECON-1110
- d) MATH-1720 substitutes required non-business course MATH-1980

PROGRAM DEVELOPMENT COMMITTEE

ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY

FORM C1

e) Five non-required non-business courses MATH-1730, MUSC-1xxx, HIST-1970, SACR-1100, and PSYC-1150

The proposal lists the remaining course requirements for the Bachelor of Commerce (Honours Business Administration) program.

B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this articulation agreement or degree completion pathway, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

All course outlines of the Odette School of Business recognizes that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomi.

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 articulation agreement/degree completion pathway. Please do not name specific individuals.

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

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the articulation agreement/degree completion pathway.

The Odette School of Business covers all the courses required to be completed at the University of Windsor. All such courses are regularly offered by the Odette School of Business. The full-time faculty members are capable of teaching all the courses. However, sessional faculty members are regularly used to teach approximately 20% to 25% of course offerings.

C.1.2 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 articulation agreement/degree completion pathway.

N/A

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

Where appropriate to the articulation agreement/degree completion pathway, 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 articulation agreement/degree completion pathway 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.

PROGRAM DEVELOPMENT COMMITTEE

ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY

FORM C1

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

Describe the reliance of the proposed articulation agreement/degree completion pathway 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 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 articulation agreement/degree completion pathway.

The program relies on 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 articulation agreement/degree completion pathway. (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 articulation agreement/degree completion pathway.

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 articulation agreement/degree completion pathway, 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

D.1 Form History (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

APPENDIX A

COURSE OR PROGRAM EQUIVALENCIES

[Include all course equivalencies (for articulation agreements) and program equivalencies (for degree completion pathways) demonstrating that the proposed advanced standing and credit transfer is appropriate and students who complete the program through the articulation agreement/degree completion pathway will be able to attain the intended learning outcomes]

THE GLOBAL INSTITUTE OF MANAGEMENT AND ECONOMICS (GIME) OF DONGBEI UNIVERSITY OF FINANCE AND ECONOMICS (DUF) AND UNIVERSITY OF WINDSOR 1.5+2.5 PROGRAM	
BACHELOR OF COMMERCE –First One and a Half Year Courses	
Course Taken at GIME of DUF	Transfer Credits Granted by University of Windsor
COMP 1001 Management Information System	MSCI-2130 Introduction to Management Information Systems
COMP 1002 Data Management Information System	MSCI-3110 Introduction to Data Base Management
STAT 1001 Business Statistics	MSCI-2020 Business Data Analysis
ACCT 1001 Principles of Accounting	FINA-3xxx 300 level Finance elective
BUS 1002 Principles of Marketing	MKTG-1310 Principles of Marketing
MGT 1002 Organization Behavior	MGMT-2400 Management and Organizational Life
MGT 1001 Principles of Management	STEN-1xxx First year Business Elective
ECON 1001 Microeconomics	ECON-1100 Introduction to Economics I
ECON 1002 Macroeconomics	ECON-1110 Introduction to Economics II
MATH 1002 Advanced Mathematics	MATH-1720 Differential Calculus
	MATH-1730 Integral Calculus
LIBS 1002 Literary Appreciation of Western Music	MUSC-1xxx 100 level Music Elective
LIBS 1003 Western Civilization	HIST-1970 Selected Topics in History
LIBS 1004 Introduction to Sociology	SACR-1100 Foundations of Social Life
PSYC 1001 Psychology	PSYC-1150 Introduction to Psychology as a Behavioral Science

Note: DWUFE students must receive an average of equivalent to B and above in order to be accepted by the 1.5+2.5 program.
Transfer credits will only be granted for courses with grades of equivalent to B- (B minus) and higher.

PROGRAM DEVELOPMENT COMMITTEE
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FORM C1

Global Institute of Management and Economics (GIME)				
BUSINESS COURSES				
GIME	COMP	1001	Management Information System	04-73-213 (MSCI-2130)
GIME	COMP	1002	Data Management	04-73-311 (MSCI-311)
GIME	STAT	1001	Business Statistics	04-73-202 (MSCI-2020)
GIME	ACCT	1001	Principles of Accounting	04-72-3XX (FINA-3XXX)
GIME	FNCE	1001	Principles of Finance	No transfer credit - does not correspond to any of our courses
GIME	BUS	1002	Principles of Marketing	04-74-131 (MKTG-1310)
GIME	MGT	1002	Organization Behavior	04-71-240 (MGMT-2400)
GIME	MGT	1001	Principles of Management	04-75-1XX (STEN-1XXX)
NON-BUSINESS				
GIME	ECON	1001	Microeconomics	03-41-110 Intro to Economics I (ECON-1100)
GIME	ECON	1002	Macroeconomics	03-41-111 Intro to Economics II (ECON-1110)
GIME	LIBS	1001	Appreciation of English Literary (Literature)	Not transferrable; No writing of any essays in this course, not University standard
GIME	LIBS	1002	Literary Appreciation of Western Music	02-32-001 - 100-level Music elective (MUSC-1xxx)
GIME	LIBS	1004	Introductory to Sociology	02-48-110 Foundations of Social Life (SACR-1100)
GIME	PSYC	1001	Psychology	02-46-115 Intro to Psychology as a Behavioural Science (PSYC-1150)
GIME	LIBS	1003	Western Civilization	02-43-197 Selected Topic in History (HIST-1970)

University of Windsor
Program Development Committee

*5.5: **Political Science (Undergraduate and Graduate) - New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following course addition be made:*

POLS-4420. Politics and Security in Russia and Eurasia
POLS 4430. Collective Action and Contentious Politics
POLS-8360. Politics and Security in Russia and Eurasia
POLS-8420. Collective Action and Contentious Politics

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposed changes have been approved by the Department of Political Science Council and the Faculty of Arts, Humanities and Social Sciences Coordinating Council. The graduate courses were approved by the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BA in Political Science
DEPARTMENT(S)/SCHOOL(S):	Political Science
FACULTY(IES):	Faculty of Arts, Social Sciences and Humanities

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: POLS-4420. Politics and Security in Russia and Eurasia

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course examines the politics of and security issues facing the Russian Federation, the five Central Asian Republics of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, and the Caucasian Republics of Georgia, Armenia and Azerbaijan. For the purposes of this course, the role and influence of Turkey, Iran, China and the United States on the politics and security of these Eurasian states will also be considered. The approach taken in this course is interdisciplinary, drawing heavily from the fields of political science, history, and economics. The students will be introduced to political, economic and social issues affecting the region and taught how to research these issues through the lens of historical analysis and political economy. (Restricted to Semester 7 and 8 Political Science majors and Semester 7 and 8 International Relations majors.)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture/ Seminar	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				3 hours/ week			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Semester 7 or 8 standing in International Relations or in Political Science				No	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	N/A
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B. RATIONALE

B.1 Course Goal(s)

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

This course will help diversify the list of comparative politics courses that are offered at the Department of Political Science at the undergraduate level. The BA in political science offers several courses in international relations and comparative politics, but none of them focus on Eurasian and post-Soviet states.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The course has limited or no connection to indigenous content or perspectives, as it focuses on security issues in Russia and Eurasia.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
POLS-4420. Politics and Security in Russia and Eurasia <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain the politics and security issues affecting the development of post-Soviet and Eurasian states, including historical background, and debate the challenges these countries face.	A. the acquisition, application and integration of knowledge
B. Identify and explain research problems relating to the politics and security issues facing Russia and Eurasia.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess the applicability of major themes, theories, and methods in the field of comparative politics and international relations to the issues affecting the development of Eurasia broadly defined.	C. critical thinking and problem-solving skills

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes POLS-4420. Politics and Security in Russia and Eurasia <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
D. Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work and oral presentation.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Engage in intellectually stimulating, civilized and respectful discussions of Eurasian affairs, while also being exposed to a variety of different viewpoints.	F. interpersonal and communications skills
G. Lead and participate in discussions on salient political issues.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Analyze emerging issues in Eurasian affairs and effectively synthesize relevant information to inform this analysis.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	10-12	10-12	10-12	10-12	10-12

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

Based on previous experience with teaching a similar course at the graduate level, the impact on enrolments in existing courses will not be significant.

B.5 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.
 NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
3	Reading for the course

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

2	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
The workload for this course is comparable to other MA courses in Political Science at the University of Windsor.	

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 new course. Please do not name specific individuals.

The department has sufficient resources to offer this course, including an instructor who is qualified and ready to teach the course, and supervise the students.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The department has a qualified instructor who possesses the professional background and has the experience of teaching a similar course in the past. The instructor's research expertise is in the field of comparative politics of post-Soviet and Eurasian states. This instructor is fully committed to developing the course outline and offering this course to students on a regular basis.

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 new course.

The course will be taught by a full-time faculty member.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

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

Provide relevant details.

The course does not rely on existing resources from other campus units.

C.3 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 new course.

None.

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

None.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

Describe all additional faculty, staff and GA/TA resources (in all affected areas and departments) required to offer the new course.

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

Library Resources and Services:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BA in Political Science
DEPARTMENT(S)/SCHOOL(S):	Political Science
FACULTY(IES):	Faculty of Arts, Social Sciences and Humanities

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: POLS 4430. Collective Action and Contentious Politics

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course explores the conditions and processes shaping protests, riots, revolutions, and other forms of contentious politics. The course examines major theories about revolutions and social movements and considers competing explanations for the emergence of collective action. Particular attention is paid to the conditions under which people do or do not rebel and various aspects of the strategic interaction between social movements and states, and the determinants of movement outcomes. The students will read theoretical works and review several cases of revolutions and social movements in both democratic and nondemocratic state settings, thinking through parallels and differences among them. (Restricted to Semester 7 and 8 Political Science majors and Semester 7 and 8 International Relations majors.)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture/ Seminar	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	X				X			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
Semester 7 or 8 standing in International Relations or in Political Science				No	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	N/A
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B. RATIONALE

B.1 Course Goal(s)

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

This course will help diversify the list of comparative politics courses that are offered at the Department of Political Science at the undergraduate level. The BA in political science offers several courses in comparative politics, but none of them focus specifically on the issues of collective action and contentious politics.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The course offers an opportunity to examine current global indigenous political issues and avenues for indigenous activism in Canada and beyond.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
POLS 4430. Collective Action and Contentious Politics <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, explain and apply appropriate theories and methods to examine the causes, dynamics, and outcomes of diverse cases of collective action, including social movements, protests, and revolutions.	B. the acquisition, application and integration of knowledge
B. Identify and explain research problems in contentious politics and collective action.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess the applicability of major theories and methods in comparative politics, sociology, and cognate fields to the various cases of social movements and revolutions.	C. critical thinking and problem-solving skills

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Course Learning Outcomes	Characteristics of a University of Windsor Graduate
POLS 4430. Collective Action and Contentious Politics <i>This is a sentence completion exercise.</i>	
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
D. Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work and oral presentation.	D. literacy and numeracy skills
E. Through analysis, discussion, and research, develop the ability to articulate a nuanced understanding of the complexity of collective action and contentious politics and their outcomes.	E. responsible behaviour to self, others and society
F. Engage in intellectually stimulating and respectful discussions of contentious politics, while also being exposed to a variety of different viewpoints.	F. interpersonal and communications skills
G. Lead and participate in discussions on salient political issues.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	12-14	12-14	12-14	12-14	12-14

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

Based on previous experience with teaching a similar course at the undergraduate level, the impact on enrolments in other courses in the department will be minimal. The course has already been offered as a special topics course at the 400-level.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

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Average number of hours per week that the student will be expected to devote to:

3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The workload for this course is comparable to similar undergraduate courses in Political Science at the University of Windsor.

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 new course. Please do not name specific individuals.

The department has sufficient resources to offer this course, including an instructor who is qualified and ready to teach the course on a regular basis, and supervise the students.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The department has a qualified full-time instructor with an expertise in the field of comparative politics who also has the experience of teaching a similar course in the past.

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 new course.

The course will be taught by a full-time faculty member.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

The course does not rely on existing resources from other campus units.

C.3 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 new course.

