

**NOTICE OF MEETING**  
**There will be a meeting of the**  
**PROGRAM DEVELOPMENT COMMITTEE (PDC)**  
**January 16, 2020 at 9:30am-11:00am**  
**In Room 209 Assumption Hall (2nd Floor)**  
**AGENDA**

**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of December 16, 2019**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**

**Item for Approval**

- 5 Reports/New Business**
  - 5.1 Major Program Changes – Revisions to Criteria**  
*Institutional Quality Assurance Process* **Dr. P. Weir**  
PDC200116-5.1
  - 5.2 Bachelor of Commerce (Honours Business Administration) with  
Specialization in International Business - Major Program Change (Form B)** **Dr. F. Baki**  
PDC200116-5.2
  - \*5.3 Kinesiology – Minor Program Changes (Form C)** **Dr. K. Milne**  
PDC200116-5.3
  - \*5.4 Music – Minor Program Changes (Form C)** **Dr. N. Papador**  
PDC200116-5.4
  - \*5.5 Nursing – Minor Program Changes (Form C)** **Dr. L. Patrick**  
PDC200116-5.5
  - 5.6 Criminology – Minor Program Changes (Form C)** **Dr. K. Asquith**  
PDC200116-5.6
  - \*5.7 Master of Human Kinetics – Minor Program Changes (Form C)** **Dr. K. Milne**  
PDC200116-5.7
  - \*5.8 Nursing – New Course Proposals (Form D)** **Dr. L. Patrick**  
PDC200116-5.8
  - \*5.9 Sociology, Anthropology and Criminology - New Course Proposal (Form D)** **Dr. N. Harney**  
PDC200116-5.9
  - \*5.10 Law – New Course Proposals** **Prof. G. Smyth**  
PDC200116-5.10

## Items for Information

- |  |   |
|--|---|
| <b>*5.11 Kinesiology - Summary of Minor Course and Calendar Changes (Form E)</b> | <b>Dr. K. Milne</b><br>PDC200116-5.11     |
| <b>*5.12 Law - Summary of Minor Course and Calendar Changes (Form E)</b>         | <b>Prof. G. Smyth</b><br>PDC200116-5.12   |
| <b>*5.13 Mathematics and Statistics - Course Learning Outcome</b>                | <b>Dr. R. Caron</b><br>PDC200116-5.13     |
| <b>*5.14 Industrial Engineering - Program Learning Outcomes</b>                  | <b>Dr. A. Sobiesiak</b><br>PDC200116-5.14 |
| <b>*5.15 Social Work - Program Learning Outcomes</b>                             | <b>Dr. R. Wright</b><br>PDC200116-5.15    |

## Items for Approval

- |   |                                       |
|---|---------------------------------------|
| <b>6 Draft PDC Reports on University Program Reviews and Status Reports (<i>CONFIDENTIAL</i>)</b> | <b>Dr. E. Kustra</b><br>PDC200116-6.0 |
| 6.1 Biology (1 <sup>st</sup> Annual Status Report)  |                                       |
| 6.2 Chemistry and Biochemistry (2 <sup>nd</sup> Biennial Status Report)                           |                                       |
| 6.3 Civil and Environmental Engineering (1 <sup>st</sup> Biennial Status Report)                  |                                       |
| 6.4 Communication, Media and Film (1 <sup>st</sup> Biennial Status Report)                        |                                       |
| 6.5 Dramatic Art (2 <sup>nd</sup> Biennial Status Report)   |                                       |
| 6.6 Education (3 <sup>rd</sup> Biennial Status Report)  |                                       |
| 6.7 Electrical and Computer Engineering (1 <sup>st</sup> Biennial Status Report)                  |                                       |
| 6.8 English (3 <sup>rd</sup> Biennial Status Report)  |                                       |
| 6.9 English (Summary of Analysis)   |                                       |
| 6.9a Self-Study, Response from Dean, and Response from AAU  | PDC200116-6.9a                        |
| 6.10 Environmental Science (Graduate)(1 <sup>st</sup> Biennial Status Report)                     |                                       |
| 6.11 Industrial, Manufacturing and Systems Engineering (Summary of Analysis)                      |                                       |
| 6.11a Self-Study, Response from Dean, and Response from AAU                                       | PDC200116-6.11a                       |
| 6.12 Law (1 <sup>st</sup> Biennial Status Report)   |                                       |
| 6.13 Languages, Literatures and Culture (2 <sup>nd</sup> Biennial Status Report)                  |                                       |
| 6.14 Nursing (3 <sup>rd</sup> Biennial Status Report)   |                                       |
| 6.15 Political Science (2 <sup>nd</sup> Biennial Status Report)                                   |                                       |
| 6.16 Philosophy (2 <sup>nd</sup> Biennial Status Report)  |                                       |
| 6.17 Social Work (Summary of Analysis)  |                                       |
| 6.17a Self-Study, Response from Dean, and Response from AAU                                       | PDC200116-6.17a                       |
| 6.18 Visual Arts (2 <sup>nd</sup> Biennial Status Report)   |                                       |
| <b>7 Question Period/Other Business</b>   |                                       |
| <b>8 Adjournment</b>  |                                       |

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

5.1: **Major Program Changes – Revisions to Criteria**  
*Institutional Quality Assurance Process*

Item for: **Approval**

Forwarded by: **Office of Quality Assurance**

**MOTION:** That the proposed changes to the criteria for Major Program Changes (PDC Form B) be approved.

**Proposed Revisions:**

*[bold and strikethrough]*

Major modifications to existing programs typically include modifications that significantly change the requirements, structure, design, and content of an existing program. Major changes significantly impact the equivalency of the revised degree program with the existing program in terms of the knowledge, skills, and attitudes or disciplinary attributes acquired, significantly altering the kinds of expertise students develop. This might include, but is not limited to, **one or more of the following:**

- ~~major changes to a significant portion of the courses in a program (typically 1/3, though the nature as well as the quantity of changes may impact this determination)~~
  - ~~the addition of a new program stream such as co-op, practicum, or internship, the development of a core curriculum (excluding new graduate fields which must be submitted on a Form A)~~
  - ~~a substantial shift of credits within a stream, or between theoretical and practical/ experiential components,~~
  - ~~the establishment of an existing University of Windsor degree granting program at another institution or in a different location when that involves a substantially different instructor complement~~
  - ~~program mergers~~
  - ~~substantial change to the core disciplines of a program~~
  - ~~the elimination or addition of a culminating program requirement, such as a capstone course, thesis, major paper, or portfolio requirement or, for graduate programs where a thesis was previously required, the addition of a course-based option~~
  - ~~offering an existing program substantially online where it has previously been offered in face-to-face mode, or vice-versa~~
- a) Introduction of a new specialization (including, field, option, stream, concentration), comprised primarily of existing courses that is offered with existing faculty expertise and resources
- b) A change in major program requirements (typically 1/3) that differ significantly from those existing at the time of the previous cyclical review or the introduction of one of the following:
- the merger of two or more existing programs into a single program or creating a combined or concurrent program from two existing standalone programs
  - the introduction or deletion of a thesis or major paper requirement
  - the introduction or deletion of a practicum, internship, co-op work experience or portfolio requirement
  - the creation of a field in a graduate program
  - for graduate programs where a thesis was previously required, the addition of a course-based option;
- c) changes to program content, other than those listed above, that significantly affect program-level learning outcomes, but do not meet the threshold for a new program
- d) significant changes to faculty and/or program resources essential to the program, including, but not limited to significant changes in the mode of delivery of the program

- **introducing an existing program at a new site**
- **introducing an on-line version of an existing program**

[...]

**Rationale:**

- The Quality Council (QC) permitted universities to define “major program changes” provided that they adhered to the parameters outlined in the QC’s Quality Assurance Framework and subject to the QC’s approval of the institutional definition. As quoted in the UW IQAP:

The Quality Assurance Framework defines major modifications<sup>7</sup> as changes including one or more of the following program changes:

- requirements for the program that differ significantly from those existing at the time of the previous cyclical program review;
- significant changes to the learning outcomes;
- significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery.

[<sup>7</sup> Major modifications to be more fully defined in the revised PDC forms.]

- The proposed revisions provide are a reorganization of the current criteria to provide greater clarity.
- The one substantive change is that the creation of a field in a graduate program will now be considered a major modification, rather than a new program proposal. This will make it much easier to introduce graduate fields.
- The proposed revisions are consistent with what other Ontario universities are doing and comply with the requirements of the QAF.

University of Windsor  
Program Development Committee

5.2: **Bachelor of Commerce (Honours Business Administration) with Specialization in International Business – Major Program Change (Form B)**

Item for: **Approval**

**MOTION:** That the **Bachelor of Commerce (Honours Business Administration) with Specialization in International Business (with/without thesis) (with/without Co-operative Education Program)** program be approved. ^

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Odette School of Business and the Provost.
- *See attached.*

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

**A. Basic Program Information**

<b>Faculty(ies)</b>	Odette School of Business
<b>Department(s)/School(s)</b>	Odette School of Business
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Bachelor of Commerce (Honours Business Administration) specialization in International Business (with/without Thesis) (with/without Co-operative Education Program)
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2020
<b>Mode of Delivery:</b>	On-site supplemented by Web-based instruction
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	10
<b>Normal Duration for Completion:</b>	4 years
<b>Will the program run on a cost-recovery basis?</b>	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](http://www.uwindsor.ca/president))*

The Odette School of Business, like many other business schools, offers a general business education in the first two years and concentration courses in the third and fourth years. Concentration offers a cohesive education, and improves the marketability of the graduates. The Bachelor of Commerce (Honours Business Administration) program requires 20 specific courses, 8 unspecified business courses, 6 unspecified business or non-business courses and 6 unspecified non-business courses. The specialization requirements are met using the room for the unspecified business courses. Currently, the Odette School of Business offers concentration in the following six areas: Accounting, Human Resources, Finance, Supply Chain and Business Analytics, Marketing, and Strategy and Entrepreneurship.

The proposal will add a new specialization in International Business. Whereas every existing specialization requires all or nearly all courses from a single academic area within the Odette School of Business, the proposed specialization in International Business is multi-disciplinary as it requires 3<sup>rd</sup> and 4<sup>th</sup> year courses from 4 different academic areas within the School: Strategy and Entrepreneurship, Marketing, Finance, and Management. It is quite common for the business schools to offer a program in International Business. The proposal will make the Odette School of Business more competitive.

Odette used to offer a program in International Business. It was approved by Senate in October 2006 and first offered in Fall 2007. It was discontinued at the request of Odette in March 2010, due to low enrolments and poor performance. Although the program has been discontinued, the Strategy and Entrepreneurship area still lists International Business as one of three subfields in which courses are offered. The courses necessary for a specialization in International Business still exist, and it's possible to offer a multi-disciplinary specialization program with the existing courses from Strategy and Entrepreneurship, Marketing, Finance, and Management.

The following are the reasons why the current proposal is likely to succeed whereas the previous program in International Business has been discontinued: The previous program in International Business has been a direct-entry

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**FORM B**

4-year honours program, which had a heavy foreign language requirement: either French or Spanish. Thus, the program required a significant amount of resources and it put some requirement that a few students could meet. On the other hand, the current proposal is a specialization of the existing Bachelor of Commerce program. The Bachelor of Commerce students enroll in the specialization in the 3<sup>rd</sup> and 4<sup>th</sup> year of the program. The students can meet the course requirements from the courses that are currently offered.

International Business refers to the management of an organization in the global context of a Multinational Enterprise. An academic program in International Business is designed to prepare students for a career in a Multinational Enterprise and offers courses with an international focus from multiple disciplines such as Marketing, Finance, Strategy, Accounting, Supply Chain Management/Data Analytics, and/or Human Resource Management.