N/A

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C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

None

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

PROGRAM DEVELOPMENT COMMITTEE
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	MA in Political Science
DEPARTMENT(S)/SCHOOL(S):	Political Science
FACULTY(IES):	Faculty of Arts, Social Sciences and Humanities

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: POLS- 8360. Politics and Security in Russia and Eurasia

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course examines the politics of and security issues facing the Russian Federation, the five Central Asian Republics of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, and the Caucasian Republics of Georgia, Armenia and Azerbaijan. For the purposes of this course, the role and influence of Turkey, Iran, China and the United States on the politics and security of these Eurasian states will also be considered. The approach taken in this course is interdisciplinary, drawing heavily from the fields of political science, history, and economics. The students will be introduced to political, economic and social issues affecting the region and taught how to research these issues through the lens of historical analysis and political economy.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture/ Seminar	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				3 hours/ week			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
None				No	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	Yes
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PROGRAM DEVELOPMENT COMMITTEE
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B. RATIONALE

B.1 Course Goal(s)

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

This course will help diversify the list of comparative politics courses that are offered at the Department of Political Science at the graduate level. The MA in political science offers several courses in international relations and comparative politics, but none of them focus on Eurasian and post-Soviet states.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The course has limited or no connection to indigenous content or perspectives, as it focuses on security issues in Russia and Eurasia.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze the politics and security issues affecting the development of post-Soviet and Eurasian states, including historical background, and debate the challenges these countries face.	C. the acquisition, application and integration of knowledge
B. Identify research problems, formulate good research questions and collect appropriate data to conduct independent original research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess the applicability of major themes, theories, and methods in the field of comparative politics and international relations to the issues affecting the development of Eurasia broadly defined.	C. critical thinking and problem-solving skills
D. Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work and oral presentation.	D. literacy and numeracy skills

PROGRAM DEVELOPMENT COMMITTEE
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Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
E.	E. responsible behaviour to self, others and society
F. Engage in intellectually stimulating, civilized and respectful discussions of Eurasian affairs, while also being exposed to a variety of different viewpoints.	F. interpersonal and communications skills
G. Lead and participate in discussions on salient political issues.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Analyze emerging issues in Eurasian affairs and effectively synthesize relevant information to inform this analysis.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	8-10	8-10	8-10	8-10	8-10

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

Based on previous experience with teaching a similar course at the graduate level, the impact on enrolments in existing courses won't be significant.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
3	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments

PROGRAM DEVELOPMENT COMMITTEE
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1	Studying for tests/examinations	
	Other: <i>[specify]</i>	
How does the student workload for this course compare with other similar courses in the department/program area?		The workload for this course is comparable to other MA courses in Political Science at the University of Windsor.

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 new course). Please do not name specific individuals.

The department has sufficient resources to offer this course, including an instructor who is qualified and ready to teach the course, and supervise the students.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The department has a qualified instructor who possesses the professional background and has the experience of teaching a similar course in the past. The instructor's research expertise is in the field of comparative politics of post-Soviet and Eurasian states. This instructor is fully committed to developing the course outline and offering this course to students on a regular basis.

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 new course.

The course will be taught by a full-time faculty member.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

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

Provide relevant details.

The course does not rely on existing resources from other campus units.

C.3 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 new course.

None.

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

None.

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

PROGRAM DEVELOPMENT COMMITTEE
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FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	MA in Political Science
DEPARTMENT(S)/SCHOOL(S):	Political Science
FACULTY(IES):	Faculty of Arts, Social Sciences and Humanities

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: POLS 8420. Collective Action and Contentious Politics

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course explores the conditions and processes shaping protests, riots, revolutions, and other forms of contentious politics. The course examines major theories about revolutions and social movements and considers competing explanations for the emergence of collective action. Particular attention is paid to the conditions under which people do or do not rebel and various aspects of the strategic interaction between social movements and states, and the determinants of movement outcomes. The students will read theoretical works and review several cases of revolutions and social movements in both democratic and nondemocratic state settings, thinking through parallels and differences among them.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture/ Seminar	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				X			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
				No	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	Yes
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PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B. RATIONALE

B.1 Course Goal(s)

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

This course will help diversify the list of comparative politics courses that are offered at the Department of Political Science at the graduate level. The MA in political science offers several courses in comparative politics, but none of them focus specifically on the issues of collective action and contentious politics.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The course offers an opportunity to examine current global indigenous political issues and avenues for indigenous activism in Canada and beyond.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, analyze and apply appropriate theories and methods to examine the causes, dynamics, and outcomes of diverse cases of collective action, including social movements, protests, and revolutions.	D. the acquisition, application and integration of knowledge
B. Identify research problems in contentious politics and collective action, formulate good research questions and collect appropriate data to conduct independent original research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess the applicability of major theories and methods in comparative politics, sociology, and cognate fields to the various cases of social movements and revolutions.	C. critical thinking and problem-solving skills
D. Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work and oral presentation.	D. literacy and numeracy skills

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Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>E. Analyze the nuances of complex collective action and contentious politics and their outcomes.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Engage in intellectually stimulating and respectful discussions of contentious politics, while also being exposed to a variety of different viewpoints.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Lead and participate in discussions on salient political issues.</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>

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	8-10	8-10	8-10	8-10	8-10

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

Based on previous experience with teaching a similar course at the graduate level, the impact on enrolments in other courses in the department will be minimal. The course has already been offered as a special topics course at the graduate level.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study

PROGRAM DEVELOPMENT COMMITTEE
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2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
The workload for this course is comparable to similar graduate courses in Political Science at the University of Windsor.	

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 new course. Please do not name specific individuals.

The department has sufficient resources to offer this course, including an instructor who is qualified and ready to teach the course on a regular basis, and supervise the students.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The department has a qualified full-time instructor with an expertise in the field of comparative politics who also has the experience of teaching a similar course in the past.

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 new course.

The course will be taught by a full-time faculty member.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

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

Provide relevant details.

The course does not rely on existing resources from other campus units.

C.3 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 new course.

n/a

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

None

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

Describe all additional faculty, staff and GA/TA resources (in all affected areas and departments) required to offer the new course.

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

Library Resources and Services:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

**University of Windsor
Program Development Committee**

5.6 Law – New Course Proposals (Form D)

Item For: **Approval**

MOTION: **That the following course addition be made:***

LAWG-5941. Gale Cup Moot

LAWG-5942. Winkler Class Action Moot

LAWG-5948. Banking and Negotiable Instruments

LAWG-5951. Jewish Law

LAWG-5953. Constitutionalism of The Global South: Critical Comparative Perspectives

LAWG-5954. Robotics Law and Policy

**Subject to approval of the expenditures required.*

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Law
DEPARTMENT(S)/SCHOOL(S):	Law
FACULTY(IES):	Law

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: LAWG-5941. Gale Cup Moot

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

Each year a Supreme Court of Canada criminal law decision is chosen by the Gale Cup Committee and the case becomes the moot problem. The moot takes place at Osgoode Hall in Toronto which is the home of the Ontario Court of Appeal. Judges are drawn from provincial trial and appellate courts across the country.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
4	36								4

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					98-892-10

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing? No

B. RATIONALE

B.1 Course Goal(s)

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

Four students are selected with two acting as the appellant and respondent. The appellant and respondent will each moot one time at the competition. There is simultaneous translation for bilingual moots. The top four teams are selected for the finals. Historically, there is a Supreme Court of Canada justice on the final bench. Every two to

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three years, the winner of the Gale Cup represents Canada at the Commonwealth Finals which have been held in South Africa (2013), Hong Kong, London, Hyderabad (India) and Nairobi.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Not applicable, unless the problem deals with some aspect of an issue impacting Indigenous clients or communities. That is not known until the problem is released each year

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze an appellate judgment moot problem and identify grounds of appeal	A. the acquisition, application and integration of knowledge
B. Identify the standard format of an appellate factum for both the appellant and respondent	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Distinguish cases based on the facts and application of the law;	C. critical thinking and problem-solving skills
D. Develop a persuasive opening and closing statement;	D. literacy and numeracy skills
E. Identify and develop persuasive legal arguments;	E. responsible behaviour to self, others and society
F. Identify and explain the relevant legal, social and policy issues surrounding the specific topic under appeal;	F. interpersonal and communications skills
G. Identify the relevant procedures and protocols associated with appellate advocacy;	G. teamwork, and personal and group leadership skills
H. Conduct research that enhances the strength of the legal arguments	H. creativity and aesthetic appreciation

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Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u> I. Identify elements of a persuasive factum and oral argument; and Recognize when advocacy becomes unprofessional	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u> I. the ability and desire for continuous learning
--	---

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

No impact.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
	Reading for the course
	Work for assessment (essays, papers, projects, laboratory work)
36	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar	

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 new course). Please do not name specific individuals.

There are sufficient faculty and staff resources to support the new course.

C.1.1 Faculty Expertise in Support of the Revised Program

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

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There are several faculty who could teach this course based on their knowledge, research and experience in the area.

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 new course.

None.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

None.

C.3 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 new course.*

No new resources are needed. This is a long standing existing course.

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

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A. NEW COURSE PROFILE

Course # and Title: LAWG 5942. Winkler Class Action Moot

A.1 Calendar Description

<i>Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.</i>

Unlike traditional moots which focus on appellate advocacy, the Winkler Moot is a mock certification motion argument. As a result, students must become familiar with a length motion record and argue the evidence, as well as the law. The substantive area of law changes from year to year. The Moot is sponsored by a number of prominent class action firms on both sides of the bar, and is organized by McCarthys.

A.2 Other Course Information

<i>Please complete the following tables.</i>
--

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
4	36								X

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
					98-892-17

<i>***Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.</i>
--

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	No
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B. RATIONALE

B.1 Course Goal(s)

<i>Please provide a statement about the purpose of the course within the program of study or as an option.</i>
--

Four students are selected with two acting as the moving party and two acting for the defendant. The plaintiff and defendant each moot twice at the competition. The top two teams are selected for the finals, which historically have been argued before a three-person panel comprised of a Superior Court judge, a judge of the Court of Appeal and former Chief Justice Winkler.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

<i>The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?</i>

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Not applicable, unless the problem deals with some aspect of an issue impacting Indigenous clients or communities. That is not known until the problem is released each year

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Learning Outcomes	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise.	
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
Analyze a moot problem and motion record, and formulate arguments for and against certification pursuant to the Class Proceedings Act, 1992;	A. the acquisition, application and integration of knowledge
Research and develop persuasive legal arguments; Identify and produce the standard format of a certification motion factum for both the plaintiff and the defendant;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Distinguish cases based on the facts and application of the law;	C. critical thinking and problem-solving skills
Read, summarize and organize large volumes of cases;	D. literacy and numeracy skills
Identify and explain the relevant legal, social and policy issues surrounding the specific action to be certified; Recognize when advocacy becomes unprofessional.	E. responsible behaviour to self, others and society
Formulate a persuasive opening and closing statement;	F. interpersonal and communications skills
Identify and employ the relevant procedures and protocols associated with motions court advocacy as part of a two-person counsel team;	G. teamwork, and personal and group leadership skills
Explore elements of a persuasive factum and oral argument.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

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B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

None. This is a course that has been offered every year for decades. We are requesting a permanent course code because of the new PeopleSoft system.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
	Lectures
	Tutorials
	Labs
36	Practical experience
	Independent Study
	Reading for the course
	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar	

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 new course. Please do not name specific individuals.

The law faculty has experts in this area

C.1.1 Faculty Expertise in Support of the Revised Program

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

The law faculty has experts in this area

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 new course.

None

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C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

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

None

C.3 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 new course.*

None. This course has been offered repeatedly. We are moving to a new course code because of PeopleSoft.

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

None.

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

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Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: LAWG- 5948. Banking and Negotiable Instruments

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course provides an introduction to the Canadian financial system and covers law applicable to financial and payment instruments, mostly under the Bills of Exchange Act.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	X				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
None					98-898-01

****Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.*

Will students be able to obtain credit for the new course and the course(s) that it is replacing? NO

B. RATIONALE

B.1 Course Goal(s)

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

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

There is no content that relates to Indigenous people / issues

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and formulate legal arguments in relation to financial instruments and payment mechanisms, and apply these arguments to varied sets of facts	A. the acquisition, application and integration of knowledge
B. Research case law, statutes and identify issues pertaining to negotiable instruments, the banker – customer relationship and payment mechanisms. Synthesize and analyze a wide range of concepts in commercial law generally.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. solve problems relating to Banking Law, outline gaps in the law, and evaluate some of the policy debates that relate to public policy issues in Banking Law.	C. critical thinking and problem-solving skills
D. Acquire access to, and read, cases that relate to Banking and Negotiable Instruments.	D. literacy and numeracy skills
E. Analyze the roles that Banks play in commercial law, outline various issues that affect payments and access to financial services for vulnerable members of society.	E. responsible behaviour to self, others and society
F. Articulate positions clearly and be effective advocates for their position by formulating legally sound arguments	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Fashion creative and novel approaches to solving complex legal problems.	H. creativity and aesthetic appreciation
I. Synthesize the basic concepts for further research and problem solving.	I. the ability and desire for continuous learning

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B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	20	20	20	20

B.4.1 Impact of New Course on Enrolment in Existing Courses

What will be the impact of offering the new course on enrolments in existing courses in the program or Department? N/A – we have deleted many courses that are no longer offered.