**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.*

There is no change to the curriculum.

**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 proposed specialization is commonly offered in the other business schools in Ontario and elsewhere.

**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?*

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 Potawatomie. 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.

**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 proposal adds a new specialization to the existing set of 6 specializations and program name and degree designation/nomenclature follow those of the other specializations.

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

The proposed change adds a specialization without eliminating any other specialization or program. The specialization will be offered within the existing resources and course offering. The career paths include international trade in a variety of fields, including international marketing, international logistics, international finance, international human resources, freight forwarding and global strategy. As shown in [1], the average International Business salary in Canada is \$108,134 per year. In USA, as shown in [2], the median annual salary of International Financial Manager is \$125,080 and that of International Marketing Manager is \$132,230. The job growth rate in various areas of International Business is from 7% to 19%.

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The average **International Business** salary in Canada is **\$108,134** per year or \$55 per hour. This is around 3.3 times more than the Median wage of the country. Entry level positions start at \$76,000 while most experienced workers make up to \$151,000. These results are based on 17 salaries extracted from job descriptions.

**International Business     \$108,134**



Median wage(yearly) - Canada     \$32,790



Minimum wage(yearly) - Canada     \$20,378



Source:

- [1] <https://neuvoo.ca/salary/?k=international+business&l=&f=&p=1&r=&duc=&v=&source=&sort=Date>
- [2] <https://www.allbusinessschools.com/international-business/salary/>

**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.*

Approximately 90% domestic and 10% international may be expected.

**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>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
<i>In the regular program (non-co-op)</i>	7	7	7	7	7
<i>In the co-op/experiential learning stream (if applicable)</i>	3	3	3	3	3
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>	1	1	1	1	1

<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>	There will be no intake in the first year of the revised program
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the revised program:</i>	There will be no intake in the first year of the revised program

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*(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)*

**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.*

This is not a collaborative program.

**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.*

The program is not revised. All courses required by the specialization are routinely offered by the Odette School of Business.

**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](http://www.electronicinfo.ca), [www.electronicinfo.ca/einfo.php](http://www.electronicinfo.ca/einfo.php), and [www.oraweb.ucc.ca/showdcu.html](http://www.oraweb.ucc.ca/showdcu.html). Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.*

The proposal provides a framework within which students who do pursue the set of courses proposed will obtain a formal recognition as completing a specialization rather than choosing unspecified elective courses leading to an unspecialized Bachelor of Commerce. Among Odette’s comparator schools Brock, Laurier, and Simon Fraser offer concentrations (or, specializations) in International Business, Ryerson offers a minor in International Business and McMaster offers a course in International Business. The Odette School of Business needs to continue to offer the proposed specialization to remain competitive. This will make the similarity with comparator universities a strength rather than a weakness.

**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.*

Similar to the Bachelor of Commerce (Honours Business Administration), the proposed specialization provides general skills that can transfer into several careers in business. A specialization in International Business offers several career opportunities. The proposed specialization requires upper level courses in international marketing, international logistics, international finance, international human resources, and global strategy. The specialization will lead to several pathways.

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**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.]*

**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.*

All the courses are currently offered by the Odette School of Business.

**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 & 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 Specialization in:
<b>Category 1: Tenured Professors teaching exclusively in the AAU offering the program</b>		All faculty members in Categories 1-5 affiliated full-time with all undergraduate Business programs in the Areas indicated.	
Al-Hayale, Talal – Associate Professor		Accounting	Advanced Accounting
An, Yunbi - Professor		Finance	Intermediate and Global Finance 72-271, 72-371
Aneja, Yash – Professor, Management Science Area Chair		Management Science	Business Data Analysis 73-100, 73-202
Baki, Md. Fazle – Professor, Associate Dean Programs, Undergraduate Program Director		Management Science	Logistics and Operations Management 73-331
Bhandari, Gokul – Associate Professor, Graduate Program Director		Management Science	Data Analytics 73-213
Bussiere, David – Associate Professor		Marketing	Intro to Marketing 74-131
Chandra, Ramesh - Professor		Finance	Finance 72-270, 72-271
Chaouch, Abderrahmane (Ben) - Professor		Management Science	QDM, Operations Management 73-220, 73-331
Cheung, Chi-Keung (Keith) – Assistant Professor with Tenure		Finance	Finance 73-371
Dickinson, John - Professor		Marketing	International Marketing 74-435
Elsaid, Eahab – Professor		Finance	Finance 72-270, 72-271

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Fields, Mitchell – Professor and Dean		Management	Human Resources
Fredette, Christopher - Associate Professor		Strategy	Strategy & Entrepreneurship
Guo, Xiaolei – Associate Professor		Management Science	Logistics, Business Analytics, QDM 73-100, 73-202, 73-220, 73-331
Higginson, James – Assistant Professor with Tenure, Marketing Area Chair		Marketing	Supply Chain and Business Analytics
Jones, Don – Lecturer with Tenure, Accounting Area Chair		Accounting	Accounting 70-151
Kerr, Gerard (Gerry) – Associate Professor		Strategy	Strategy & Entrepreneurship
Lan, George - Professor		Accounting	Accounting
Lee, Jonathan – Associate Professor		Strategy	International Business 75-393
Li, Wu (Kevin) - Professor		Management Science	BDA, QDM 73-202, 73-220
Ma, Zhenzhong – Professor, MoM Program Director		Management	Human Resources 71-383
Mahajan, Ashish – Associate Professor, Acting Associate Dean Academic		Management	Human Resources Management 71-243
Maheshwari, Bharat – Associate Professor		Management Science	MIS, Project Management 73-213
Miller, Peter – Assistant Professor with Tenure		Management Science	BDA, QDM 73-100, 73-202, 73-220
Okechuku, Chike - Professor		Marketing	Research Methodology
Ong, Audra – Professor		Accounting	Managerial Accounting 70-255
Pandher, Gurupdesch – Professor		Finance	Finance
Pathak, Jagdish - Professor		Accounting	Auditing
Power, Jacqueline – Associate Professor		Management	HRM 71-343
Reavley, Martha – Professor, Management Area Chair		Management	OB 71-240
Richardson, Alan J. – Professor, Odette Research Chair		Accounting	Accounting
Samnani, Al-Karim - Associate Professor		Management	Human Resources
Schlosser, Francine – Professor; Director, Research and Interdisciplinary Learning, EPICentre		Strategy	Strategy Management & Entrepreneurship
Selvarajah, Esaignani (Esai) – Associate Professor		Management Science	BDA, OM, Logistics Management 73-202, 73-220, 73-331
Shih, Michael - Professor		Accounting	Intro Accounting 70-151
Singh, Jang - Professor		Management	Business Ethics 71-300

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Sinha, Rajeeva – Associate Professor		Finance	Finance 72-271
Snowdon, Anne – Professor and Chair, World Health Innovation Network (WIN)		Management	Research Methodology (MBA)
Sterling, Maureen – Associate Professor; Teaching Leadership Chair and AoL Coordinator		Accounting	Accounting
Sun, Yuekang (Jerry) – Professor		Accounting	Accounting
Ursel, Nancy – Professor, Finance Area Chair		Finance	Finance 72-271
Voyer, Peter - Associate Professor		Marketing	Consumer Behaviour
Walker, Kent – Associate Professor		Strategy	Business Ethics 71-300
Wellington, William – Associate Professor		Marketing	Intro Marketing, Marketing Strategy 74-131, 74-232
Zhong, Ligang – Associate Professor		Finance	Intermed. Finance, Investments 72-371
<b>Category 2: Tenure-track Professors teaching exclusively in this AAU</b>			
Azimian, Alireza - Lecturer		Management	Operations Management 73-331
Brykman, Kyle – Assistant Professor		Management	Organizational Behaviour 72-240
Evans, Russell – Assistant Professor		Accounting	Management Accounting 70-255
Fatemi, Hajar - Lecturer		Marketing	Marketing Problems 74-232
Furneaux, Brent – Assistant Professor		Management Science	MIS 73-213
Ganzin, Max – Lecturer		Strategy	Intro to Business 75-100
Guo, Guangrui – Assistant Professor		Management	Strategic Management 75-498
Kenworthy, Thomas – Assistant Professor		Strategy	Strategy & Entrepreneurship
Lee, Joo Hyung – Assistant Professor		Accounting	Accounting 70-151
Mohebshahedin, Mahmood – Assistant Professor		Finance	Business Finance I & II 70-270, 70-271
Robson, Karen – Assistant Professor		Marketing	Marketing 74-131
Song, Young Ho – Assistant Professor		Management	Human Resources Management 71-243
Xu, Hongwei – Assistant Professor		Strategy	Strategic Management 75-498
Zhang, Minjie – Assistant Professor		Finance	Corp. Financial Strategy

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<b>Category 3: Ancillary Academic Staff such as Learning Specialists Positions</b>			
Anderson, Nicole – AASII		Management, Strategy	Business Communications 71-100; Intro to Business 75-100
Neposlan, Sandra – AASII		Management	Business Communications 71-100
<b>Category 4: Sessional lecturers (list here any sessional lecturer positions that were introduced in the 2011 WUFA collective agreement)</b>			
<b>Category 5: Limited-term Appointments teaching exclusively in this AAU</b>			
Eslami, Seyed – Assistant Professor, L/T		Management Science	Data Analytics, MIS 73-213
McFadyen, Trevor – Lecturer, L/T		Management	Business Communications, OM 71-100, 71-240
Nassif, Afif (George) – Lecturer, L/T		Management	Diversity, Human Resource Planning
Savoni, Peter – Lecturer, L/T; MBA-PAS Program Director		Accounting	Tax
<b>Category 6: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of the program under review</b>			
Georgie, Vincent – Assistant Professor and Director, SOCA		Marketing	Marketing (MBA)
Keller, Werner – Assistant Professor, L/T		Strategy	Business Law 75-397
<b>Category 7: Sessional instructors and other non-tenure track faculty</b>			
Allen, Craig		Strategy	Business Law
Costante, Fabio		Strategy	Intro to Business 75-100
Decou, Judith		Management Science, Management	MIS 73-213, HRM 71-243
Fenn, Garnet		Finance	Personal Finance
Livneh, Deborah		Finance	72-270
Mao, Tony		Strategy, Management	Intro to Business 75-100; International HR Mgmt 71- 383
Oliveira, Celso		Marketing	Marketing Problems 74-232
<b>Category 8: Others</b>			

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**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.*

The Odette School of Business offers all the courses listed in the program. The full-time faculty members have the required qualification to offer the courses.

**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.*

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

**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*

There are adequate resources available because all courses are currently offered. The resources currently committed do sustain the quality of scholarship produced by the undergraduate students.

**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.*

The program relies on the existing resources.

**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.*

The program relies on the existing resources.

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**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.)*

No reallocation of any significant amount of resources will be necessary.

**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.*

<b>Faculty:</b>	0
<b>Staff:</b>	0
<b>GA/TAs:</b>	0

**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.*

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

**C. Program Details**

**C.1 Admission Requirements (QAF section 2.1.2)**

*Describe new or changes to*

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

The admission requirement for the Bachelor of Commerce (Honours Business Administration) program must be met. Students must possess the OSSD and six Grade 12 U or M courses, including ENG4U and one Grade 12 U Mathematics. A minimum grade of 70% is required in at least one Grade 12 U Mathematics. A minimum admission average of 73% is required. In addition, the following specialization specific requirements must be met:

*For admission to International Business specialization, students must receive a minimum grade of 65% in each gate-in course, MGMT-2430, FINA-2710, and MKTG-2320.*

**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.*

The admission requirements match the current practice and have been proven to attain the learning outcomes in the past. Ever since the minimum admission average increased to 73% and 70% on a Grade 12 U Mathematics course has

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been required for admission, the retention rate and the results of the AACSB Assurance of Learning tests have improved.