None. This is an existing course.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
	Reading for the course
	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar	

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 new course. Please do not name specific individuals.

This course is taught by an experienced faculty member

C.1.1 Faculty Expertise in Support of the Revised Program

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

Professor is highly experienced.

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 new course.

N/A

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C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

N/A

C.3 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 new course.*

N/A

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

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A. NEW COURSE PROFILE

Course # and Title: 5951. Jewish Law in Comparative Perspective

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This is a specialized comparative law seminar. Following an overview of the basic characteristics and institutions of Jewish Law and its development over the past 2000 plus years, a broad range of civil, criminal, public law and human rights issues and their treatment historically at Jewish Law and Contemporaneously in the State of Israel, will be reviewed. Materials drawn upon include classical Jewish legal sources (Bible, Talmud, Rabbinical Responsa), Israeli cases and statutes, as well as American and Canadian legal materials. There will be some cross-reference to cognate religious legal systems: Islamic Law and Canon Law. No previous knowledge of Judaism nor of Jewish Law is required or expected: nor is facility in Hebrew or Aramaic, as all source materials have been translated into English.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	3				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					98-971-25

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	No
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B. RATIONALE

B.1 Course Goal(s)

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

This course falls within the Perspectives grouping of courses in the curriculum. It provides the student with an opportunity to develop skills in analyzing legal issues from a specialized comparative perspective.

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B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The nature of the course does not lend itself to Indigenous content, perspectives or material

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. identify the principal sources of Jewish Law and how to access them	B. the acquisition, application and integration of knowledge
B. develop, research, organize and prepare a comparative law research topic	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. explain the structure of the Jewish Legal System and its analytical methodology	C. critical thinking and problem-solving skills
D. explain the place of Jewish Law within the western legal tradition, both historically and in contemporary practice	D. literacy and numeracy skills
E. explain another legal regime and culture as well as its methodology for addressing common socio-economic and political issues	E. responsible behaviour to self, others and society
F. make a presentation and lead a class seminar discussion of a defined research topic on a comparative basis	F. interpersonal and communications skills
G. work in tandem with one or more other participants in the class in the researching and seminar presentation of a comparative law topic	G. teamwork, and personal and group leadership skills

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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 this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. engage in comparative legal analysis of shared legal concerns: normative ordering; textual analysis; issue identification, classification, exposition and resolution	H. creativity and aesthetic appreciation
I. undertake future in-depth comparative law studies	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	20	20	20	20

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

N/A – we have deleted many courses that are no longer offered.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
6	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
	Reading for the course
12	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
	Similar

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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 new course). Please do not name specific individuals.

One Faculty member and standard administrative support for the course.

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 new course.

Faculty member with pre-law academic training in Jewish studies.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details .

No reliance on resources from other campus units.

C.3 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 new course.

N/A

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

Describe all additional faculty, staff and GA/TA resources (in all affected areas and departments) required to offer the new course.

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: LAWG- 5953. Constitutionalism of The Global South: Critical Comparative Perspectives

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

The central aim of this intensive course is to introduce students to the constitutionalization of democratic values in the Global South (values such as independence of the judges, delineation and separation of the various branches of government, the protection of fundamental rights, and the role of judges in policing the boundaries of public power). We want to demonstrate how these values, enshrined and protected in the Global North, are much more contested and open to change in the Global South. For example, the recent trends to provide constitutional protection to the environment diverges from, and stands in direct contrast to, constitutional approaches in the Global North.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	3				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					98-971-68

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	No
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B. RATIONALE

B.1 Course Goal(s)

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

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Locate the history of constitutionalism, constitutions and constitutionalization of the global south (i.e Latin America & South Asia), and critically engage in the contextualization of these topics as it pertains to comparative law; Incorporate understandings of the evolution of constitutionalism, constitutions and constitutionalization of the global south (i.e Latin America & South Asia), and global north (i.e. Canada);[CTL1]</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Critically engage in, and situate the context of, broader debates in constitutionalism, constitutions, and constitutionalization (also relevant to C); Comprehensively and critically synthesize and articulate legal research on complex international law doctrine and constitutions into digestible presentations (both written and oral); Engage with legal texts from the global south (i.e Latin America & South Asia) to support legal reasoning and research endeavors pertaining to complex international law doctrines and the evolutions of constitutions in both the global south and global north;</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>[CTL2]Appreciate[CTL3] the content and evolution of constitutionalism of the global south (i.e Latin America & South Asia) and global north;</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Engage with legal texts from various regions to support legal reasoning and research endeavours pertaining to complex international law doctrines and the evolutions of constitutions in</p>	<p>D. literacy and numeracy skills</p>

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i>	
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
both the global south (i.e Latin America and South Asia) and Global North[CTL4]	
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	20	20	20	20

B.4.1 Impact of New Course on Enrolment in Existing Courses

What will be the impact of offering the new course on enrolments in existing courses in the program or Department? N/A – we have deleted many courses that are no longer offered.

None

B.5 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.
 NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
	Reading for the course
	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

How does the student workload for this course compare with other similar courses in the department/program area?

Similar

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 new course. Please do not name specific individuals.

None

C.1.1 Faculty Expertise in Support of the Revised Program

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

None

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 new course.

None

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

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

Provide relevant details.

None

C.3 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 new course.*

None

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	Experienced Faculty
Staff:	N/A
GA/TAs:	N/A

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: LAWG-5954. Robotics Law and Policy

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

We are entering the age of advanced robotics, artificial intelligence ("AI") and automation. Robots and AI are already entering our homes, offices, hospitals, streets, skies, courts, and law firms. The increasing automation of tasks formerly performed by humans will challenge existing legal doctrine and social policy in novel and unexpected ways. This seminar explores the legal and policy implications of near-future robotics and artificial intelligence ("AI"), including automated vehicles, drones, service and sex robots, Internet bots, and expert legal systems, with a particular focus on the access to justice issues that may be raised, or resolved, by these emerging technologies. Readings and course material will draw from interdisciplinary sources, with a particular focus on legal and policy sources. Using robotics as a case study, this course also aims to sharpen students' ability to identify, articulate and defend legal and policy arguments, while critically and creatively addressing novel legal issues.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	X				X			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None	None	None	None	No	971-72

****Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.*

Will students be able to obtain credit for the new course and the course(s) that it is replacing? No

B. RATIONALE

B.1 Course Goal(s)

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

We are entering the age of advanced robotics, artificial intelligence ("AI") and automation. Robots and AI are already entering our homes, offices, hospitals, streets, skies, courts, and law firms. The increasing automation of tasks formerly performed by humans will challenge existing legal doctrine and social policy in novel and unexpected ways.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

This seminar explores the legal and policy implications of near-future robotics and artificial intelligence ("AI"), including automated vehicles, drones, service and sex robots, Internet bots, and expert legal systems, with a particular focus on the access to justice issues that may be raised, or resolved, by these emerging technologies. Readings and course material will draw from interdisciplinary sources, with a particular focus on legal and policy sources. Using robotics as a case study, this course also aims to sharpen students' ability to identify, articulate and defend legal and policy arguments, while critically and creatively addressing novel legal issues.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Colonial impact of robotic technology and regulation explored through readings by Indigenous authors, and ideally guest lectures.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise. At the end of this course, the successful student will know and be able to:</i>	Characteristics of a University of Windsor Graduate <i>A U of Windsor graduate will have the ability to demonstrate:</i>
A. Describe how several existing and emerging robotic and artificially intelligent (AI) systems work	C. the acquisition, application and integration of knowledge
B. Explain why and how particular robotic or artificially intelligent systems are legally significant (i.e. why and how does it engage current laws	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Form and articulate informed opinions on current academic and popular debates about the regulation of robotics;	C. critical thinking and problem-solving skills
D. Apply theories of law and technology to legal problems raised by robotics and artificially intelligent	D. literacy and numeracy skills
E. Explain how certain robotic and AI systems might affect access to justice	E. responsible behaviour to self, others and society
F. Identify legal and social problems that might be resolved, or exacerbated, by robotic and artificially intelligent technologies;	F. interpersonal and communications skills
G. Propose and defend legal, social or technological solutions to legal problems raised by robotic and artificially intelligent systems;	G. teamwork, and personal and group leadership skills

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes <i>This is a sentence completion exercise. At the end of this course, the successful student will know and be able to:</i>	Characteristics of a University of Windsor Graduate <i>A U of Windsor graduate will have the ability to demonstrate:</i>
H. Apply legal research, reasoning, and writing skills to novel fact patterns.	H. creativity and aesthetic appreciation
I. have a foundation of understanding on which the student can build beyond law school, including in practice	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	25	25	25	25	25

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

N/A – we have deleted many courses that are no longer offered.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
1-3	Independent Study
3	Reading for the course
	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar. 40-60 pages of reading, preparation for in-class discussion, each student will present once in-class throughout the term, as well as write a paper topic proposal and a final paper.	

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 new course). Please do not name specific individuals.

One faculty member who is an expert in robotics law and policy

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 new course.

None.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

None.

C.3 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 new course.*

No new resources are needed. This is a long standing existing course.

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	Up to 25 students carrying out research that may include use of the library
Teaching and Learning Support:	Faculty member may participate in CTL courses to improve teaching including for this course
Student Support Services:	Students may need support for accommodations etc
Space and Facilities:	The course will need a seminar room
Equipment (and Maintenance):	Powerpoint systems.

**University of Windsor
Program Development Committee**

*5.7: **Master of Medical Biotechnology – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Master of Medical Biotechnology program be changed according to the program/course change forms*.

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposal has been approved by the appropriate Departmental Council, the Faculty of Science Coordinating Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Medical Biotechnology
DEPARTMENT(S)/SCHOOL(S):	Chemistry and Biochemistry
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2019
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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/secretariat/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.

Suggested Program Sequencing

Fall Semester (Term 1):

BIOC-8700

BIOC-8720

BIOC-8740

Winter Semester (Term 2):

BIOC-8730

BIOC-8750

BIOC-8760

Summer Semester (Term 3):

BIOC-8790

One of the BSMM-8310 OR BSMM-8340

Fall Semester (Term 4):

BIOC-8780

BSMM-8140

Fall Semester (Term 4):

Fall Intake

Term 1: BIOC-8700, BIOC-8720, and BSMM-8310 or BSMM-8340

Term 2: BIOC-8730, BIOC-8740 and BIOC-8750

Term 3: BIOC-8760 and BSMM-8140

Term 4: BIOC-8780 and BIOC-8790

Winter Intake

Term 1: BIOC-8700, BIOC-8760, and BSMM-8310 or BSMM-8340

Term 2: BIOC-8720 and BSMM-8140

Term 3: BIOC-8730, BIOC-8740 and BIOC-8750

Term 4: BIOC-8780 and BIOC-8790

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Standing Required for Continuation in the Program and for Graduation

Students must not have obtained a grade of less than 70% in any course in the MMB program. Students must have a cumulative average of not less than 70% to remain in good standing, and continue in the program.

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 change in Suggested Program Sequencing: Since fall 2018, the MMB program admits students in fall and winter. The degree requirements for both entries are identical. Due to course and instructor availabilities, the suggested program sequencing is adjusted to accommodate both intakes.

The change in Standing Required for Continuation in the Program and for Graduation: To complement the standing requirements of other graduate programs offered by the Department.

B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The AAU and Head have started conversations with members of the university's Aboriginal Education Council to create a knowledge base about appropriate changes that could be made in the future.

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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.

No change to the current supervisory loads or appointment status.

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. 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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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**

*5.8: **Master of Actuarial Science – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: **That the admission requirements for the Master of Actuarial Science program be changed according to the program/course change forms*.**

**Subject to approval of the expenditures required.*

Rationale/Approvals

- The proposal has been approved by the Department of Mathematics, the Faculty of Science Coordinating Council, and the Faculty of Graduate Studies Council.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Actuarial Science (M.Act.Sc.)
DEPARTMENT(S)/SCHOOL(S):	Department of Mathematics and Statistics
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2019
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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.*

Admission Requirements

Bachelor degree in a calculus-based quantitative discipline (e.g. Engineering, physics, chemistry, business) with at least a 70% average (or equivalent) overall, ~~and good mathematics grades~~. Knowledge of calculus and matrix algebra is essential. Admission is limited and competitive. ~~Up to two courses may be accepted for credit based on previous background (although the total fee remains the same.) Students from programs with a three year university degree would be admitted if their university course background in mathematics is strong.~~

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).