**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.*

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

*Degree Requirements*

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

- a) Business 17 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2020 or equivalent, 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) Business 6 courses towards specialization in International Business from 8 courses MGMT-3830, FINA-3710, FINA-3790, MKTG-2320, MKTG-4350, MKTG-4380, STEN-3930, STEN-4900
- c) Business additional 2 courses
- d) Economics 2 courses: ECON-1100, ECON-1110
- e) Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents)
- f) 6 courses from outside Odette School of Business including at least 1 of ECON-3730, ECON-3740, POLS-2330, POLS-2490, POLS-3230, POLS-3540, POLS-3550, POLS-3560, POLS-3600, GRMN-3000, ITLN-3000, SPAN-3000, FREN-3170
- g) 6 courses from any area of study including Business [Students in the Thesis Option will get credit for 3 courses towards (g) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 3 additional courses towards (g)]
- h) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

*Note: To graduate with the International Business Specialization, students are strongly recommended to take part in a formal exchange program through the Exchange Office at the University of Windsor or International co-op program. Students must receive a minimum grade of 65% in each gate-in course MGMT-2430, FINA-2710, and MKTG-2320 a minimum average of 67% in 5 courses from MGMT-3830, FINA-3710, FINA-3790, MKTG-4350, MKTG-4380, STEN-3930, and STEN-4900, and a minimum grade of 70% in one of MKTG-4350, MKTG-4380 and STEN-4900. Students may receive a maximum credit of 1 course towards b) for taking a fourth year special topic course with permission from the undergraduate program director.*

**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

**Description of thesis option (if applicable):** Students of the thesis option must complete BUSR-4950 and BUSR-4990.

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**Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable).** *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]:* The Co-op students must complete STEN-2050, STEN-3050, and STEN-4050

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

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

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

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

**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

**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.*

The requirement of the Bachelor of Commerce (Honours Business Administration) program any specialization for continuation "in good standing" are cumulative average 60% and major average 60%.

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**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.*

In order to graduate with a Bachelor of Commerce (Honours Business Administration) degree a student must obtain minimum cumulative average 60% and major average 70%. In addition, the requirements for the International Business specialization are as follows:

*To graduate with the International Business Specialization, students are strongly recommended to take part in a formal exchange program through the Exchange Office at the University of Windsor or International co-op program. Students must receive a minimum grade of 65% in each gate-in course MGMT-2430, FINA-2710, and MKTG-2320 a minimum average of 67% in 5 courses from MGMT-3830, FINA-3710, FINA-3790, MKTG-4350, MKTG-4380, STEN-3930, and STEN-4900, and a minimum grade of 70% in one of MKTG-4350, MKTG-4380 and STEN-4900. Students may receive a maximum credit of 1 course towards b) for taking a fourth year special topic course with permission from the undergraduate program director.*

**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).*

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

**NON CO-OP SEQUENCE WITH OR WITHOUT 4-MONTH (1 TERM) EXCHANGE**

**YEAR 1**

**First Term (Fall)**

ECON-1100

MATH-1980

STEN-1000

Two courses from outside of Business Administration

**Second Term (Winter)**

ECON-1110

ACCT-1510

MGMT-1000

MSCI-1000

MKTG-1310

**YEAR 2**

**First Term (Fall)**

MGMT-2400

ACCT-2550

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FINA-2700  
MSCI-2020  
MGMT-2430

**Second Term (Winter)**

MKTG-2320 or a Business Course  
FINA-2710  
MSCI-2130  
MSCI-2200  
MGMT 3000

YEAR 3

**First Term (Fall)**

MSCI-3310 or MSCI-3410  
MGMT-3830 or a Business Course  
FINA-3710 or a Business Course  
STEN-3930 or a Business Course  
STEN-3970

**Second Term (Winter)** [International exchange students are encouraged to choose this term for travel]  
5 courses from any area of study

YEAR 4

**First Term (Fall)**

STEN-4980  
FINA 3790 or a Business Course  
3 courses from outside of Business Administration

**Second Term (Winter)**

MKTG-4350 or a Business Course  
MKTG-4380 or a Business Course  
STEN-4900 or a Business Course  
One course from outside of Business Administration  
One course from any area of study

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

**NON CO-OP SEQUENCE WITH 8-MONTH (2 TERM) EXCHANGE**

YEAR 1

**First Term (Fall)**

ECON-1100  
MATH-1980  
STEN-1000  
MGMT-1000  
One course from outside of Business Administration

**Second Term (Winter)**

ECON-1110

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ACCT-1510  
MSCI-1000  
MKTG-1310  
MGMT-2400

YEAR 2

**First Term (Fall)**

ACCT-2550  
FINA-2700  
MSCI-2020  
MGMT-2430  
One course from outside of Business Administration

**Second Term (Winter)**

MKTG-2320 or a Business Course  
FINA-2710  
MSCI-2130  
MSCI-2200  
MGMT 3000

YEAR 3

INTERNATIONAL EXCHANGE FOR FALL AND WINTER

4 courses outside of Business Administration  
6 courses from any area of study

YEAR 4

**First Term (Fall)**

MSCI-3310 or MSCI-3410  
MGMT-3830 or a Business Course  
STEN-3930 or a Business Course  
STEN-3970  
FINA 3790 or a Business Course

**Second Term (Winter)**

STEN-4980  
FINA-3710 or a Business Course  
MKTG-4350 or a Business Course  
MKTG-4380 or a Business Course  
STEN-4900 or a Business Course

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

**8-MONTH CO-OP SEQUENCE**

YEAR 1

**First Term (Fall)**

ECON-1100  
MATH-1980

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STEN-1000

Two courses from outside of Business Administration

**Second Term (Winter)**

ECON-1110

ACCT-1510

MGMT-1000

MSCI-1000

MKTG-1310

YEAR 2

**First Term (Fall)**

MGMT-2400

ACCT-2550

FINA-2700

MSCI-2020

MKTG-2320 or a Business Course

**Second Term (Winter)**

MGMT-2430

FINA-2710

MSCI-2130

MSCI-2200

One course from any area of study

**Third Term (Summer):**

Work [International co-op students are encouraged to choose this term for travel]

YEAR 3

**First Term (Fall):**

Work

**Second Term (Winter)**

MGMT-3000

MSCI-3310

MGMT-3830 or a Business Course

FINA-3710 or a Business Course

One course from any area of study

**Third Term (Summer)**

STEN-3970

STEN-3930 or a Business Course

Two courses from outside of Business Administration

One course from any area of study

YEAR 4

**First Term (Fall):**

Work

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**Second Term (Winter)**

FINA-3790 or a Business Course  
MKTG-4350 or a Business Course  
MKTG-4380 or a Business Course  
STEN-4900 or a Business Course  
One course from any area of study

**Second Term (Summer)**

STEN-4980  
Two courses from outside of Business Administration  
Two courses from any area of study

**12-MONTH CONSECUTIVE COOP TERM**

YEAR 1

**First Term (Fall)**

ECON-1100  
MATH-1980  
STEN-1000  
Two courses from outside of Business Administration

**Second Term (Winter)**

ECON-1110  
ACCT-1510  
MGMT-1000  
MSCI-1000  
MKTG-1310

YEAR 2

**First Term (Fall)**

MGMT-2400  
ACCT-2550  
FINA-2700  
MSCI-2020  
MKTG-2320 or a Business Course

**Second Term (Winter)**

MGMT-2430  
FINA-2710  
MSCI-2130  
MSCI-2200  
One course from any area of study

**Third Term (Summer):**

Work [International co-op students are encouraged to choose this term or the next for travel]

YEAR 3

**First Term (Fall):**

Work

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**Second Term (Winter):**

Work

**Third Term (Summer)**

MGMT-3000

MSCI-3310

FINA-3710 or a Business Course

STEN-3930 or a Business Course

One course from any area of study

YEAR 4

**First Term (Fall)**

MGMT-3830 or a Business Course

STEN-3970

Two courses from outside of Business Administration

One course from any area of study

**Second Term (Winter)**

FINA-3790 or a Business Course

MKTG-4350 or a Business Course

MKTG-4380 or a Business Course

STEN-4900 or a Business Course

One course from any area of study

**Third Term (Summer)**

STEN-4980

Two courses from outside of Business Administration

Two courses from any area of study

**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*

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*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.

<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Evaluate, categorize and explain in-depth relevant relationships of technical knowledge in various business functions to managing business conducted in an ambiguous, complex and unpredictable environment.</p> <p><i>For Co-op:</i> Relate academic theory/background to practical experience performing business functions.</p> <p>For specialization in International Business: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various international business functions to managing business conducted in an ambiguous, complex and unpredictable environment.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H)</p> <p><i>For Thesis:</i> Select and justify an appropriate theoretical model and methodology to identify a specific issue relevant to international business. Conduct a guided review of relevant academic literature.</p> <p><i>For specialization in International Business:</i> Apply evidence-based global strategic and entrepreneurial decision-making to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various international business contexts. (see also C and H)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>

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<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>C. Synthesize models of thinking with personal experience making decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I)</p> <p><i>For Thesis:</i> Apply appropriate methods of data collection and analyses to draw inferences regarding a specific international business issue. State the limitations of the analyses and inferences which can be legitimately drawn. Provide recommendations to advance research towards a resolution of a specific, relevant business issue.</p> <p>For specialization in International Business: Synthesize models of thinking with personal experience making global strategic and entrepreneurial decisions to improve conclusions drawn in various ambiguous, complex, unpredictable international business contexts. (see also I)</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal.</p> <p>Use an appropriate computing tool to describe the past, predict the future and recommend the most appropriate plan of action.</p> <p><i>For specialization in International Business:</i> Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the International Business, International Finance, International Marketing, and International Logistics disciplines to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
E. Recognize the variation in ethical dilemmas posed by international business activities within diverse socio-economic and environmental situations. Recognize and propose ways to promote and act on elements of corporate social responsibility in international business.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various international business contexts or to harness their legitimate benefits.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in international business contexts.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Assess the quality of evidence available in various international business contexts and propose ways to reduce the detrimental effects of, or harness ambiguity, complexity and unpredictability.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Synthesize models of teamwork with personal experience in teamwork to recognize and harness opportunities to expand development of teamwork competence in international business contexts.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

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

**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.*

Students relate academic theory/background to co-op assignment/experience.

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**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.*

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

**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
Tutorials	0.5
Practical experience	
Service or experiential learning	
Independent study	1.5
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	1.5
Studying for tests/examinations	1.5
Other: <i>[specify]</i>	

**Compare the student workload for this program with other similar programs in the AAU:**  
 A total of 8 hours per week per course is a reasonable student workload for an undergraduate business student. At this rate, students' normal load of 5 courses per term translates into 40 hours per week of workload per term. At this rate, a student spends 120 hours over a 15-week term (12 week lecture, 1 week study break, 2-week final exam period). This is reasonable.

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

**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.*

The Odette School of Business has a grading policy and a rigorous Assurance of Learning (AOL) process. Whenever the course grades and/or AOL results do not meet threshold requirements the Undergraduate Committee in consultation with area chairs and instructors, develops remedies to improve the program.

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

No new or revisions to the experiential learning/co-op component.

**PROGRAM DEVELOPMENT COMMITTEE  
MAJOR PROGRAM CHANGES  
FORM B  
APPENDIX A – BUDGET SUMMARY SHEET**

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

**Current students will complete this specialization using existing courses. There are no additional revenues and no additional costs.**

<b>Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)</b>						
<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Revenue</b>						
Tuition income*	0	0	0	0	0	0
Potential Provincial funding**	0	0	0	0	0	0
Other sources of funding <i>(please list)</i>						
<b>Total Revenue</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Expenses</b>						
Additional Faculty member	0	0	0	0	0	0
Additional Staff/Technician	0	0	0	0	0	0
GA/TA***	0	0	0	0	0	0
External Examiners <i>(for graduate programs)</i>						
Library Resources	0	0	0	0	0	0
New Facilities/Equipment	0	0	0	0	0	0
Facilities/Equipment Maintenance	0	0	0	0	0	0
Technology/CTL resources	0	0	0	0	0	0
Other expenses <i>(please list)</i>						
<b>Total Expenses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Income</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*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**

\*5.3            **Kinesiology – Minor Program Change (Form C)**

Item for:        **Approval**

**MOTION:**    That the degree requirements for the Bachelor of Human Kinetics (Honours Kinesiology with Sport Management major) and the Bachelor of Human Kinetics (Honours Kinesiology with Movement Science major) be changed according to the program/course change forms.<sup>^</sup>

*<sup>^</sup>Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Human Kinetics.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics – Honours Kinesiology - Sport Management major Bachelor of Human Kinetics – Honours Kineisology – Movement Science major
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Spring 2020
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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](http://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.

### 1) Honours Kinesiology - Movement Science Major

#### **Degree Requirements**

Total courses: forty.

(a) *Human Kinetics Core*: KINE-1000, KINE-1050, KINE-1650, KINE-2250, KINE-1110, KINE-1800, KINE-1500, KINE-2690, KINE-2700; plus five of KINE-2100, KINE-2300, KINE-2400, KINE-2600, KINE-2850, KINE-2240, KINE-2220 (or KINE-3500).

(b) *Movement Science Courses*: ten of KINE-3010, KINE-3020, KINE-3030, KINE-3040, KINE-3060, KINE-3100, **KINE-3330**, KINE-3600, **KINE-3610**, KINE-3620, **KINE-3700**, KINE-4000, **KINE- 4040**, KINE-4080, KINE-4100, KINE-4330, KINE-4530, KINE-4580, KINE-4600, KINE-4610, KINE-4620, KINE-4630, KINE-4640, KINE-4650, **KINE-4660**, KINE-4710, KINE-4750, **KINE- 4780\***, KINE-4800, KINE-4850, KINE-4900, or KINE-4980; plus two of KINE-4910, KINE-4920, and KINE-4930.

(c) six courses from **the Faculty of Engineering, the Faculty of Nursing, Psychology, and/or the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only)**.

(d) six courses from any area of study, excluding Kinesiology.

(e) two courses from any area of study, including Kinesiology.

**Of the eight courses in requirements (c) and (e), at least six must be at the 2000 level or above.**

**[\*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only 8 of the other Movement Science courses listed in section (b)]**

[...]

Program Sequencing

Year 1

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

Fall Semester

KINE-1650 Functional Anatomy  
KINE-2250 Ethics in Sport  
KINE-1110 Principles of Mental Skills Training  
KINE-1800 Fundamental Mechanics of Human Motion  
1 additional course

Winter Semester

KINE-1000 Health and Wellness  
KINE-1050 Introduction to Exercise Physiology  
KINE-1500 Principles of Sport Management  
KINE-2690 Measurement and Evaluation  
1 additional course

Year 2

KINE-2700 Research Design

Choose 5 of the following:

KINE-2100 Human Performance  
KINE-2300 Sociology of Sport and Physical Activities  
KINE-2400 Historical Perspectives on Physical Activity and Sport in Western Civilization  
KINE-2600 Physiology of ~~Fitness~~ **Human Performance**  
KINE-2850 Human Growth and Development  
KINE-3500 Organizational Behaviour  
KINE-2220 Introduction to Leisure  
KINE-2240 Introduction to Occupational Biomechanics/Ergonomics  
4 additional courses

"Years 3 and 4

Note: Students must successfully complete Introduction to **Occupational Biomechanics/Ergonomics**, Physiology of ~~Fitness~~ **Human Performance**, and Human Performance in ~~second year~~ to complete this major

Take 10 of the following:

KINE-3010 Use and Abuse of Drugs  
KINE-3020 Exercise and Fitness Psychology  
KINE-3030 Imagery Effects on Performance  
KINE-3040 Sport Nutrition  
KINE-3060 Obesity and Eating Disorders  
KINE-3100 Motor Control  
**KINE-3330 Applied Sport Psychology**  
KINE-3600 Physiology of Exercise  
**KINE-3610 Musculoskeletal Physiology**  
KINE-3620 Human Factors and Work Performance  
**KINE-3700 Scientific Basis of Conditioning**  
KINE-4000 Human Movement and Aging

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

## **KINE-4040 Population Health**

KINE-4080 Dynamics of Skill Acquisition  
KINE-4100 Physical Activity for Special Populations  
KINE-4330 Selected Topics in Sport Leadership  
KINE-4530 Perceptual Motor Development  
KINE-4580 The Endocrine System in Sport, Exercise and Health  
KINE-4600 Cardiovascular Physiology  
KINE-4610 Chronic Disease and Exercise Rehabilitation  
KINE-4620 Exercise in Extreme Environments  
KINE-4630 Applied Neurophysiology  
KINE-4640 The Pathophysiology of Pain  
KINE-4650 Ergonomics and Injury Prevention

## **KINE-4660 Cardiac Rehabilitation**

KINE-4710 Physiological Basis of Sports Therapy  
KINE-4750 Individual Studies

## **KINE-4760 Principles in Coaching**

## **KINE-4780 Undergraduate Thesis\***

KINE-4800 Advanced Biomechanics  
KINE-4850 Group Dynamics in Sport  
KINE-4900 Special Topics  
KINE-4980 Internship  
Take 2 of the following:

KINE-4910 Lab course in Biomechanics and Ergonomics  
KINE-4920 Lab course in Human and Exercise Physiology  
KINE-4930 Lab course in Motor Learning and Psychology of Physical Activity

Plus 8 additional courses

At least 6 must be from the Faculty of Engineering, the Faculty of Nursing, Psychology, and/or the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only) Science, and/or Psychology, Engineering and/or Nursing.

Up to 2 may be other Kinesiology courses

[of the 8 additional courses in years 3 and 4, at least 6 must be at the 2000 level or above]

**[\*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take 8 of the other Movement Science courses from the list under "Take 10 of the following" ]**

## **2) Honours Kinesiology -Sport Management Major**

### ***Degree Requirements***

*Total courses: forty.*

(a) *Human Kinetics Core:* KINE-1000, KINE-1050, KINE-1110, KINE-2250, KINE-1500, KINE-1650, KINE-2690, KINE-2700, KINE-1800; plus five of KINE-2100, KINE-2300, KINE-2400, KINE-2600, KINE-2850, KINE-2220, KINE-2240 (or KINE-3500).

(b) *Sport Management Courses:* twelve of **KINE-3330**, KINE-3400, KINE-3450, KINE-3510, KINE-3520, KINE-3550, KINE-4020, **KINE- 4040**, KINE-4050, KINE-4330, **KINE- 4400**, KINE-4500, KINE-4510, KINE-4520, KINE-4550, KINE-4560, **KINE- 4570**, **KINE- 4590** KINE-4730, KINE-4750, **KINE-4760**, **KINE- 4780\***, **KINE-4850**,

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

KINE 4890, KINE-4900, and KINE-4980.

(c) six courses from ~~Arts and Social Sciences and/or Business.~~ the Faculty of Arts, Humanities and Social Sciences, the Odette School of Business, and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

(d) six courses from any area of study, excluding Kinesiology.

(e) two courses from any area of study, including Kinesiology.

Of the eight courses in requirements (c) and (e), at least six must be at the 2000 level or above.

[\*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only 10 of the other Sport Management courses listed in section (b)]

[....]

Program Sequencing

[....]

"Years 3 and 4

Note: Students must successfully complete Historical Perspectives on Physical Activity and Sport in Western Civilization, Sociology of Sport and Physical Activities, and Organizational Behaviour ~~in second year~~ to complete this major.

Take 12 of the following:

KINE-3400 History of the Modern Olympic Movement

**KINE-3330 Applied Sport Psychology**

KINE-3450 Sport Marketing

KINE-3510 Strategic Planning of Sports Events

KINE-3520 Sport Finance

KINE-3550 Socio-economic Aspects of Sport and Leisure

KINE-4020. Sport Tourism

**KINE-4040 Population Health**

KINE-4050 Gender Issues in Sport

KINE-4330. Selected Topics in Sport Leadership

**KINE-4400 History of Sport in Canada**

KINE-4500 Human Resources in Sport Management

KINE-4510 Sport and the Law

KINE-4520 Sport and Government

KINE-4550. Global Issues in Sport Management

KINE-4560. Sport Communication

**KINE-4570 Hockey in Canada**

**KINE-4590 Sport Media**

KINE-4730 Social Construction of Leisure

KINE-4750 Individual Studies

**KINE-4760 Principles in Coaching**

**KINE-4780 Undergraduate Thesis\***

**KINE-4850 Group Dynamics**

~~KINE-4900 Special Topics~~

**KINE 4890 Special Topics in Sport Management**

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

KINE-4980 Internship

Plus, 8 additional courses

At least 6 must come from the Faculty of Arts, Humanities and Social Science ~~and/or~~, the **Odette School** Faculty of Business, **the Faculty of Education (Minor in Organizational Learning and Teaching only), and/or Economics.**

Up to 2 of the additional courses may be from other Kinesiology courses.

[of the 8 additional courses, at least 6 must be at the **2000** level or above]

**[\*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only 10 of the other Sport Management courses from the list under "Take 12 of the following""]**

## 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 proposed changes incorporate the new course proposals that were approved previously into the degree requirements for Movement Science and Sport Management majors. Further, updates to the optional degree requirements should allow for a clearer interpretation of the degree requirements in the new Uwinsite system.

### 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 Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific to sport and Aboriginal peoples in Canada, several courses in our curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor-led discussion, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), and by addressing calls to action through the TRC.

## 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.*

There are sufficient resources to support the revised program.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

#### C.1.1 Faculty Expertise in Support of the Revised Program

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

There are sufficient resources to 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.*

All of the newly approved courses within the revised program are currently delivered by tenured or tenure-track faculty within the Faculty of Human Kinetics. The Faculty will not be relying on limited-term faculty to deliver the proposed change.

#### 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.*

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

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

## C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

The courses that have been added have already been consistently taught as special topics courses and as such, there were sufficient faculty, staff and GA/TAs to run the courses. In many cases, the courses were approved but not listed as courses within our degree requirements.

### 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.

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

**University of Windsor  
Program Development Committee**

\*5.4: **School of Creative Arts (Music) - Minor Program Change (Form C)**

Item for: **Approval**

**MOTION: That the degree requirements for the Bachelor of Music (Comprehensive), Bachelor of Music (Music Education), and Concurrent Bachelor of Music/Bachelor of Education) be changed according to the program/course change forms<sup>^</sup>.**

*<sup>^</sup>Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Music (Comprehensive) Bachelor of Music (Music Education) Concurrent Bachelor of Music/Bachelor of Education
DEPARTMENT(S)/SCHOOL(S):	School Creative Arts
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2020
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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](http://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**.