1. By removing the statement that “Up to two courses may be accepted ... ” Master of Actuarial Science will follow Faculty of Graduate Studies’ regulations for transfer credits.
2. In Ontario, admission to graduate programs requires a 4 year university degree or its equivalent. By removing the statement that “Students from programs with a three year university degree would be admitted...” we will ensure our compliance with the provincial regulations.

B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this articulation agreement or degree completion program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The changes proposed in this form update our admission requirements as well as our transfer credit policy for the Actuarial program. As such, these changes do not contain Indigenous (First Nations, Métis, or Inuit)

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

content. However, the AAU Head has started conversations with members of the university's Aboriginal Education Council to create a knowledge base about appropriate changes that could be made in the future.

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.

The changes do not rely on any faculty and staff resources.

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.

The proposed changes do not rely on faculty expertise.

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.

The proposed changes do not rely on adjunct, limited-term, and sessional faculty.

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

Provide relevant details.

None

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

University of Windsor
Program Development Committee

*5.9: **Chemistry and Biochemistry - Minor Program Changes (Form C)**

Item For: **Approval**

MOTION: That the degree requirements for the BSc Honours Chemistry with Thesis and BSc Honours Biochemistry with 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 by the Department of Chemistry and Biochemistry Council and the Faculty of Science Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BSc. Honours Chemistry with Thesis BSc. Honours Biochemistry with Thesis
DEPARTMENT(S)/SCHOOL(S):	Chemistry and Biochemistry
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2019
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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/secretariat/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.*

Honours Chemistry with Thesis

Degree Requirements:

Total courses: forty courses

(a) CHEM-1100, CHEM-1110, CHEM-2200, CHEM-2300, CHEM-2310, CHEM-2400, CHEM-2410, CHEM-2500, CHEM-2510, CHEM-3210, CHEM-3300, **CHEM-3310**, CHEM-3400, CHEM-3500, CHEM-3710, ~~CHEM-4007~~, CHEM-4900, BIOC-2010 and two ~~three~~ additional courses at the 3XXX or 4XXX level. Of the two ~~three~~ additional **CHEM or BIOC** courses at the 3XXX or 4XXX level, at least one ~~two~~ of them must be drawn from ~~CHEM-3310~~, CHEM-4308, CHEM-4350, CHEM-4400, CHEM-4410, CHEM-4450, CHEM-4500, CHEM-4510, CHEM-4660.

(b) MATH-1760 or MATH-1720, MATH-1730, PHYS-1400 and PHYS-1410;

(c) MATH-1250 and a minimum of two additional courses from the following list: COMP-2067, MATH-2780, MATH-2790, PHYS-2200 or PHYS-2250;

(d) Four courses from Arts, Languages or Social Sciences;

(e) ~~eight courses from any area of study.~~ **Eight courses from any area of study, and CHEM-4007 is recommended.**

RECOMMENDED COURSE SEQUENCE

First Year: ten courses, including CHEM-1100, CHEM-1110, MATH-1250, MATH-1720, MATH-1730, PHYS-1400 and PHYS-1410.

Second Year: ten courses, including CHEM-2200, CHEM-2300, CHEM-2310, CHEM-2400, CHEM-2410, CHEM-2500 and CHEM-2510. (Recommended: fulfill at least two requirements from (c) above).

Third and Fourth Years: twenty courses, including BIOC-2010, CHEM-3210, CHEM-3300, **CHEM-3310**, CHEM-3400, CHEM-3500, CHEM-3710, ~~CHEM-4007~~, CHEM-4900, and three additional **CHEM or BIOC** courses at the 3XXX or 4XXX level (see (a) above).

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Honours Biochemistry with Thesis

Degree Requirements:

Total courses: forty courses.

- (a) CHEM-1100, CHEM-1110, CHEM-2200, CHEM-2300, CHEM-2310, CHEM-2400, CHEM-2410, CHEM-2500, CHEM-2510, CHEM-3210, BIOC-2010, BIOC-3100, BIOC-3110, BIOC-3130, BIOC-3581 (6-credit, 2 semester course), ~~CHEM-4007~~, CHEM-4900 (6-credit, 2 semester course) and two additional **CHEM or BIOC** courses at the 3XXX or 4XXX level.
- (b) BIOL-1101, BIOL-1111, BIOL-2111, BIOL-2131, MATH-1760 or MATH-1720, MATH-1730, PHYS-1400, PHYS-1410 and STAT-2910;
- (c) Four courses from Arts, Languages or Social Sciences;
- (d) ~~Six courses from any area of study.~~ **Six courses from any area of study, and CHEM-4007 is recommended.**

RECOMMENDED COURSE SEQUENCE

Note: STAT-2910 can be taken anytime in second, third or fourth year.

First Year: ten courses, including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720, MATH-1730, PHYS-1400, PHYS-1410 and two other courses.

Second Year: ten courses, including BIOL-2111, BIOL-2131, CHEM-2300, CHEM-2310, CHEM-2400, CHEM-2410, CHEM-2500, CHEM-2510, BIOC-2010 and one other course.

Third and Fourth Years: twenty courses, including CHEM-2200, CHEM-3210, BIOC-3100, BIOC-3110, BIOC-3130, BIOC-3581 (6-credit, 2 semester course), ~~CHEM-4007~~, CHEM-4900 (6-credit, 2 semester course) and two additional **CHEM and BIOC** courses at the 3XXX or 4XXX level.

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).

1. For Honours Chemistry with Thesis

CHEM-3310: Intermediate Organic Chemistry provides fundamental knowledge and experimental skills in organic synthetic methods and the relevant reaction mechanisms. This course is vital to the students in the program and thus should be taken as part of required and recommended courses. Consequently, the number of recommended option at the 3XXX and 4XXX is revised to reflect the change.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

2. For both Honours Chemistry with Thesis and Honours Biochemistry with Thesis

CHEM-4007: Development of Leadership, Outreach and Presentation Skills (Pass/Fail grading system) was created a few years ago to enrich students' experiences when they enrol in CHEM-4900: Research. With the recent changes in the internship program and experiential learning initiative, currently the Faculty of Science has multiple experiential learning courses which are similar to CHEM-4007, and other avenues from which students could acquire such skills.

By removing CHEM-4007 from the requirements for both programs (Honours Chemistry with thesis, and Honours Biochemistry with thesis), students will have more freedom to take any experiential learning courses available to them.

CHEM-4007 enrolment will be counted as one of the courses from any area of study.

B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The AAU and Head have started conversations with members of the university's Aboriginal Education Council to create a knowledge base about appropriate changes that could be made in the future.

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**

*5.10: **French – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course addition be made:*
FREN- 4440. Phraseology: Theory and Applications

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposed changes have been approved by the Department of Languages, Literatures and Cultures Council and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	French
DEPARTMENT(S)/SCHOOL(S):	Languages, Literatures, and Cultures
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>	Winter 2020
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A. NEW COURSE PROFILE

Course # and Title: FREN-4440. Phraseology: Theory and Applications

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

In this course, students will explore the theoretical aspects of phraseology and apply them to the French language. Different forms of prefabricated units or phrasemes (full idioms, semi-idioms, weak idioms, collocations, clichés, proverbs, formulaic expressions, etc.) will be studied and used to enhance students' linguistic competence. Insofar as phraseology is a universal feature of natural languages, students will also explore the challenges associated with the translation of various phrasemes. (Prerequisites: FREN-2300 and FREN 2310.)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	3				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
FREN-2300 FREN-2310				NO	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing? N/A

B. RATIONALE:

It is believed that native language speakers communicate in phrasemes, not in separate words. So far, there is no course specifically designed to help students learn about and use French phrasemes. The main rationale for this course therefore is to reinforce students' mastery of the French language through a systematic study of different prefabricated units.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.1 Course Goal(s)

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

The goal of the course is to enhance students' competence by exposing them to the prefabricated units available in the French language. Knowledge of French phrasemes shall allow them to communicate and/or translate more effectively.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Phrasemes that have entered Canadian French or Canadian English as a result of translation from indigenous languages will also be examined.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze the theoretical and linguistic characteristics of phrasemes.	A. the acquisition, application and integration of knowledge
B. Recognize, extract and analyze phrasemes from given texts	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy).
C. Idiomatically translate phrasemes from French into English and vice versa	C. critical thinking and problem-solving skills.
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Use phrasemes in oral and written communication	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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	20	20	20	20

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

This course shall have no negative impact on enrolments or on existing courses. At this time, the French language does not offer enough fourth year courses and students are often obliged to take online courses in order to meet the program requirements.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
3	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
This workload is comparable to what is expected of students in other 4 th year courses.	

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 new course. Please do not name specific individuals.

The French program has two linguists who work hand in hand. They are ready to collaborate on this new project. As a matter of fact, there is already one fourth year linguistic course on French lexicon. This new course will be a useful complement to that course.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The French program has the necessary expertise as both linguistic professors are associate professors with excellent teaching and research records.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 new course.

N/A

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

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

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

N/A

C.3 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 new course.*

N/A

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	One

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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	Articles on phraseology available on the platform of the Leddy Library
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	Computer and projector

University of Windsor
Program Development Committee

*5.11: **Chemistry and Biochemistry – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course addition be made:*
CHEM-4610. Polymer Chemistry

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposed changes have been approved by the Department of Chemistry and Biochemistry Council and the Faculty of Science Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Chemistry, Honours Chemistry with thesis, Combined programs.
DEPARTMENT(S)/SCHOOL(S):	Chemistry and Biochemistry
FACULTY(IES):	Faculty of Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2019
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A. NEW COURSE PROFILE

Course # and Title: CHEM-4610. Polymer Chemistry

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This course provides an overview of the fundamental concepts and principles in polymer chemistry. It includes a comprehensive survey of the basic polymerization methods and characterization of polymers. In addition, development in modern polymerizations and advanced polymeric materials will be introduced. (Prerequisite: CHEM-2310.)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	yes*	yes*	yes*		3*		3*	

**The course will be taught either in-class or online. (See section B.4 for more details)*

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
CHEM-2310					

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing? N/A

B. RATIONALE

B.1 Course Goal(s)

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

The course will introduce and discuss various concepts in modern polymer chemistry. This area of chemistry is an important component of modern chemical sciences and is critical for undergraduate and early graduate students to learn.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Individual faculty member delivering this course will review course materials to identify aspects of the course which have direct application or relevance to indigenous communities. Where appropriate material directly relevant to these communities will be highlighted and presented in conjunction with material of a more generic nature.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <i>A U of Windsor graduate will have the ability to demonstrate:</i>
<ul style="list-style-type: none"> A. - Identify and evaluate major theories and concepts of polymer chemistry, and apply them to other fields, including chemical engineering and materials science - Recognize and describe critical properties of polymers at the bulk and nanoscale levels, including crystallinity, glass transition, melting and molecular packing. - Identify and differentiate the major families of polymers and the different methods/techniques for their preparation 	A. the acquisition, application and integration of knowledge
<ul style="list-style-type: none"> B. - Evaluate the use of basic characterization tools and techniques for molecular determination (such as gel-permeation chromatography and nuclear magnetic resonance) in specific contexts 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> C. Apply key concepts of polymer chemistry (such as reactivity and polymerization mechanisms) and materials science (π-conjugation, electric conductivity, polymer physics, etc.) to various polymeric materials. 	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> D. Clearly and succinctly explain complex concepts in polymer chemistry, and the relevance and utilization of polymeric materials in modern application to a diverse audience (also relevant to F). 	D. literacy and numeracy skills
<ul style="list-style-type: none"> E. 	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> F. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> G. 	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> H. 	H. creativity and aesthetic appreciation

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
I. Critically assess current research in materials chemistry, polymer chemistry and polymer engineering (also relevant to B).	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	25	30	30	30

B.3.1 Impact of New Course on Enrolment in Existing Courses

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

The Introduction to Polymer Chemistry course has been taught continuously as an elective course for the past ten years (2008 - 2018) under a broader title (Special Topics in Chemistry, CHEM4660). It has not affected the enrolment in other existing courses in the program or Department but has attracted students who would otherwise have taken non-chemistry/biochemistry courses in their 4th year. In the long run, we expect this course to be part of a new materials stream and e-campus program, resulting in the attraction of more students into our chemistry program and, thus, increase the enrolment of 4th-year chemistry courses.

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures (in class when offered on Campus, or online when offered by eCampus)
	Tutorials
	Labs
	Practical experience
3	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar course load as other 4th year courses such as Materials Chemistry CHEM4600 (03-59-452) and Special Topics in Organic Chemistry CHEM4660 (03-59-476)	

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 new course). Please do not name specific individuals.

There are sufficient resources to offer this course.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

C.1.1 Faculty Expertise in Support of the Revised Program

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

There are sufficient resources to offer this course.

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 new course.

N/A

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

None

C.3 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 new course.*

N/A

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	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

*5.12 **Earth and Environmental Sciences – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: **That the following course addition be made:***
ESCI-2020. Discovering Dinosaurs

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposed changes have been approved by the Department of Earth and Environmental Sciences Council and the Faculty of Science Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Environmental Science/Environmental Studies
DEPARTMENT(S)/SCHOOL(S):	Earth and Environmental Sciences
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	I/S 2019
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A. NEW COURSE PROFILE

Course # and Title: ESCI-2020. Discovering Dinosaurs

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

The origin, evolution, behaviour, ecology, and extinction of dinosaurs, and how these aspects of dinosaur science are understood through the study of their fossils. How the public perception and scientific interpretation of dinosaurs have changed over time as a result of new discoveries. (3 lecture hours per week)

A.2 Other Course Information

complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	X				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
				No	

*****Replacing Old Course:** this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

N/A

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	N/A
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B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Other than a very general discussion on how fossils in general, and dinosaurs bones in particular, have in the past often been identified as the remains of ancient, mythological creatures by most cultures from around the world, including North American tribal histories, there is no specific indigenous content within this course.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B. RATIONALE

B.1 Course Goal(s)

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

The course was designed primarily to be a service learning offering for the purpose of generating semester enrolment units (SEUs) for the administrative academic unit (AAU). As a 200-level elective, the course covers a variety of subjects, all focusing on the Dinosauria, ranging from taphonomy, taxonomy, cladistic and phylogenetic classification, paleoecology, physiology/anatomy, behaviour, and evolutionary change over geologic time. The topic is not part of the core knowledge requirements of an existing program; therefore, the course is designed to provide all necessary background knowledge and requires no prerequisites. As a topic of wide general interest, the course also has the potential to attract a diversity of individuals.

The core subject matter of the course (i.e., dinosaurs) is of broad appeal to a diversity of students and topics to be covered in the course (e.g., paleoclimate, paleobiology, mass extinctions) are of particular interest to science students. Prior offerings of the course have had enrolments of up to 37 students per term, with minimal promotion, which is more than adequate to cover the sessional salary cost required to offer the course (i.e., a minimum of approximately 20 students). The fascination with dinosaurs partly stems from humankind's desire to know more about the prehistory we share, which provides a perfect vehicle to teach students about an important aspect of the history of life on Earth, and how we know the things we know through application of the Scientific Method. The existence of these ancient organisms forces us to imagine the enormity of geological time. As well, dinosaurs are the most successful land animals that have ever existed, and some of the most diverse, and yet they are gone. This brings into sharp focus the idea of extinction and the frightening concept that if it could happen to the dinosaurs, it can happen to us.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain the evolution and ecology of dinosaurs and related organisms Describe what we know of dinosaur behaviour and how we have come to understand it Explain the changes that Earth and life on Earth have undergone through geologic time, and the forces driving that change Explain the effect of dinosaur science and natural history have had on the understanding of macroevolution Explain how dinosaur anatomy is used to classify dinosaurs Explain the lines of evidence used to deduce dinosaur evolution Describe developments in dinosaur science and explain major findings	A. the acquisition, application and integration of knowledge
B. Explain how scientific research is used to incrementally improve our understanding of life on Earth through the application of the Scientific Method	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Evaluate early and modern dinosaur science research based on published evidence.	
C. Evaluate and critique popular press and culture representations of dinosaur science by using factual evidence to differentiate between deductive and speculative interpretations of dinosaur reconstructions and behavior.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
Justification: 74 in the first offering with a late listing, little visibility, and a 400 level designation; enrolment is expected to increase with exposure and a 200 level number	74 (37 Fall 2017, 37 Winter 2018)	100	150	150	150

B.3.1 Impact of New Course on Enrolment in Existing Courses

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

As an elective, this course will have no impact on any courses required for the completion of a major.

B.4 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:

3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
2	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area?

Comparable to other service courses

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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 new course. Please do not name specific individuals.

The course has been designed and was delivered as 03-66-470-30 Special Topics in Earth and Environmental Sciences: Discovering Dinosaurs in Fall 2017 and Winter 2018 by a sessional instructor who is a staff member at UW and who has committed to continuing to teach the course.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The member of staff available has a Ph.D. in paleontology and over 20 years of experience delivering university courses, 15 years at the University of Windsor.

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 new course.

Delivery of the course will rely on a sessional appointment and will be contingent on adequate enrolment in the course to cover the sessional salary cost. The course will only be offered if adequate enrolment is maintained to pay the salary expense.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

There is no reliance on resources from other campus units.

C.3 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 new course.

No new resources are anticipated.

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

Describe all additional faculty, staff and GA/TA resources (in all affected areas and departments) required to offer the new course.

Faculty:	None
Staff:	None
GA/TAs:	None

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	Current library resources are adequate.
Teaching and Learning Support:	No new teaching and learning support is required.
Student Support Services:	No new student support services are required.
Space and Facilities:	No new space or facilities are required for this course.
Equipment (and Maintenance):	No new equipment will be required.

**University of Windsor
Program Development Committee**

*5.13 **Social Work – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course addition be made:*
SWRK-2000. Statistics for Social Workers

**Subject to approval of the expenditures required.*

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	School of Social Work
DEPARTMENT(S)/SCHOOL(S):	Social Work- MSW
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2019
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A. NEW COURSE PROFILE

Course # and Title: SWRK-2000. Statistics for Social Workers

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

This online course is an introduction to statistics. Topics include measurement of variables, testing hypotheses, descriptive statistics, normal distribution, sampling, significance levels, and indicating appropriate quantitative analytical methods. Emphasis is given to how statistics can aid the social work practitioner. This course can also meet the statistics requirement for admission to the master's program. (Semester 3 standing)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/experiential learning
3.0	36		x					x	

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
Sem. 3 Standing					

***Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	N/A
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B. RATIONALE

B.1 Course Goal(s)

<i>Please provide a statement about the purpose of the course within the program of study or as an option.</i>
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This course offers students an additional option to meet the statistics requirement. The learning objectives will be unique to the field of social work. It will also provide applicants to the MSW program who have not taken a statistics course an option to satisfy this requirement. The School of Social Work expects that a student who successfully

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

completes the statistics requirement (3 credit course) at the undergraduate level may be admitted to the MSW program. The evidence to date indicates that students applying especially to the MSW program have not met this admission requirement. The goal of this online statistics course is to ensure that students can access the required course to meet the admission requirement in a timely manner. In order to be a successful candidate for the MSW program, students must pass this course if they have not taken a statistics course at the undergraduate level.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Case examples that are sensitive to Indigenous communities will be utilized.

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. 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.

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe the relevance of social work statistics to social work practice. Select the appropriate method of data collection and analysis to test hypotheses. Explain the basic principles that guide evaluation of practice in human service settings.	A. the acquisition, application and integration of knowledge
B. Interpret quantitative research findings reported in the social work research literature	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze sampling techniques, research design, methods and findings in program evaluation, and evidence-based practice in human service settings.	C. critical thinking and problem-solving skills
D. Perform and interpret univariate and bivariate statistical procedures	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	25-30	25-30	25-30	25-30	25-30

B.4.1 Impact of New Course on Enrolment in Existing Courses

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

No impact.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.

NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
3	Labs
	Practical experience
	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
2	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar course workload.	

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 new course). Please do not name specific individuals.

This course will be offered to students applying from the undergraduate programs at the University of Windsor and students from other institutions applying to the MSW for Working Professionals (MSWwp). As this course will be offered through the off-campus program, this course will be posted for instructor applications. Those who apply will be ranked and the candidate who ranks the highest will be offered the position.

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NEW COURSE PROPOSALS

FORM D

C.1.1 Faculty Expertise in Support of the Revised Program

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

There are sufficient faculty expertise to offer the new course.

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 new course.

This course will be delivered through the MSWwp program in which most courses are taught by sessionals.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

None

C.3 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 new course.*

None

C.4 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 new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	2 TA's

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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	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**

*5.14 **Chemistry and Biochemistry - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Department of Chemistry and Biochemistry/Faculty of Science**

<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>Fall 2019</p>
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A. 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/secretariat/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**

CHEM-4007 Development of Leadership, Outreach and Presentation Skills

Seminars will expose students to new research ideas and techniques as well as different presentation styles. Students will engage in service, outreach and leadership activities. Students will attend twelve research seminars over the course of two terms and submit written summaries of three seminars. (36 hours of service activities over two terms); (3 credit hours over two terms); (pass/fail grading). (Open only to students in Honours Chemistry with thesis, ~~Honours Chemistry and Physics with thesis~~, and Honours Biochemistry with thesis). (Prerequisites: major and cumulative average of 72%). (Co-requisites: must be enrolled in 59-410).

CHEM-4900 Research

Original laboratory research under the direction of a faculty member. Student must present three seminars discussing their research project. (1 lecture, 12 laboratory hours per week over two terms; 6 credit hours.) (Only open to students in Chemistry Honours, ~~Chemistry and Physics Honours~~, Biochemistry Honours; please consult the "Program Requirements" section above.) (Prerequisites: major average of 72% and a cumulative average of 72%). (Co-requisites: must be enrolled in 59-400).

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

<p><i>The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?</i></p>
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The AAU and Head have started conversations with members of the university's Aboriginal Education Council to create a knowledge base about appropriate changes that could be made in the future.

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
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B. 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. Proposers are 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 (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:	CHEM-4007 Development of Leadership, Outreach and Presentation Skills
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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. - Explain recent research discoveries, integrating knowledge, providing critical comments and assessing how the research is addressing a gap in the literature and or solving a particular research problem.	A. the acquisition, application and integration of knowledge
B. - Describe and explain cutting edge research techniques.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. - Evaluate research objectives and critique conclusions based on the primary scientific literature and research presentations.	C. critical thinking and problem-solving skills
D. - Express opinions of research presentations in concise summaries.	D. literacy and numeracy skills
E. - Mentor peers and provide tutoring and other supports to help others succeed in science education (also relevant to F and G)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Articulate and recognize new scientific disciplines through identification of cutting-edge research approaches	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
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COURSE NUMBER AND TITLE:	CHEM-4900 Research
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	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>A. - Explain recent research discoveries, integrating knowledge gained <u>throughout their undergraduate experience</u>, providing critical comments and assessing how the research is addressing a gap in the literature and/or solving a particular research problem.</p> <p>- Explain basic biochemistry or chemistry technical methodologies.</p> <p>- Apply theoretical principles and concepts to solve chemical or biochemical problems (Also applies to C.).</p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p> <p>A. the acquisition, application and integration of knowledge</p>
<p>B. - Collect, read, analyze, synthesize and evaluate relevant scientific literature to address a specific chemical or biochemical problem<u>s</u>.</p> <p>- Describe and explain cutting edge research techniques. (also relevant to F and G).</p> <p>Demonstrate workplace professional and employment readiness knowledge and skills (also relevant to F and G)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. - Evaluate research objectives and critique conclusions based on the primary scientific literature and research presentations</p> <p>- Critically analyze a chemical or biochemical relevant topic and provide a justification for this analysis</p> <p>- Formulate and test hypotheses.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. - Express opinions of research presentations (oral or written) in concise summaries.</p>	<p>D. literacy and numeracy skills</p>
<p>E. - Use common (bio)chemical lab equipment, and safe laboratory practice.</p> <p>- Follow the rules of academic integrity in reporting and handling of data.</p> <p>- Describe workplace culture and identify factors that facilitate productive research.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. - Effectively reflect on research experience to identify areas of personal opportunity and growth in the areas of chemistry or biochemistry.</p>	<p>F. interpersonal and communications skills</p>
<p>G. - Contribute constructively and cooperatively to team<u>-</u>work activities</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. - Effectively present data graphically or visually and apply to relevant methodologies and hypotheses</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. - Articulate academic and career goals as well as career strengths, weaknesses and preferences.</p>	<p>I. the ability and desire for continuous learning</p>

**University of Windsor
Program Development Committee**

*5.15 **Chemistry and Biochemistry - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Department of Chemistry and Biochemistry (Faculty of Science)**

<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>These changes require no new resources.</p>	Spring 2019
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A – 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

CHEM-4630. Self-Organization by Molecular Design

Self-organization is a ubiquitous phenomenon in nature (e.g. cell membranes, vesicles, and iridescent surfaces) and technology (e.g. block-copolymers, liquid crystals, and surfactants). This course will provide a basic understanding of the driving forces for self-organization and how the formation of specific self-organized structures (e.g. layers, micelles, tubes, columns, and cubic arrangements) can be programmed into molecules by rational design. The course will also provide an introduction to variable temperature polarized optical microscopy, thermal analysis (DSC and TGA), and variable temperature powder X-ray diffraction as important characterization techniques for these materials. (Prerequisites: CHEM-2300) (Also offered as CHEM-8630.) **2 lecture hours/week and 1 lab/tutorial hour/week**

*[*Note: Chemistry is deleting the cross listing graduate course CHEM-8630 so that the CHEM-4630 is a standalone undergraduate course.]*

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Individual faculty member delivering this course will review course materials to identify aspects of the course which have direct application or relevance to indigenous communities. Where appropriate material directly relevant to these communities will be highlighted and presented in conjunction with material of a more generic nature.