Regulation Changes:

### SCHOOL OF CREATIVE ARTS

#### MUSIC PROGRAM REGULATIONS

- 1) Advanced Standing Examinations: Upon admission to a Music program a student may petition to write advanced standing examinations in MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2220, MUSC-2230, MUSC-3220, MUSC-3230, and MUSP-1110.
- 2) Program Approval: B.Mus., ~~B.A. Combined Four-Year Honours~~ students must have their programs approved by an advisor prior to registration. All applications for graduation will be subject to approval and such approval will be granted only when the academic program completed is identical with that previously approved by the academic advisor in consultation with the student.
- 3) ~~Keyboard Proficiency Requirement: Keyboard skill is a valuable tool for learning in all aspects of music, and is an asset for careers in music. Students in the B.Mus. program are required to demonstrate this skill by meeting a keyboard proficiency requirement. The requirement includes playing scales, chords, and arpeggios; sight reading a four-part chorale; and playing a prepared composition of approximately Grade 6 Conservatory level. The requirement must be met before students in the B.Mus program register for any Music course beyond their second term. Instruction is offered in the lab portion of Theory I and II (MUSC 1120 and MUSC 1130).~~
- 3) 4) Concert/Recital Viewing Policy: Attendance at a significant number of live musical performances will enrich students' musical experience and contribute to applied musical and academic success. Therefore, a Concert/Recital Viewing Requirement is included in all applied lessons syllabi, embracing outside music events in addition to recitals and special events offered internally. This policy applies to all full-time students in the B.Mus programs during each year of registration. Details for the current academic year (i.e., number of concerts and other events to be attended) are announced during the first week of classes in September.

#### AREAS OF STUDY

Requirements for programs in Music make reference to the following groups of courses:

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

#### *Areas of Study-Academic*

*History and Literature (Musicology):* MUSC-1260, MUSC-1270, MUSC-2270, MUSC-2470, MUSC-3170, MUSC-3260, MUSC-3270, MUSC-3460, MUSC-4260, MUSC-4360, MUSC-4370, MUSC-4470, MUSC-4940.

*Theory and Composition:* MUSC-1020, MUSC-1120, MUSC-1130, MUSC-2120, , MUSC-2220, MUSC-2230, MUSC-2630, MUSC-3220, MUSC-3230, MUSC-3630, MUSC-3420, MUSC-4120, MUSC-4320, **MUSC-4360, MUSC-4370, MUSC 4470**

*Methods and Pedagogy (Music Education):* MUSC-2390, MUSC-2480, MUSC-2490, MUSC-2550, MUSC-2690, MUSC-2790, MUSC-2850, MUSC-4580, MUSC-4840, MUSC-4850.

#### *Areas of Study-Performance*

*Performance Studies:* MUSP-1110

*Ensembles:* MUSP-2100, MUSP-2200, MUSP-2400, MUSP-2700, MUSP-3100.

*Performance Instruction - For Bachelor of Music programs (Comprehensive, Music Education, or 5 Year Concurrent Bachelor of Music/Music Education).*

The following courses offer performance instruction as a 3.00 credit hour course (1-hour lesson a week). Course requirements include a fifteen-minute examination before a faculty jury at the end of each term of study, as well as the attainment of an appropriate level of achievement. Students should consult the SoCA Performance Area Coordinator for specific details regarding curricula for these examinations.

These courses are available to Bachelor of Music students with the approval of a program advisor in SoCA|Music. These students will elect their major instrument at the time of their admission.

Students classical/concert private lessons who have completed four semesters of study in courses MUSP-3470 – MUSP-3690 may complete their degree requirements in private lesson study by enrolling in courses MUSP-3710 or MUSP-3410 (Jazz/Pop). Students may audition for courses MUSP-3710 prior to completing four semesters of study in courses MUSP-3470 – MUSP-3690. Please contact the SoCA Performance Area Coordinator for details regarding regulations and registration. Students may audition for BMus program in either classical/concert or jazz/pop idioms.

Performance courses are intended to be taken in consecutive semesters. Any interruption in study must be followed by an audition for re-entry into the performance course sequence. The audition will be scheduled in consultation with the Performance Area Coordinator at the beginning of the semester.

Students registered in applied lessons courses who auditioned for BMus programs by DVD, Skype, or FaceTime may be required to perform a confirming audition during the first week of classes.

Private instruction courses may be repeated for credit.

#### **Honours Bachelor of Music**

##### *Admission Requirements*

In addition to meeting the regular requirements for admission to the University, admission to Bachelor of Music programs is conditional upon a successful audition evaluated by faculty members in Music. The audition will consist of:

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

- (a) a theory evaluation test designed to show the nature and extent of the student's aptitude in music theory;
- (b) a performance of at least ten minutes' length on the student's major instrument, showing a grasp of a variety of styles.

Candidates should contact a program advisor in Music for specific requirements in the various performance media. If an accompanist from Music is required, four weeks' prior notice must be given to the Music office, and an accompanist's fee will be charged. Candidates auditioning in Voice or Orchestral Instruments must perform at least one selection with accompaniment. Candidates should apply for an audition on-line at [www.uwindsor.ca/music/audition-requirements](http://www.uwindsor.ca/music/audition-requirements).

#### **Other Regulations**

- 1) Music courses whose ~~middle~~ **second** digit is 0 may not count toward the B.Mus. degree.
- ~~2) Ensembles Restriction: Students may take a maximum of 1.50 credit courses of their additional Music courses in Ensembles.~~

#### **Honours Bachelor of Music (Music Education Stream)**

##### *Degree Requirements:*

*Total courses:* forty.

(a) *History and Literature (Musicology/Ethnomusicology):* three courses, consisting of MUSC-1260, MUSC-1270 and one of MUSC-3460, MUSC-2270, MUSC-3260, MUSC-3270, MUSC-3170, MUSC-3460, MUSC-4260, MUSC-4270, MUSC-4370, MUSC-4470

(b) *Theory and Composition:* six courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130; and the 1.50 credit hour courses MUSC-2220, MUSC-2230, MUSC-3220, and MUSC-3230.

(c) *Performance Studies:* eight courses, consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710 (taken eight times). (Four corresponding 1.50 credit hour courses from the series MUSP-3170 to MUSP-3390, or MUSP-3410 may be substituted for two 3.0 credit hour courses.

(d) *Ensembles:* four courses, consisting of eight 1.50 credit hour courses (one in each of eight terms) of MUSP-2100, MUSP-2200, or MUSP-3100. **Up to 6.0 Units of this requirement may be completed with the MUSP-2400 course.**

(e) *Methods and Pedagogy:* five courses, consisting of MUSC-2390, MUSC-2480, MUSC-2550, MUSC-2690 and MUSC-2790.

(f) *Music Education:* four courses, consisting of MUSC-2850, MUSC-4840, MUSC-4850 and MUSC-4940.

(g) two additional courses in History and Literature (Musicology) or Theory and Composition, or one course in the above areas plus two 1.50 courses in Ensembles.

(h) GART-1500, GART-1510;

(i) six courses from any area of study, excluding Music and Music Therapy.

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

#### **Honours Bachelor of Music (Comprehensive Stream)**

##### *Degree Requirements:*

*Total courses:* forty.

(a) *History and Literature (Musicology/Ethnomusicology):* four courses, consisting of MUSC-1260, MUSC-1270; and 2 additional History and Literature courses.

(b) *Theory and Composition:* six courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130; and the 1.50 credit hour

# PROGRAM DEVELOPMENT COMMITTEE

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### FORM C

(c) *Performance Studies*: six courses, consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710 (taken six times). (Four corresponding 1.50 credit hour courses from the series MUSP-3170 to MUSP-3390, or MUSP-3410 may be substituted for two 3.0 credit hour courses.

(d) *Ensembles*: four courses, consisting of eight 1.50 credit hour courses (one in each of eight terms) of MUSP-2100, MUSP-2200, MUSP-2400, or MUSP-3100. (With the consent of the Director of the School students enrolled in MUSP-3710 or MUSP-3410 may substitute MUSP-2400.)

(e) *Music Education*: one course, MUSC-2850.

(f) three additional courses in History and Literature (Musicology), ~~or~~ Theory and Composition, **or Music Education** plus 6 additional Music courses

(g) GART-1500, GART-1510;

(h) six courses from any area of study, excluding Music and Music Therapy.

(i) two courses from any area of study, including Music.

In addition to a common core of Music courses, B Mus. (Comprehensive) students may pursue one of a number of different concentrations including Performance, Musicology/Ethnomusicology, Theory and Composition (including Technology). Other concentrations may be pursued, within the limit of faculty resources. Recommended Programs of Study with Suggested Course Sequences for these concentrations are available through Music.

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

#### **Concurrent Bachelor of Music-Music Education (Honours)/Bachelor of Education**

*Total course equivalents:* Forty

All students are required to complete the requirements of the Bachelor of Education degree program, in addition to the following Bachelor of Music course requirements:

(a) *History and Literature (Musicology/Ethnomusicology)*: three courses, consisting of MUSC-1260, MUSC-1270 and one of MUSC-3460, MUSC-2270, MUSC-3260, MUSC-3270, MUSC-3170, MUSC-3460, MUSC-4260, MUSC-4270, MUSC-4370, MUSC-4470, **MUSC-2490**

(b) *Theory and Composition*: six courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130; and the 1.50 credit hour courses MUSC-2220, MUSC-2230, MUSC-3220, and MUSC-3230.

(c) *Performance Studies*: eight courses, consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710 (taken eight times).

(d) *Ensembles*: four courses, consisting of eight 1.50 credit hour courses (one in each of eight terms) of MUSP-2100, MUSP-2200, or MUSP-3100. **Up to 7.5 Units of this requirement may be completed with the MUSP-2400 course.**

(e) *Methods and Pedagogy*: five courses, consisting of MUSC-2390, MUSC-2480, MUSC-2550, MUSC-2690, and MUSC-2790.

(f) *Music Education*: four courses, consisting of MUSC-2850, MUSC-4840, MUSC-4850 and MUSC-4940.

(g) two additional courses in History and Literature (Musicology) or Theory and Composition, or one course in the above areas plus two 1.50 courses in Ensembles.

(h) GART-1500, GART-1510;

(i) six courses from any area of study, excluding Music and Music Therapy, that are required for the student's second teachable. Options for Concurrent Music Education (Vocal or Instrumental) second teachable: English, French (ten courses required for second teachable, requiring 6 years of study), Mathematics, Social Sciences – General, History.

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

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

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#### BACHELOR OF EDUCATION

Total course equivalents: Twenty

All students are required to complete the requirements of the Bachelor of Music-Music Education (Honours) degree program, in addition to the following Education courses: EDUC-5201 (1.5), EDUC-5202 (1.5), EDUC-5203 (3.0), EDUC-5204 (3.0), EDUC-5206 (1.5), EDUC-5207 (3.0), EDUC-5208 (1.5), EDUC-5209 (1.5), EDUC-5210 (1.5), EDUC-5231 (1.5), EDUC-5331 (1.5), EDUC-5332 (3.0) EDUC-5333 (1.5), EDUC-5334 (1.5), EDUC-5335 (1.5), EDUC-5336 (1.5), EDUC-5337 (1.5), EDUC-5338 (1.5), EDUC-5339 (1.5), EDUC-5431 (1.5), EDUC-5367 or EDUC-5368, (6.0) plus one additional teachable course selected from EDUC-5352 (6.0), EDUC-5356 (6.0), EDUC-5362 (6.0), , EDUC-5358 (6.0), EDUC-5366 (6.0); EDUC-5377 (6.0); EDUC-5379 (6.0) and, EDUC-5499 (12.0) Students planning on teaching in the Roman Catholic School Board must also take EDUC-5200 (1.5).