PROGRAM DEVELOPMENT COMMITTEE
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B – Learning Outcomes

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 (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:	CHEM-4630. Self-Organization by Molecular Design
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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 this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. classify the many different natural and synthetic materials and objects that are generated by self-organization.	A. the acquisition, application and integration of knowledge
B. describe structural requirements for molecules to display specific types of self-organization.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. develop molecules that should display self-organization and predict the type of self-organized structure they would generate.	C. critical thinking and problem-solving skills
D. quantify and assess physical properties of self-organized systems such as phase transition temperatures and enthalpies.	D. literacy and numeracy skills
E. evaluate the environmental impact of surfactants used for cleaning applications and paints.	E. responsible behaviour to self, others and society
F. Present and to be able to explain a specific concept relevant to molecular design taught in this class. Also applicable to A	F. interpersonal and communications skills
G. plan and conduct experiments with a lab partner.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. identify possible future applications for materials generated by self-organization.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.16: **Chemistry and Biochemistry - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Chemistry and Biochemistry (Faculty of Science) and Faculty of Graduate Studies**

<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>These changes require no new resources.</p>	<p>Graduate, effective Fall 2019</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***

CHEM-8630. Self-Organization by Molecular Design

Self-organization is a ubiquitous phenomenon in nature (e.g. cell membranes, vesicles, and iridescent surfaces) and technology (e.g. block-copolymers, liquid crystals, and surfactants). This course will provide a basic understanding of the driving forces for self-organization and how the formation of specific self-organized structures (e.g. layers, micelles, tubes, columns, and cubic arrangements) can be programmed into molecules by rational design. The course will also provide an introduction to variable temperature polarized optical microscopy, thermal analysis (DSC and TGA), and variable temperature powder X-ray diffraction as important characterization techniques for these materials. (Prerequisites: ~~CHEM 2300 or equivalent.~~ (Also offered as ~~CHEM 4730..~~) 2 lecture hours/week and 1 lab/tutorial hour/week

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The AAU and Head have started conversations with members of the university's Aboriginal Education Council to create a knowledge base about appropriate changes that could be made in the future.

PROGRAM DEVELOPMENT COMMITTEE
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Part C – Learning Outcomes

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 (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:	CHEM-8630 Self-Organization by Molecular Design
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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 this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. classify the many different natural and synthetic materials and objects that are generated by self-organization.	A. the acquisition, application and integration of knowledge
B. describe structural requirements for molecules to display specific types of self-organization.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. develop structure property relations for molecules that self-organize into specific structures at specific conditions.	C. critical thinking and problem-solving skills
D. quantify and assess phase transition temperatures and enthalpies as well as optical properties and diffraction patterns of self-organized compounds.	D. literacy and numeracy skills
E. Evaluate the impact of chemicals on self-organized biological structures and the impact of synthetic self-organizing materials on the environment.	E. responsible behaviour to self, others and society
F. Explain a specific concept by comparing it to related concepts typically covered by an undergraduate curriculum in chemistry.	F. interpersonal and communications skills
G. Design, plan and conduct experiments independently or with a lab partner.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. identify new directions of research in the field of self-organizing biological and synthetic materials.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.17 **Math - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Department of Mathematics and Statistics/Faculty of Science**

<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>These changes require no new resources.</p>	<p>Undergraduate Calendar</p> <p>Spring 2019</p>
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A – 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

MATH-1980. Mathematics for Business

An introduction to concepts and techniques of mathematics useful in business situations. Topics include mathematical modeling of qualitative scenarios, linear simultaneous equations, inequalities, exponential and logarithmic functions, graphical linear programming, and probability. **This course is intended for students in Business Administration. May not be taken for credit in any program within the Faculty of Science or the Faculty of Engineering.** (Prerequisite: Any grade 12 “U” math course, or 62-101.) ~~(This course is intended for students in Business Administration only. May not be taken for credit in any program within the Faculty of Science).~~ (3 lecture hours, 1 tutorial hour per week.)

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

This particular change has no impact on the indigenous content of the course. It is limiting the course to students outside the Faculty of Engineering. It is not changing any of the course content.

B – 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

PROGRAM DEVELOPMENT COMMITTEE
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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 (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:	MATH-1980 Mathematics for Business
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<p>At the end of the course, the successful student will know and be able to:</p> <p>A. These outcomes are also relevant to D – Numeracy.</p> <ul style="list-style-type: none"> • Determine whether a matrix has an inverse, and, if it does, use the inverse to solve systems of linear equations. • Solve simple exponential equations using logarithms. • Determine the probability of simple events. • Determine the expected value, variance and standard deviation of finite and continuous probability distributions. • Formulate an investment mix problem as a system of linear equations and determine the complete set of viable investment strategies by using the row-reduced augmented matrix. • Use variance as a measure of risk to distinguish between viable investment strategies. • Formulate and solve break-even problems. • Formulate and solve supply and demand equations to determine market equilibrium. • Formulate a depreciation schedule as a linear equation. • Formulate product mix decision problems as linear programs and solve using either the graphical method, if appropriate, or the simplex method. • Compare simple investments and annuities using either present value or future value calculations. • Analyze customer satisfaction survey data to create a transition matrix and use the transition matrix to determine market trend. • Analyze market survey data using conditional probability calculations. • Analyze quality control problems using the binomial distribution, and, when appropriate, use the normal distribution as an approximation to the binomial. • Structure business management data using matrices and use matrix multiplication to synthesize the data. 	<p>A U of Windsor graduate will have the ability to demonstrate:</p> <p>A. the acquisition, application and integration of knowledge</p>

PROGRAM DEVELOPMENT COMMITTEE
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Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>C.</p> <ul style="list-style-type: none"> • Apply the four steps of problem solving to business scenarios, i.e., read the business scenario and (a) identify the decision variables, (b) formulate an appropriate mathematical model, (c) solve the mathematical model, and (d) present a solution to the business scenario based on an appropriate interpretation of the mathematical solution. (relevant to B and I) 	C. critical thinking and problem-solving skills
<p>D.</p> <ul style="list-style-type: none"> • Provide clear, well written solutions using complete sentences that exhibit good grammar and proper punctuation (relevant to F - communication.) • Complete mathematical calculations free of arithmetic errors. • Justify each step of mathematical solution procedures. • Also relevant to A 	D. literacy and numeracy skills
<p>E.</p> <ul style="list-style-type: none"> • Use the expected value and variance to determine risks and rewards of an investment strategy and suggest an investment strategy based on the investor's aversion to risk. 	E. responsible behaviour to self, others and society
See D	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. See B.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.18: **Social Work (Graduate) Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Graduate Studies**

<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>	Spring 2019
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These changes require no new resources.

A. 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/secretariat/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**

SWRK-8680. Advanced Internship Seminar

This capstone course must be taken concurrently with students' advanced practice internship SWRK-8681. This course provides a structured forum for students to discuss, synthesize and integrate the knowledge they have acquired throughout the program including practice theories, professional ethics, policy development, research and program evaluation. ~~Students utilize peer and instructor consultation to apply best practices which includes developing a research or evaluation proposal based on a need identified by their placement. This proposal is developed outside the students' placement hours and is presented as a poster presentation in a public forum.~~

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

<p><i>The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?</i></p>
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This course is an integration seminar for students who are in their final field placement. It is entirely possible that students may be placed in agencies who serve indigenous populations or have indigenous clients as part of their work in other community agencies.

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF COURSE AND CALENDAR CHANGES
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B. 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. Proposers are 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 (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:	SWRK-8680. Advanced Internship Seminar <i>Last Updated: January 13, 2017 (No changes to the learning outcomes)</i>
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Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Integrate and apply knowledge of multi-level social work theories and interventions, professional ethics, the professional use of the self, and evaluation of best practices with diverse populations (also relevant to C, E, G, H and I)	B. the acquisition, application and integration of knowledge
B. Articulate the agency/community contexts and policies affecting identified needs, and formulate evidence-based solutions within the ecological perspectives (also relevant to C, D and H)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Demonstrate effective, professional and interpersonal functioning in organizations within established agency protocols, structures and internal communication networks (also relevant to G)	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

**University of Windsor
Program Development Committee**

*5.18: **Social Work (Graduate) Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Graduate Studies**

<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>	Spring 2019
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These changes require no new resources.

A. 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/secretariat/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**

SWRK-8680. Advanced Internship Seminar

This capstone course must be taken concurrently with students' advanced practice internship SWRK-8681. This course provides a structured forum for students to discuss, synthesize and integrate the knowledge they have acquired throughout the program including practice theories, professional ethics, policy development, research and program evaluation. ~~Students utilize peer and instructor consultation to apply best practices which includes developing a research or evaluation proposal based on a need identified by their placement. This proposal is developed outside the students' placement hours and is presented as a poster presentation in a public forum.~~

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

<p><i>The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?</i></p>
--

This course is an integration seminar for students who are in their final field placement. It is entirely possible that students may be placed in agencies who serve indigenous populations or have indigenous clients as part of their work in other community agencies.

PROGRAM DEVELOPMENT COMMITTEE
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FORM E

B. 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. Proposers are 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 (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:	SWRK-8680. Advanced Internship Seminar <i>Last Updated: January 13, 2017 (No changes to the learning outcomes)</i>
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Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Integrate and apply knowledge of multi-level social work theories and interventions, professional ethics, the professional use of the self, and evaluation of best practices with diverse populations (also relevant to C, E, G, H and I)	B. the acquisition, application and integration of knowledge
B. Understand and articulate the agency/community contexts and policies affecting identified needs, and formulate evidence-based solutions within the ecological perspectives (also relevant to C, D and H)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Demonstrate effective, professional and interpersonal functioning in organizations within established agency protocols, structures and internal communication networks (also relevant to G)	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

**University of Windsor
Program Development Committee**

*5.19 **Law - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Law**

<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)} These changes require no new resources.</p>	<p>Spring 2019</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~~

LAWG-5869. Personal Employment Law –

This course will focus on individual employment law which applies to all employees as individuals and regulates the employment relationship for the approximately 65-70% of employees in Canada who are unorganized. Students will develop a historical perspective concerning the regulation of employment at common law and the origins of the **personal** employment law statutory regime in response to the substantive and procedural shortcomings of the common law. A recurring theme throughout the course will be the ongoing relationship between the modern individual employment law statutory regime and the common law and collective bargaining regulatory regimes. Throughout the course an access to justice perspective will be employed in the analysis of specific substantive and procedural concerns. 3 credits

LAWG-5962 Indigenous Legal Traditions Indigenous Legal Orders

This seminar course will examine Indigenous Legal **Orders** **Traditions** in what is now called Canada, and engage with the various reports of the Truth and Reconciliation Commission of Canada, including the ninety-four Calls to Action. The course is grounded in the legal traditions and processes of Indigenous Peoples practiced by Indigenous Peoples both prior to European contact and continues today. The course will also examine the historic relationship between Indigenous Peoples and the Euro-Canadian state – including, the application of colonial law and policy aimed at extinguishing Indigenous Peoples languages, cultures and legal traditions. The course will examine the contemporary view of Indigenous Peoples' methods, practices and models of revitalization and restoration of Indigenous legal traditions.

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

RE: LAWG-5869.

The incorporation of Indigenous materials and laws is a work in progress for this course. The course spends a lot of time exploring the relational nature of employment contracts, and the deeply emotive impact that the law can have on the parties to employment relationships. The materials used in the course do not expressly draw from Indigenous legal systems, many of which have relationality at their core, but rather attempts to reframe the common law legal system as a way of managing peoples' responsibilities towards one another. In doing so, it seeks to participate in a broader project of helping common law lawyers approach its practice in ways that are less harmful to Indigenous communities. The course also covers human rights in employment, and spends some time thinking about the processes of systemic discrimination, which has a profound impact on Indigenous peoples. This last element does not, however, draw from Indigenous materials per se.

RE: LAWG-5962

Yes, the course is about Indigenous Legal Orders.

Part C – Learning Outcomes for EACH Course Listed Above

COURSE NUMBER AND TITLE:	LAWG-5869. Employment Law
Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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>Identify and explain the main doctrines and case law relating to employment law, as regards the ratio, reasoning and facts of leading cases.</p> <p>Identify and explain the tensions that animate each doctrine, illustrated through case law.</p> <p>Identify and integrate the relationships between employment law doctrines (in law, this is referred to as synthesis).</p> <p>Identify and explain the effect of each regime's procedural requirements on the parties' substantive rights.</p> <p>Identify and explain the employment law issues that arise from unfamiliar hypothetical factual scenarios.</p> <p>Describe the legal principles that address the legal issues that arise in unfamiliar factual scenarios, so as to make an assessment as to what the law is on a given topic; identify any competing jurisprudence; and where appropriate, making an argument about what law should be (i.e. why the law should change in a given direction). (Also relevant to C.)</p> <p>Apply the law to the facts, so as to explain the decision that a court likely will reach on the issue;</p> <p>Provide precise, clear, and concise legal analyses based on legal</p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p> <p>the acquisition, application and integration of knowledge</p>

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u> <p>authority, including all necessary legal elements; Identify the political assumptions and policy rationales that underpin Canadian employment law doctrines</p>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>C.</p> <p>Identify the legal and emotional goals that parties to an employment dispute are likely to seek.</p> <p>Develop strategies (legal and non-legal) for achieving the parties legal and non-legal goals.</p> <p>Critically reflect on the contradictions and tensions between and amongst the political/policy assumptions that underpin Canadian employment law.</p> <p>Identify how political/policy contradictions and assumptions can be deployed in legal argumentation.</p> <p>Critically engage with the socioeconomic consequences of the political/policy assumptions and tensions for parties to the employment relationship and for the regulation of work in Canada.</p> <p>Describe and analyze the relationship between employment law and changing forms of work</p>	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
<p>E.</p> <p>Critically reflect on the impact that a legal argument in a single case could have on the overall shape of employment law.</p> <p>Identify and explore the goals and desires of individuals occupying different roles in an employment relationship.</p>	E. responsible behaviour to self, others and society
F. explain employment law principles in layperson terms.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
I. Identify the areas of law that are likely to change in the coming years.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	LAWG-5962. Indigenous Legal Traditions Last Updated: December 8, 2017 (PDC171122-5.8) No changes to the learning outcomes
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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 this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify Indigenous legal principles from Indigenous knowledges. Understand how these legal principles correlate to form worldviews. Recognize how Indigenous legal traditions can be used to frame and develop legal arguments using Indigenous concepts of law.	A. the acquisition, application and integration of knowledge
B. Analyze, retrieve and evaluate information (information literacy), including Indigenous research methodologies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
B. Analyze current legal problems and use Indigenous legal principles to formulate legal positions to fact patterns. Critically evaluate the legal foundations of Canada's assertion of sovereignty over Indigenous peoples within their respective territories. Analyze Indigenous stories and teachings to understand the source of Indigenous legal traditions.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Comprehend the impacts of cultural genocide on Indigenous legal traditions. Listen respectfully and engage thoughtfully in circle discussions (F and G also).	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. Recognize how natural, deliberative and positivistic laws along with the environment inform Indigenous legal traditions.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

***5.20 Law – Course Learning Outcomes**

Item for: Information

Learning Outcomes

LAWG-5801. Property Law
LAWG-5826. Civil Procedure
LAWG-5850. Evidence Law
LAWG-5857. Public International Law
LAWG-5957. Canadian Immigration and Refugee Law
LAWG-5859. International Business Transactions
LAWG-5861. Canada US Legal Issues
LAWG-5862. International Economic Law
LAWG-5867. Labour Law
LAWG-5868. Labour Arbitration
LAWG-5872. Commercial Law Sales
LAWG-5877. Business Associations
LAWG-5883. Criminal Procedure
LAWG-5891. Advanced Legal Research
LAWG-5904. Municipal Law
LAWG-5915. Copyright Law
LAWG-5939. Legal Profession
LAWG-5926. Clinic Practice (CLA, LAW, CLAS, CKLC)
LAWG-5927. Clinic Seminar

COURSE NUMBER AND TITLE: LAWG-5801 Property Law

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Convey the meaning of doctrinal concepts of the law of property, such as possession, possessory and non-possessory interests, tenure, estate, aboriginal title, intangible property among others	A. the acquisition, application and integration of knowledge
Summarize and synthesize the laws and policies discussed in each area of property law;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze and critically reflect on the role of private property ownership in Canadian society, including a grasp of the tension between private and public interests at play in property law	C. critical thinking and problem-solving skills
Read and evaluate the essential jurisprudence in property law and synthesize the jurisprudence into new fact patterns with precision, logic, and economy; Summarize and synthesize theories of property and the policy rationales that underlie legal decisions	D. literacy and numeracy skills
Identify issues that arise when assessing conflicting property claims and make effective arguments on behalf of clients; Synthesize and critically assess broader ethical and social justice issues arising in property claims, for example with respect to aboriginal title claims, homelessness, and novel property rights	E. responsible behaviour to self, others and society
Engage respectfully and appropriately in discussions on legal issues concerning property	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Familiarize themselves with creative approaches in jurisprudence to novel property claims and critique judicial decisions	H. creativity and aesthetic appreciation
Identify the dynamic ways in which property law affects all areas of law and society; Recognize the need to maintain continuous learning in this field	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: LAWG-5826 Civil Procedure

<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. Explain the main steps through which civil litigation proceeds</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Use the <i>Rules of Civil Procedure</i>, other key procedural enactments, and leading legal precedents to identify procedural options and obligations for clients</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. express reasoned opinions about policy and moral issues related to civil procedure</p>	<p>C. critical thinking and problem-solving skills</p>
<p>use the terminology of civil procedure</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Deploy civil procedure to advance clients' interests through the practice of law</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. That civil procedure is a continually changing system requiring life-long learning</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG-5850. EVIDENCE LAW

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Identify and critically assess the basic principles and rules governing the proof of facts in civil and criminal proceedings; (also relevant to C)</p> <p>Analyze the relationships between, on the one hand, the basic rules governing the admissibility and exclusion of evidence and, on the other hand, the competing goals of the trial process (the search for truth, fairness, efficiency and the integrity of the administration of justice);</p> <p>Apply evidence law to new facts.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Explore the underlying policies and rationales that led to the creation of evidence rules.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</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>

COURSE NUMBER AND TITLE: LAWG-5857 Public International Law

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <p>Locate the history of public international law doctrines, and critically engage in the historical contextualization of public international law topics;</p> <p>Identify and apply complex international law doctrines (Also relevant to C);</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p> <p>Critically engage in, and situate the context of broader debates in public international law (Also relevant to C);</p> <p>Comprehensively and critically synthesize and articulate legal research on complex international law doctrines (Also relevant to B and C);</p> <p>Engage with public international law texts to support legal reasoning and research endeavors pertaining to complex international law doctrines;</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <p>Critically assess contemporary understandings of international law based on historical knowledge;</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p> <p>In written and oral format, comprehensively and critically synthesize and articulate legal research into digestible presentations.</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>

COURSE NUMBER AND TITLE: LAWG-5857. Canadian Immigration and Refugee Law

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Convey the meaning of the doctrinal concepts of immigration law such as citizenship, inadmissibility, removal, permanent immigration classes, temporary immigration; and of refugee law such as persecution, well-founded fear, internal flight alternative, exclusions etc.</p>	<p>B. the acquisition, application and integration of knowledge</p>
<p>Identify and synthesize the laws and policies in immigration law</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Analyze and critically reflect on cases, jurisprudence, and legal and policy opinions;</p> <p>Appropriately incorporate the historical, political and social underpinnings that have informed the law into their evaluation of immigration law in Canada and the world.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Summarize basic jurisprudence of immigration and refugee law, including the scope of Charter protection for non-citizens and the impact of international law;</p> <p>Synthesize the jurisprudence into new fact patterns with precision, logic, and economy</p>	<p>D. literacy and numeracy skills</p>
<p>Recognize critical, ethical, and social justice perspectives on immigration law and integrate them in their analysis of cases and propose ways to promote them in practice;</p> <p>Reflect on the key challenges faced by immigration and refugee law practitioners.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Engage respectfully and appropriately in discussions on immigration</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Recognize and assess the different approaches in jurisprudence to immigration and refugee claims;</p> <p>Critique judicial decisions</p>	<p>H. creativity and aesthetic appreciation</p>
<p>Recognize and assess the essential ways in which immigration law affect Canadian society;</p> <p>Recognize the need to maintain continuous learning in this field</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG-5859. International Business Transactions

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Identify rules of Canadian Law relating to cross-border business transactions.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Define problems in the law of cross-border business transactions, retrieve and evaluate relevant information in primary and secondary legal sources.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Use legal analysis to develop and assess arguments relating to the Canadian law of cross-border business transactions.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Explain complex statutes, treaties, legal decisions and other legal material.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Act in a manner consistent with civility and ethical professional behavior, including cultural competency.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Communicate effectively orally and in writing to a law school audience.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Apply existing law to real and complex legal problems, with a view to identifying potential reforms in the advancement of social goals.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Recognize the dynamic nature of Canadian law relating to cross-border business transactions.</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG-5861. Canada-United States Legal Issues

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Identify rules of public international law and domestic law relating to cross-border issues involving Canada and the United States and apply those rules effectively in legal analysis.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Define problems in the law relating to cross-border issues, retrieve and evaluate relevant information in primary and secondary legal sources.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Use legal analysis to develop and assess arguments relating to cross border issues involving Canada and the United States.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Explain complex treaties, statutes, legal decision and other international legal material.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Act in a manner consistent with civility and ethical professional behaviour, including cultural competency.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Communicate effectively orally and in writing to a law school audience.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Apply existing law to real complex legal problems, with a view to identifying potential reforms in the advancement of social goals.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Recognize the dynamic nature of cross-border legal issues involving Canada and the United States of America</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG-5862. International Economic Law

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Identify rules of public international economic law relating to international organizations and regimes.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Define problems in international economic law, retrieve and evaluate relevant information in primary and secondary legal sources.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Use legal analysis to develop and assess arguments relating to the international economic system.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Explain complex treaties, legal decisions and other international legal material.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Act in a manner consistent with civility and ethical professional behavior, including cultural competency.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Communicate effectively orally and in writing to a law school audience.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Apply existing law to real and complex legal problems, with a view to identifying policies and potential reforms in the advancement of social goals.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Recognize the dynamic nature of public international economic law and organizations.</p>	<p>I. the ability and desire for continuous learning</p>

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Identify and explain the main doctrines and case law covered in the course, as regards the ratio, reasoning and facts of leading cases; Identify and explain the tensions that animate each doctrine, illustrated through case law; Synthesize/integrate the relationships between labour law doctrines; Identify and explain the effect of each regime's procedural requirements on the parties' substantive rights; Identify and explain the labour law issues that arise from unfamiliar hypothetical factual scenarios; Describe the legal principles that address the issues identified, including: Make an assessment about what the law IS on a given topic, if there is competing jurisprudence; and/or Where appropriate, making an argument about what law SHOULD BE, i.e. why the law should change in a given direction. Apply the law to the facts, that is reason from the legal rule's application to the facts, so as to explain the decision that a court likely will reach on the issue; Demonstrate analytical precision through legal analysis that is clear, concise, based on legal authority, and that includes all necessary legal elements; Identify and explain the basic operation of trade unions in Canada; Identify the political assumptions and policy rationales that underpin Canadian labour law doctrines.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify the legal and emotional goals that parties to a particular labour dispute are likely to seek; Develop a strategy (legal and non-legal) for achieving the parties' legal and non-legal goals; Identify and analyze the political assumptions and policy rationales that underpin Canadian labour law doctrines; Critically reflect on the contradictions and tensions between and amongst the political/policy assumptions that underpin Canadian labour law; Identify how those contradictions and assumptions can be deployed in legal argumentation; Critically engage with the socioeconomic consequences of those assumptions and tensions for parties to the employment relationship and for the regulation of work in Canada; Describe and analyze the relationship between employment law and changing forms of work.</p>	<p>C. critical thinking and problem-solving skills</p>