#### RECOMMENDED COURSE SEQUENCES

#### CONCURRENT BACHELOR OF MUSIC - MUSIC EDUCATION (HONOURS)/ BACHELOR OF EDUCATION

*First Year:* Ten courses as per Music Education Calendar.

*Second Year:* Twelve courses as per Music Education Calendar.

*Third Year:* In the third year, students will take the entire Year 1 of the B.Ed. program, and Lessons (consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710, taken twice [once in each semester]) and Ensemble (consisting of two courses of MUSP-2100, MUSP-2200, or MUSP-3100, taken once in each semester) from Music.

*Fourth Year:* Eleven Courses as per Music Education Calendar.

*Fifth Year:* In the fifth year, students will take the entire Year 2 of the B.Ed. program, and Ensemble (consisting of two courses of MUSP-2100, MUSP-2200, or MUSP-3100, taken once in each semester) from Music.

*Summer:* Students will take ~~two~~ three second teachable courses in summer term, at any point in the degree

#### Standing required for continuation and graduation from the concurrent program:

70% major average and 60% cumulative in the Bachelor of Music-Music Education (Honours)

Teacher candidates, who obtain three or more final grades below 70%, or one or more final grade of 49% in any course, will have failed the Bachelor of Education Degree and will not be eligible for recommendation to the Ontario College of Teachers for certification. In all such cases, teacher candidates may immediately be withdrawn from the B.Ed. Program. All cases will be reviewed by the Dean of Education or her/his designate. Teacher candidates may be provided an opportunity to return to the Faculty of Education to fulfill outstanding requirements for the completion of the B.Ed. Degree. Under certain circumstances, conditions of reinstatement are the sole prerogative of the Dean or her/his designate.

Unprofessional conduct by teacher candidates is investigated by the Professional Standards Committee (PSC). The Mandate of the PSC is to review the performance of all teacher candidates who have been deemed to have *failed for cause* or failed Practice Teaching for issues related to inadequate teaching performance. The PSC makes recommendations of a teacher candidate's status in the program and communicates this in writing to the Dean and the teacher candidate. Candidates have the right to appeal the decision, first, to the Dean of Education and then, through the Office of the Registrar, University of Windsor, if necessary. In all cases, teacher candidates are provided due process with opportunity to hear and respond to the case against them. It should be noted that failure may be the result of any serious contravention of the Ontario College of Teachers Standards of Practice and Ethical Standards of Practice for the teaching profession, including, but not limited to:

- Professional misconduct during any component of the Faculty of Education program;
- Academic misconduct during any component of the Faculty of Education program; and/or
- Neglect of teaching responsibilities and/or poor teaching performance during the practicum.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

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

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

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

N/A

#### B. RATIONALE

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

The SoCA Music faculty have concluded that our previous piano lab requirements and the Keyboard Proficiency were not providing the desired sets, causing unneeded administrative complications at the point of students' graduation, additional departmental costs outside that of the and/or an inefficient uncredited overload on the part of faculty. Keyboard skills and applied theory will be implemented our the core courses MUSC 2220, 2230, 3220, and 3230.

MUSC 4360 and 4470 (Directed Studies in Music, Directed Studies in Music II, and Special Topics In Music) are often studies in Composition and Music Theory. These course numbers are being added to the Theory/Composition course stream to reflect this and to reduce the number of unnecessary Course Equivalency Forms being processed that time of students' graduation.

The BA(H) in Music program requires no audition or advisor approval. Therefore the advisor approval clause for the BA Combined programs has been removed. This will eliminate unneeded delays for the Registrar's office in placing these students into their desired programs.

Students in the BMus Programs are increasingly contributing to the visibility of the programs through their participation in ensembles. More and more, students are taking multiple ensembles to increase their skill sets in vocal and instrumental music as well as across genres in Western Art Musics and Jazz. Moreover, fewer upper division Academic Music Courses are being offered each term in the current faculty complement. Therefore, the Ensembles Restriction is not sustainable and its deletion will reduce the number of required Course Equivalency requests at the time of students' graduation.

On the Ensembles front, a significant number of the students in the BMus Music Education stream and the Concurrent BMus/B.Ed degree study jazz/pop as their area of private lesson study. It is therefore necessary to allow up to 6 units of the programs' Ensembles requirement to be fulfilled with the MUSP-2400 Jazz Ensemble course. Students in the Jazz/Pop lessons are still expected to take 6 Units of study in Wind Ensemble or Choral Ensembles to widen a future teacher's exposure to ensemble setting in which they will likely be required to work in their careers.

Students in the Concurrent BMus/B.Ed program who wish to further develop their conducting skills may take MUSC-2490 as the third course after taking MUSC 1260 and 1270.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

#### 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?*

Yes. While these changes do not directly incorporated Indigenous studies, there is more possibility for this type of programming to develop with extra resources not being devoted to the non-credited Keyboard Proficiency.

#### 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.*

In SoCA-Music, there are 4-5 faculty, 1 LTA and associated staffing.

##### 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.*

In SoCA-Music, there are 4-5 faculty, 1 LTA and associated staffing. Faculty practicing Musicology, Theory/Composition, Performance, Music Education, Conducting are all equipped to support this minor revisions.

##### 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.*

Incorporating elements of keyboard proficiency within the Basic and Advanced Skills courses, will potentially decrease reliance on Adjunct, LTA, and Sessional resources as well as uncredited overload situations for members of the full time music 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*

SoCA has staffing and technicians as well as students employed in the Ignite program. The above changes should not affect or hinder their workloads.

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

## 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 proposed changes will allow for less administrative follow up required by the Associate Dean of Student Affairs and within the Office of the Registrar.

## 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.*

This proposal requires no new 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.).*

SoCA and the former School of Music have on occasion issued faculty overloads for the Piano Lab and the administering of one on one Piano Proficiency Exams. This proposal will provide cost savings from previous practices as well as the economizing of faculty time resources.

## 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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

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

University of Windsor  
Program Development Committee

\*5.5: **Nursing - Minor Program Change (Form C)**

Item for: **Approval**

**MOTION: That the requirements for the Bachelor of Science in Nursing (Honours Nursing - Collaborative Program) be changed according to the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Bachelor of Science in Nursing Honours Nursing - Collaborative Program (BScN)
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Faculty of Nursing
<b>FACULTY(IES):</b>	Faculty of Nursing

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2020
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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](http://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.

**ADMISSION REQUIREMENTS**

**General Regulations and Procedures**

The considerations listed below apply to admission to all Nursing programs.

**Degrees in Other Disciplines**

Special consideration may be given to applicants holding degrees in other disciplines.

**University of Windsor Senate Admission Requirements for the Bachelor of Science in Nursing (BScN):**

**Successful completion of the Ontario Secondary School Diploma (OSSD) and a minimum 70% average of the top six Grade 12 U or M courses. ENG4U, SBI4U, SCH4U, and one Grade 12 mathematics required. A minimum grade of 65% in Grade 12U English (ENG4U) is required. A second minimum average of 70% is required in chemistry (SCH4U) and biology (SBI4U). These averages may be higher, depending on the number of applicants. For additional details, please see the Senate Policy on Admission Requirements (Undergraduate).**

**TRANSFERS (PROGRAM TRANSFERS, TRANSFERS FROM ANOTHER COLLEGE OR UNIVERSITY)**

**Program Transfers**

Please refer to the University of Windsor Undergraduate Calendar Admission Requirements for Program Transfers.

**Admission by Transfer**

Please refer to the University of Windsor Undergraduate Calendar Admission Requirements for Transfer Students

Applications for transfer to Nursing are subject to a March 1 deadline for Fall admission. Transfer is based on academic achievement and the availability of space. ~~and a~~ A minimum 75% cumulative average is required ~~in order~~ to be considered for a transfer to Nursing. ~~In addition all Nursing~~ **Applicants must have taken ENG4U, SBI4U, SCH4U, and any grade 12 math or courses that have been deemed equivalent.** In addition, all Nursing applicants are required to submit the Applicant Profile form no later than March 1. It must be submitted directly to the University of Windsor, Office of the Registrar, Windsor, Ontario, N9B 3P4. The Applicant Profile form can be found on the Nursing website.

**PROGRAM DEVELOPMENT COMMITTEE  
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FORM C**

**MATURE STUDENTS**

**Admission Mature Students**

Please refer to the University of Windsor Undergraduate Calendar Admission Requirements for Mature Students.

~~In addition~~ All Nursing applicants are required to submit the Applicant Profile Form no later than March 1. It must be submitted directly to the University of Windsor, Office of the Registrar, Windsor, Ontario, N9B 3P4.

**Prior Nursing Courses**

University courses taken within seven years prior to admission or readmission to any nursing program may be considered for credit.

**Selection for Admission**

Preference will be given to applicants with the best qualifications. Selection of candidates for admission to the various programs will be based on criteria determined by the Faculty of Nursing Admissions Committee.

**Health Medical Requirements**

Students in all nursing programs must be cleared for clinical via a pre-clearance process prior to the start of their clinical course(s). This is the financial responsibility of the student.

**Non-Medical Other Requirements**

1) Students are responsible for their own transportation and living expenses incurred in clinical nursing experiences, including the consolidation experiences. Additional costs may be incurred for participation in some clinical placements. Inability to comply with this requirement may necessitate voluntarily withdrawal from the course to avoid risk of failure due to missed clinical hours.

2) Students are responsible for supplying their own uniforms and equipment accessories. Details pertaining to uniforms and accessories will be sent to those admitted to the program.

3) A vulnerable sector (or extended) Police Clearance is mandatory before beginning clinical courses, and on entry, then and must be updated annually, or more frequently as required while in the by the program or, and as required by clinical placement agencies. This is the financial responsibility of the student.

4) Applicants who accept admission into all the undergraduate nursing programs are required to obtain certification in First Aid and Cardiopulmonary Resuscitation (CPR): Basic Life Support (BLS) for health care providers (BLS or HCP) and First Aid preparation before starting the clinical courses program. Annual CPR re-certification re-qualification from a certified instructor is necessary even if a student's card indicates that certification is valid for has an expiry date that is longer than one year. This is the financial responsibility of the student. Details pertaining to other non-medical program requirements are available on the Faculty of Nursing website.

**COLLABORATIVE HONOURS B.Sc.N. PROGRAM**

1) For admission requirements, go to the Policy on Admission Requirements (Undergraduate) at [www.uwindsor.ca/policies](http://www.uwindsor.ca/policies)

2) An interview with the Faculty of Nursing Admissions Committee may be required.

**PROGRAM DEVELOPMENT COMMITTEE  
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**One-year Pre-Health Science Program (for Lambton College and St. Clair College graduates)**

Students at Lambton College who successfully complete the one-year Pre-Health Science-Nursing Program with a minimum overall grade point average of 2.7 (B), and a minimum science subject average of a 2.7 (B) in BIO 120, BIO 220, CHM 125 and CHM 225, will be considered for admission to the BScN Program.

Students at St. Clair College who successfully complete the one-year Pre-Health Science Program with a minimum overall grade point average of 2.7 (B), and a minimum science subject average of (2.7) (B) in BIO 50, BIO51, CHM 50 and CHM 51, will be considered for admission to the BScN Program.

**~~TWELVE-MONTH, PRIMARY HEALTH CARE NURSE PRACTITIONER CERTIFICATE PROGRAM FOR DEGREE-PREPARED NURSES~~**

~~Note: Final intake for this program will be Fall 2008. A full time 12 month option is available only. All successful applicants need to complete the NP Certificate by August 2009.~~

~~1) The applicant must have a Bachelor of Science in Nursing which includes physical assessment, statistics, and a research methods course. An interview with the Faculty of Nursing Admissions Committee may be required. A letter of reference from current or most recent employer is required and a minimum overall nursing average of 70%.~~

~~2) Applicants must hold or be eligible for a current certificate of registration as a registered nurse with the College of Nurses of Ontario.~~

~~3) Preference will be given to Ontario residents whose work experience in nursing has been continuous and who have clinical experience in one or more of the following areas: primary health care, ambulatory care, public health, community health, long term care, emergency care, or outpost nursing.~~

~~4) Applicants must have the equivalent of two years full-time relevant nursing practice within the past five years.~~

~~Note: This is a limited enrollment program. Therefore, possession of minimum published requirements does not guarantee admission.~~

~~Information must also be obtained on the internet at <http://np-education.ca>.~~

**ADMISSION REQUIREMENTS for Graduates of the Lambton College Practical Nursing Program**

The following are the admission requirements for Registered Practical Nurses to enter the BScN Program:

- Registered Practical Nursing diploma from a College of Applied Arts and Technology with an overall B (73%) average and no grade less than a C (63%).
- Minimum one year full-time equivalent work experience as a Registered Practical Nurse (RPN) (i.e. 2000 hours).
- Current Registration with the College of Nurses of Ontario (CNO) as an RPN with no ~~terms, conditions or limitations on their or practice~~ **restrictions**.

**To demonstrate competency in health assessment and other clinical skills, students must complete and pass an objective structured clinical examination (OSCE). This examination will be scheduled at program entry and/or prior to beginning the first clinical course in the program.** ~~Upon entering the program, students must demonstrate successful completion of a clinical simulation exercise (OSCE) to verify current clinical competence. In the event of If~~

# PROGRAM DEVELOPMENT COMMITTEE

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### FORM C

a student ~~being~~ **performs** below the expected level of clinical competence on the OSCE, ~~remediation will be offered by the student~~ may seek remediation at the ~~Lambton~~ College, at the student's expense. Students **must** demonstrate clinical competence at the expected level prior to taking any clinical courses.

~~Program regulations for progression through the program remain the same as the Collaborative BScN program.~~

~~Prior to admission to the program and~~ Prior to beginning clinical, **students must provide documentation of a current CPR certification: (Basic Cardiac Life Support (BLS) for health care providers. and or Certificate (BCLS BLS or HCP) and a Vulnerable Sector (or extended) police clearance (vulnerable populations). Clinical agencies will require a record of immunization (see policies for the Faculty of Nursing, Collaborative Nursing Program).**

### PROGRAM REGULATIONS

Students ~~are directed to~~ **must** become familiar and ~~to~~ comply with the general regulations of the University, which apply to all students. Additionally, students must comply with the regulations particular to Nursing programs within the Faculty of Nursing.

1) For promotion and graduation, nursing students are required to achieve a minimum grade of a 60% in each nursing **course for which a numerical grade is provided, and must achieve a "pass" in each clinical course.** ~~For theory courses that include a laboratory component, students must achieve a pass in both the laboratory and theory components of the course. A non-pass in either component will result in a failing grade in the course.~~ **Students must also theory course, achieve a pass in each clinical/laboratory course, and maintain both cumulative and major averages of at least 60%.**

2) Students who fail a clinical course may require remediation **in a lab or clinical setting** prior to re-taking the course to ensure competence for safe practice at the expected level ~~in the nursing program.~~ Clinical courses in the nursing program require the application of theory to practice. Therefore, a student who fails a required theory course ~~from the following course couplings will~~ **may** be advised to repeat ~~the~~ **its** paired clinical course to ensure continuing safe clinical practice:

~~NURS-1710: NURS-1722~~

~~NURS-1730: NURS-1742~~

~~NURS-2710 or NURS-2730: NURS-2722~~

~~NURS-2750 or NURS-2770: NURS-2742~~

~~NURS-3730: NURS-3722~~

~~NURS-3750: NURS-3742~~

3) **Students will be required to withdraw from the Nursing Program if they have failed three required nursing courses, or if they have failed the same required nursing course more than once.** ~~Students who failed a required nursing course may not repeat the same course more than once. No more than two required nursing courses may be repeated in the case of failures.~~ **Students with a cumulative or major average of < 55% (or < 50% for first year students) will also be required to withdraw from the nursing program (For further information, see Standing Required for Continuation in Programs at [www.uwindsor.ca/policies](http://www.uwindsor.ca/policies))**

4) Students who wish to repeat a previously passed ~~required~~ nursing course for any purpose may be ~~considered~~ **permitted** to do so only if there is space in the course, ~~and with professor approval.~~ Students are not encouraged to repeat previously passed courses.

5) The program of studies for the four-year ~~basic~~ **BScN** degree ~~or the program for Registered Nurses~~ must be completed within seven years from the first Nursing course (**NURS-xxxx**) taken (~~NURS-xxxx~~) taken

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6) All option courses must be successfully completed prior to the start of Year 4 (**NURS-4XXX**) level nursing courses. ~~Course overload is not permitted while taking Year 4 level nursing courses.~~

7) Clinical placements will be arranged by the Faculty of Nursing to **enable students to** meet the Entry to Practice expectations of the College of Nurses of Ontario ~~for every nursing student.~~

8) The Faculty of Nursing administration/staff reserve the right to change students' schedules, including clinical, theory and lab courses, according to operational needs and course availability, subject to Bylaw **54-51**.

9) Students are **required to meet all** ~~expected to take responsibility for meeting all~~ Faculty of Nursing clinical placement policy requirements and ~~for~~ conforming to any additional agency-specific policies. Students will be denied access to a clinical placement site if they fail to be cleared for clinical placement. The Faculty of Nursing is not responsible for providing an alternative clinical experience for students who do not meet these requirements.

10) Any change in status related to a student's police clearance after clearance has been obtained must be immediately disclosed by the student to the Associate Dean.

11) If students ~~is~~ **are** convicted of a criminal offense after admission to the program (or if a prior criminal conviction becomes known after admission to the program), ~~he/she~~ **they** will be denied access to clinical placements as per clinical placement agencies' policies, and will be required to withdraw from the clinical course.

12) **Attendance at all** All clinical nursing **practica** experiences and **experiential learning** laboratories are **is** mandatory. **Non-attendance** at a ~~Students who have not started their clinical placement by the University of Windsor's add/drop date for the semester will be required~~ **that a student** ~~to withdraw from the clinical course.~~ **A student may not miss more than 20% of the required hours in a clinical course. Time spent completing alternative learning activities will not be counted toward the student's clinical hours. A student who misses more than 20% of the required hours will be required to withdraw from the course without academic penalty if they are otherwise in good standing in the course.**

13) **To pass** ~~in the clinical courses, students must achieve all course~~ **learning** outcomes. ~~and critical elements.~~

14) Students are expected to ~~work~~ **attend** the clinical shifts **as scheduled** ~~arranged for them by the Faculty of Nursing.~~ Shifts may be scheduled during the days, evenings, and/or ~~on~~ weekends. Students ~~may~~ **should** expect to have **up to** eight **8**-hour shifts during the first two years of the program, except during ~~consolidation~~ **Consolidated Practicum** courses, ~~when where some twelve~~ **12**-hour shifts **may be required** ~~are possible.~~ In year four, students in ~~preceptored~~ **precepted** experiences may work eight or twelve **8 or 12** hour day, afternoon or night shifts. **Students** ~~A student will~~ **are not be allowed** **permitted** to ~~work~~ **attend clinical** more than **3** three days in a row if they are ~~working~~ **scheduled for 12** ~~twelve~~ hour shifts (i.e., three consecutive 12 hour shifts), and ~~must have a minimum~~ **break of 48 hours** **must occur** before starting the next set of shifts.)

15) **During consolidated practicum courses, students engage in full-time clinical learning that is scheduled daily.** ~~Due to the full-time, daily schedule for consolidation courses NURS-2782 and NURS-3782,~~ **Students** should not schedule conflicting commitments during ~~the course~~ **consolidated practicum courses**, such as employment or registration in other courses. ~~Any requests~~ **Requests** to be excused from attending consolidation due to these types of conflicts will be denied. A letter to employers explaining the consolidation course requirements is available upon request to students in the ~~main~~ **Nursing Main** Office.

16) Auditing of clinical courses is not **permitted** ~~allowed.~~

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~~17) Students who are required to repeat a nursing clinical course must notify the Main Nursing Office, in writing, of their plan to repeat the course by April 15 (for fall return), by September 15 (for winter return) and by January 15 (for consolidation/intersession/summer return). If a student fails to do so, a clinical placement cannot be provided.~~

18) Students in good standing who are absent for more than one semester and wish to return to nursing must complete and submit the "Returning Nursing Student Form" available at the Nursing Main Office and/or on the Nursing website prior to registering for any courses, and may be required to demonstrate clinical competence before taking any clinical course. The deadlines for submitting the Returning Nursing Student Form are April 15 (for return in Fall), September 15 (for return in Winter), or January 15 (for return in consolidation/intersession/summer). **Students who fail to meet these deadlines will not be guaranteed a clinical placement.**

19) Students who wish to return to the Nursing Program after an absence of more than one year may be re-admitted with special permission from the Dean's Office. Each case will be assessed on an individual basis. Students will be required to demonstrate continued competency in specific nursing courses, which may include any combination of OSCE and/or skill testing, challenge exams, and/or re-taking specified courses. Students will be charged a fee for this assessment. Students must follow the same process and deadlines as described in the previous **Regulation 18 (above)**.

~~20) Students must not give their personal contact information to patients/clients in clinical placements.~~

~~20-21) Students with disabilities who require academic accommodations in any nursing course must contact an Advisor in Student Accessibility Services (SAS) to complete SAS Registration and receive the necessary Letters of Accommodation. After registering with SAS, students must present their Letter of Accommodation and discuss their needs with their professor(s) as early in the term as possible. Deadlines for submission of documentation and completed forms to SAS are available on the website: <http://www.uwindsor.ca/studentaccessibility/>.~~

~~21-22) Students of the Faculty of Nursing are required to demonstrate behaviours consistent with the University of Windsor standards of acceptable behaviour (see Senate Bylaw 31), and the **Practice Standards and Practice Guidelines Professional Standards for Registered Nurses and Registered Practical Nurses; the Standards for the Therapeutic Nurse-Client Relationship; the Ethical Framework for Nurses in Ontario; and the Explanation of Professional Misconduct** of the College of Nurses of Ontario (<http://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>); and of the academic policies of the University of Windsor.~~

Failure of any Nursing student to conform to the principles of these documents may result in dismissal from any of the Faculty of Nursing programs.

The Faculty of Nursing reserves the right to remove a nursing student from the clinical placement in instances where the instructor has reason to believe that the student is rendering unsafe and/or unprofessional and/or unethical nursing care, or that the student's safety is at risk. A student who is removed from a clinical placement course due to rendering unsafe and/or unprofessional and/or unethical nursing care may attempt to retake the same course only once. **A Students will be required to withdraw from the nursing program if he/she they are** is removed from the same or any other clinical placement course for a second time due to rendering unsafe and/or unprofessional and/or unethical nursing care.

Note: The College of Nurses of Ontario requires that in order to obtain permission to write Nurse Registration Examinations and/or apply for Nurse Registration in Ontario, a person must provide a declaration of one's status regarding:

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- (a) any conviction of a criminal offense under the Narcotic Control Act and the Food and Drugs Act;
- (b) being a subject of proceedings with respect to professional misconduct, incompetence, or incapacity in Ontario in another health profession or in another jurisdiction in nursing or in another health profession;
- (c) any mental or physical disorder which makes it desirable in the public interest that the person not practice;
- (d) a current police clearance within six months of examinations.