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
D.	D. literacy and numeracy skills
E. Critically reflect on the impact that a legal argument in a single case could have on the overall shape of labour law; Identify and analyze the structural differences in the role of an employer, a union and a unionized worker in an employment relationship; Identify and explore the individual interests and roles of unionized workers, managerial employees, and union staff.	E. responsible behaviour to self, others and society
F. Explain the law in layperson terms.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Identify the areas of law that are likely to change in the coming years.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: LAWG-5868. Labour Arbitration

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. read with facility, analyze and interpret often complex collective agreements between Labour and Management parties.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. identify labour arbitration source materials and undertake focused and intensive research in arbitral and curial jurisprudence in rights disputes under a labour relations regime.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. identify key features of the labour relations regime and articulate and explain the public policies undergirding mandatory arbitration of rights disputes under different statutory regimes across Canada.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. read with facility, analyze and interpret often complex collective agreements between Labour and Management.</p>	<p>D. literacy and numeracy skills</p>
<p>E. interview, examine and cross-examine witnesses in an adversarial setting.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. engage in oral argument before expert assessors in a competitive environment.</p>	<p>F. interpersonal and communications skills</p>
<p>G. shape masses of source materials into cogent and articulate oral arguments working collaboratively with colleagues.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. develop, research organize and prepare cogent written submissions on a collective agreement rights arbitration issue.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. represent clients in grievance arbitration matters.</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG-5872. Commercial Law – Sales

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Identify and formulate legal arguments in relation to the Law of the Sale of Goods and apply these arguments to a varied set of facts</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Research case law, statutes and identify issues pertaining to the Law of the Sale of Goods.</p> <p>Synthesize and analyze a wide range of concepts in the law merchant.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Solve problems relating to the Law of the Sale of Goods and outline gaps in the law and evaluate some of the policy debates that relate to protecting consumers.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Access and analyze cases that relate to the Law of the Sale of Goods</p>	<p>D. literacy and numeracy skills</p>
<p>E. Explain how rules and regulations in this area effect some of the most vulnerable members of society and protect them from unscrupulous vendors.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Articulate positions clearly and effectively advocate for their position.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Fashion creative and novel approaches to solving complex legal problems.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Synthesize the basic concepts in Commercial Law to further research and problem solving.</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG 5877 Business Associations

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Identify and formulate legal arguments in relation to various forms of commercial enterprise, and apply these arguments to varied sets of facts</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Research case law, statutes and identify issues pertaining to sole proprietorships, partnerships, limited partnerships and limited liability corporations.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Synthesize and analyze a wide range of concepts in company law.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>C. solve problems relating to Business Associations, outline gaps in the law, and evaluate some of the policy debates that relate to protecting members of the public.</p>	<p>D. literacy and numeracy skills</p>
<p>D. Acquire access to and analyze cases that relate to Business Associations</p>	<p>E. responsible behaviour to self, others and society</p>
<p>E. Explain the roles that corporations play in society and articulate a vision of the corporate purpose in law that allows them to discharge their obligations vis-à-vis their fellow citizens.</p>	<p>F. interpersonal and communications skills</p>
<p>F. Articulate positions clearly and be effective advocates for their position.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>G.</p>	
<p>H. Fashion creative and novel approaches to solving complex legal problems.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Synthesize the basic concepts for which further research and problem solving are built upon.</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG-5883. Criminal Procedure

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Identify and explain the main doctrines relating to criminal procedure with particular attention to <i>Charter</i> rights;</p> <p>Analyze foundational elements of criminal procedure and develop cogent legal arguments incorporating issues of systemic bias</p> <p>Identify the political assumptions underpinning jurisprudential reasoning</p> <p>Identify and analyze the multiple ways that colonization impacts the development of criminal Procedure in Canada</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Competently apply the assigned case law and legislation and develop the ability to apply your understanding to new fact situations</p> <p>Analyze and synthesize cases, legislation, articles</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Critically analyze the function, purpose, and implications of the Canadian criminal justice system</p> <p>Identify the systemic issues at play in a given case having regard to race, gender, ability, and colonization</p> <p>Identify the various ways that colonization informs and maintains current trends in criminal procedure</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Apply critical legal reasoning skills to new fact situations</p> <p>Interpret and distill dense legal doctrine and legislation.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Identify and articulate how systemic bias operates and how it is perpetuated in the criminal justice system;</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Develop clear, concise, and cogent written legal argumentation</p>	<p>F. interpersonal and communications skills</p>
<p>G. Identify the many ways that lawyers learn from each other</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Develop creative legal argument having regard to systemic forms of oppression.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG- 98-5891 Advanced Legal Research

Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Define the term “official” in reference to federal statutes, Ontario statutes and judicial decisions sources</p> <p>Recognize publications for federal and Ontario legislative materials</p> <p>Explain the three levels of government and their roles</p> <p>Explain the operation of time in legal matters</p> <p>Recognize when it is necessary to determine the history of a case and to cite prior and subsequent history of a case</p> <p>Recognize why and when to locate judicial consideration of a case</p> <p>Recognize when to locate judicial consideration of a statute</p> <p>Describe how secondary legal materials are organized and accessed</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Employ fact gathering and issue analysis skills</p> <p>Apply best practices for legal research project management</p> <p>Locate federal annual and consolidated statutes</p> <p>Locate federal regulations</p> <p>Apply the McGill Guide rules for citing and providing pinpoint references for judicial decisions</p> <p>Locate judicial decisions in print and online</p> <p>Locate judicial consideration of a case</p> <p>Locate judicial consideration of a statute</p> <p>Locate administrative tribunal decisions</p> <p>Locate secondary legal materials</p> <p>Locate court rules, forms and precedents</p> <p>Locate annual statutes and consolidations for Ontario</p> <p>Locate Ontario regulations</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>B. Analyze and employ federal and Ontario annual and consolidated statutes</p> <p>Analyze and employ federal and Ontario regulations</p> <p>Analyze a case in order to determine its history</p> <p>Analyze and cite the prior and subsequent history of a case</p> <p>Analyze the judicial consideration of a case</p> <p>Analyze the judicial consideration of a statute</p> <p>Employ and cite secondary sources</p> <p>Apply research tools to particular types of problems and design research strategies</p>	<p>C. critical thinking and problem-solving skills</p>
D.	D. literacy and numeracy skills
E. Explain a lawyer’s ethical and professional obligations when performing legal research; Describe the practice context of legal research	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: LAWG- 5904 Municipal Law

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Accurately summarize, analyze and convey significance of the constitutional and legislative framework governing municipalities, and their interaction with other levels of government in Canada; creating and passing by-laws in Ontario municipalities (Also applicable to D)	A. the acquisition, application and integration of knowledge
B. locate and explain key legal instruments and judicial decisions in the area of municipal law	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. engage in debate and create brief and extended written pieces on topical issues including the relationship between municipalities and neighbouring or constituent indigenous communities, the challenges of governing and planning for an ethnically and religiously diverse Canadian city. (Also applicable to H and I)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. participate in the public participation aspects of municipal law-making, and avenues of pursuing legally challenges to municipal decision-making (Also applicable to F)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. work with classmates/colleagues to create a submission to a municipal decision-making body	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: LAWG-5915. Copyright Law

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Make the distinction between copyright (as a grant from the state) and other forms of intellectual property (e.g., patents, trademarks, industrial designs, trade secrets).</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Critically assess main Canadian copyright law principles in light of both the <i>Copyright Act</i> and the jurisprudence that interprets it, in a transnational context.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify the key international copyright norms and conventions and their impact on Canadian copyright law.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Critically assess the ongoing challenges of copyright law and policy in addressing competing interests (i.e. of authors and right owners, of intermediaries and aggregators, of users, of the public) in an ever changing technological environment</p>	<p>D. literacy and numeracy skills</p>
<p>E. Situate copyright in the context of its most frequently invoked theoretical justifications (e.g., incentive-based theory and other utilitarian theories, personality-based rights, labour-desert theories), and of broader issues such as Indigenous peoples traditional cultural expressions.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</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>

COURSE NUMBER AND TITLE: LAWG- 5939. Legal Profession

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Apply the "law of lawyering," including the <i>Rules of Professional Conduct</i> , applicable statutes, and the common law.	C. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Recognize ethical opportunities and challenges that will arise during the practice of law.	C. critical thinking and problem-solving skills
Think critically about the law of lawyering, and about how it might be improved.	D. literacy and numeracy skills
Anticipate some of the central debates in legal services regulation and legal ethics, as part of professional responsibility.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Articulate different ways to practice law and identify a range of career options. Comply with the "Ethics and Professionalism" instructional requirement to be licensed as a lawyer in Ontario and other Canadian jurisdictions.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: LAWG- 5926. Clinic Practice (CLA, LAW, CLAS, CKLC)

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Integrate ethical legal lawyering and the <i>Rules of Professional Conduct</i> including competence and understanding of the and integrate into day-to-day legal practice</p> <p>Describe how the work of the clinic fits into the broader structure of poverty law and social justice advocacy in Ontario and across Canada</p> <p>Identify and analyze relevant legal principles and apply the legal principles to varying fact scenarios</p> <p>Provide concise and clear legal analyses having regard to legal doctrine as well as the social and political structures that create law</p> <p>Critically engage with the interplay between law and the social and political structures that impact a client's legal issue(s)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Define the legal issues in a client's case and identify the appropriate and relevant sources of legal research applicable to the facts</p> <p>Analyze, reflect on, and describe the law applicable to a client's case</p> <p>Identify the interplay between social, political, and policy implications on the legal doctrine applicable to a client's case</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically analyze the legal issues at play having regard to the relevant social, political, and economic context.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Distill dense and complex legal doctrine and organize information in a cogent and concise manner</p>	<p>D. literacy and numeracy skills</p>
<p>Consistently approach day-to-day legal work and professional identity development using reflective practice</p> <p>Identify and examine the barriers that impoverished clients face in accessing justice</p> <p>Identify the political structures that create and maintain poverty and related forms of oppression</p> <p>Identify emotional responses to injustice as a catalyst for social change</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Develop client interviewing skills</p> <p>Develop empathy through direct client interaction; identify the whole context within which the client's legal issue is arising</p> <p>Critically engage in self-reflective practice to ensure effective communication with clients, lawyers, fellow students, and clinic staff and social workers</p> <p>Advocate persuasively on behalf of clients before course and administrative tribunals</p> <p>Identify and reflect upon the assumptions we each bring to interpersonal relationships (also relevant to G).</p>	<p>F. interpersonal and communications skills</p>
<p>Approach law and legal problems collaboratively</p> <p>Identify appropriate referral sources for the client including social workers and community agencies</p> <p>Develop relationships with peers, supervising lawyers, clinic staff and clients and approach legal work in a collaborative manner</p> <p>Identify appropriate conflict resolution strategies</p>	<p>G. teamwork, and personal and group leadership skills</p>

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><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><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>Develop creative strategies to manage difficult situations (legal, interpersonal, and political)</p> <p>Analyze legal problems in a broad sense having regard to the whole client</p> <p>Develop solutions that are responsive to the legal problem at hand</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

COURSE NUMBER AND TITLE: LAWG-5927. Clinic Seminar

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Apply client-centered approaches to lawyering.</p> <p>Identify the systemic barriers that poverty law clients encounter in the justice system.</p> <p>Apply the rules of professional conduct in a poverty law clinical setting</p> <p>Describe how the work of Legal Assistance of Windsor and Community Legal Aid fit into the broader structure of poverty law and social justice advocacy in Ontario and across Canada</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Formulate a legal issue and effectively utilize print and online legal research sources to locate relevant primary and secondary sources of law</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically analyze clinic law and/or legislative/ policy regimes that impact clinic clients</p> <p>develop micro intervention to improve that policy/ approach/ piece of legislation.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. not applicable</p>	<p>D. literacy and numeracy skills</p>
<p>E. Consistently approach day-to-day legal work and professional identity development using a reflective practice</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F</p> <p>Identify effective communication strategies utilized in a cooperative workplace setting.</p> <p>Prepare written communications to clients utilizing plain language formats.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p> <p>Develop a wellness plan to address the professional demands of their work on their personal lives.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p> <p>Develop a micro intervention to address a community group need where there is a gap in knowledge and understanding in a poverty law issue.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