**Further Information**

Applicants wishing to discuss the program or visit the Faculty of Nursing should contact the campus (519-253-3000, Ext. ~~2258~~ **2265**). Information may also be obtained from the Internet: [www.uwindsor.ca/nursing](http://www.uwindsor.ca/nursing)

**Major Clinical Resources**

Nursing is a profession of diverse opportunity. **Students will engage in learning in diverse clinical settings. Clinical placements include, but are not limited to** Clinical experiences are found in a variety of settings. Examples of the diversity of placements for nursing students are in hospitals, public health agencies, **home health care or** visiting nurse **agencies**, family support services, ~~doctors'~~ **primary care** offices and clinics, day care centres and preschools, elementary and high schools, new Canadian multicultural programs, First Nations groups, **long-term care homes, and** seniors residences and services. ~~and caring for challenged populations. On campus, practice is done in independent learning laboratories and simulated situations. These experiences and more, lay the foundation for professional nursing.~~

**Awards and Scholarships**

Nursing Awards and Scholarships are offered **available** to students enrolled at the University of Windsor, Faculty of Nursing.

**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).*

Changes reflect the following:

- New Faculty of Nursing Policies
- Updates required in light of new curriculum
- Improving language/clarity

**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?*

Indigenous content is threaded throughout the program within the context of cultural content.

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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 program change(s). Please do not name specific individuals.*

No changes in faculty or staff resources needed.

**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.*

Faculty have the required expertise to support the 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 proposed changes are not associated with any changes in our reliance of adjunct, limited-term or 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*

No changes anticipated required.

**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.*

None

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

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

None/Not applicable

**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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

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

**University of Windsor  
Program Development Committee**

5.6: **Criminology – Minor Program Change (Form C)**

Item for: **Approval**

**MOTION:** That the degree requirements for the Honours Criminology, Combined Honours in Sociology and Criminology, Combined Honours Criminology Programs, and the Major and Minor Concentrations - Bachelor of Interdisciplinary Arts and Science (IAS) – Criminology, 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 Sociology, Anthropology and Criminology Council and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Criminology BA (Hons.), Combined Honours in Sociology and Criminology, Criminology BA (Hons.) Combined Honours
DEPARTMENT(S)/SCHOOL(S):	Sociology, Anthropology, and Criminology
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2020
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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](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

### Honours Criminology

Degree Requirements: 40

(a) SACR-1100 (recommended) or SACR-1000, SACR-2910, SACR-2900, SACR-2600, SACR-2620, SACR-3080, SACR-3900;

**(b) In order to proceed into the third year of the Criminology program, the following are required: a minimum final grade of 70% in both SACR-2600 and SACR-2620 and a minimum Cumulative GPA of 67%. Those who do not meet these requirements will automatically be enrolled in the Sociology BA (Hons.) program, given that the degree requirements for the Sociology and Criminology programs are consistent through the second year of the programs. Students are thereafter able to change their major from Sociology to a different program if desired.**

(c) two of SACR-2200, SACR-2040, SACR-2050, SACR-2130, SACR-2140, SACR-2150, SACR-2270, SACR-2280, SACR-2400, SACR-2100, SACR-3010, SACR-3050, SACR-3060, SACR-3230, SACR-3270, SACR-3290, SACR-3330, SACR-3150, SACR-3380, SACR-3390, SACR-3400, SACR-3410, SACR-3500, SACR-3510, SACR-3520, SACR-3530, SACR-3540

(d) SACR-3560 or SACR-3730 or SACR-3910

(e) three of SACR-3610, SACR-3620, SACR-3630, SACR-3650, SACR-3670, SACR-3680, SACR-3700, SACR-3500, SACR-3740, SACR-3820, and SACR-3710;

(f) two 4000-level courses, including one of SACR-4210, SACR-4510, SACR-4910, SACR-4600, SACR-4610, SACR-4640, SACR-4650, SACR-4670

(g) two courses from Arts;

(h) two courses from Languages or Science;

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

(j) GART-1500, GART-1510;

(k) SOSC-2500;

(l) seven courses from Arts, Languages, Social Sciences, including Sociology

(m) nine courses from any area of study, excluding Sociology and any Anthropology courses cross-listed with Sociology.

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#### Combined Honours in Sociology and Criminology

Degree Requirements: 40

(a) SACR-1100 (strongly recommended) or SACR-1000, SACR-2200, SACR-2600, SACR-2620, SACR-2900, SACR-2910, and SACR-3080 or SACR-3900\*

**(b) In order to proceed into the third year of the Criminology program, the following are required: a minimum final grade of 70% in both SACR-2600 and SACR-2620 and a minimum Cumulative GPA of 67%. Those who do not meet these requirements will automatically be enrolled in the Sociology BA (Hons.) program, given that the degree requirements for the Sociology and Criminology programs are consistent through the second year of the programs. Students are thereafter able to change their major from Sociology to a different program if desired.**

(c) SACR-3560 or SACR-3730 or SACR-3910

(d) four of SACR-2040, SACR-2050, SACR-2130, SACR-2140, SACR-2150, SACR-2270, SACR-2280, SACR-2400, SACR-2100, SACR-3010, SACR-3050, SACR-3060, SACR-3230, SACR-3270, SACR-3290, SACR-3330, SACR-3150, SACR-3380, SACR-3390, SACR-3400, SACR-3410, SACR-3500, SACR-3510, SACR-3520, SACR-3530, SACR-3540

(e) one of SACR-4030, SACR-4050, SACR-4080, SACR-4150, SACR-4160, SACR-4220, SACR-4250, SACR-4290, and SACR-4510

(f) four of SACR-3230, SACR-3610, SACR-3620, SACR-3630; SACR-3650, SACR-3670, SACR-3680, SACR-3700, SACR-3710, SACR-3740, and SACR-3820

(g) one of SACR-4210, SACR-4600, SACR-4610, SACR-4640, SACR-4650, SACR-4670, SACR-4910

(h) two courses from Arts;

(i) two courses from Languages or Science;

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

(k) GART-1500, GART-1510;

(l) SOSC-2500;

(m) seven courses from Arts, Languages, or Social Sciences, including Sociology (SACR-);

(n) 6 courses from any area of study, excluding Sociology and Criminology (SACR-) courses until the student reaches a total of 40 courses.

#### Combined Honours Criminology Programs

*(To combine Criminology with Sociology, see Combined Honours in Sociology and Criminology above.)*

An Honours Criminology Degree can be combined with a specialization in another subject (e.g., psychology, political science, etc.). **Note: the minimum course grades and GPA requirements identified under (b) above only apply to the Criminology component of Combined Criminology BA programs.**

#### **Program Regulation:**

Students in combined programs must complete all courses used to calculate the major average for both subject areas, and GART-1500 and GART-1510. They must also complete the degree requirements, in the order presented to a total of forty courses. Example: If the total course requirements add up to 43 once the requirements for the second subject area are included, the degree requirements are to be completed in the order presented, until the student reaches a total of 40 courses.

#### **Degree Requirements:**

*Total courses: forty.*

(a) *Criminology*: fifteen courses including SACR-1100 (strongly recommended) or SACR-1000, SACR-2910, SACR-2900, SACR-2600, SACR-2620, SACR-3080, SACR-3900; SACR-3730 or SACR-3910 or SACR-3560; three of SACR-3610, SACR-3620, SACR-3630, SACR-3650, SACR-3670, SACR-3680, SACR-3700, SACR-3500, SACR-3740, SACR-3820, and SACR-3710; two 4000-level courses, including one of SACR-4210, SACR-4500, SACR-4910, SACR-4600, SACR-4610, SACR-4640, SACR-4650, SACR-4670; and two of any other Sociology (SACR-) courses.

# PROGRAM DEVELOPMENT COMMITTEE

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**(b) In order to proceed into the third year of the Criminology program, the following are required: a minimum final grade of 70% in both SACR-2600 and SACR-2620 and a minimum Cumulative GPA of 67%. Those who do not meet these requirements will automatically be enrolled in the Sociology BA (Hons.) program, given that the degree requirements for the Sociology and Criminology programs are consistent through the second year of the programs. Students are thereafter able to change their major from Sociology to a different program if desired.**

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

**(d)** GART-1500, GART-1510;

**(e)** SOSC-2500;

**(f)** two courses from Arts;

**(g)** two courses from Languages or Science;

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

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

#### **Major and Minor Concentrations - Bachelor of Interdisciplinary Arts and Science (IAS) - Criminology**

*Major Concentration:* SACR-1100; two of SACR-2130, SACR-2270, SACR-2400, SACR-2100, SACR-3270, SACR-3330, SACR-3390, SACR-3510, SACR-3520, SACR-3530, SACR-3540; SACR-2910; SACR-2900; SACR-2600; SACR-2620; SACR-3900; SACR-3730 or SACR-3910; three of SACR-3610, SACR-3620, SACR-3630, SACR-3650, SACR-3670, SACR-3680, SACR-3700, SACR-3500, SACR-3740, SACR-3820, and SACR-3710; two 4000-level courses, including one of SACR-4210, SACR-4510, SACR-4910, SACR-4600, SACR-4610, SACR-4640, SACR-4650, SACR-4670.

**In order to proceed into the third year of the Criminology program, the following are required: a minimum final grade of 70% in both SACR-2600 and SACR-2620 and a minimum Cumulative GPA of 67%. Those who do not meet these requirements will automatically be enrolled in the Sociology BA (Hons.) program, given that the degree requirements for the Sociology and Criminology programs are consistent through the second year of the programs. Students are thereafter able to change their major from Sociology to a different program if desired.**

*Minor Concentration:* No Minor Concentration offered.

#### **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**.*

This change will not require additional resources.

#### **B. RATIONALE**

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

Several years ago, requirements for admittance into the third year of our criminology program were removed on a trial basis. Enrolment in the program has increased since that time and has outstripped our criminology faculty resources (we currently have a criminology faculty complement of approximately 5.5 people). As a result, our third- and fourth-year criminology courses have extensive waiting lists and students are encountering difficulties completing their degree requirements on time as a result.

# PROGRAM DEVELOPMENT COMMITTEE

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The proposed change, which was developed in consultation with the Registrar's Office, is more streamlined than the reapplication process we had in place before. It is expected to simultaneously assist with controlling the demand on our criminology courses and redistribute students into our sociology 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 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 Indigenous content in the criminology courses will remain unchanged.

#### **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.*

As noted above, we currently have approximately 5.5 full-time faculty teaching our criminology courses, which does not meet the demand for these courses. As a result, we have had to rely heavily on Sessional Instructors to teach our criminology courses. We expect that this change will redistribute students who do not meet the requirements into our sociology program, which shares prerequisites with our criminology program at the first- and second-year level.

##### **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.*

This change will allow our faculty with expertise in criminology to teach more of our majors.

##### **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.*

As noted above, this change will reduce our heavy reliance on Sessional Instructors.

##### **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*

This will allow us to better distribute the resources within our department.

# PROGRAM DEVELOPMENT COMMITTEE

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**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 Registrar’s Office was consulted to develop a mechanism that would work with the new UWinsite system and minimize the work on their end.

**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.).*

This change will allow us to redistribute enrolment within our department and to produce cost savings through reduced reliance on Sessional Instructors.

**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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

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

University of Windsor  
Program Development Committee

\*5.7: **Master of Human Kinetics - Minor Program Change (Form C)**

Item for: **Approval**

**MOTION:** That the degree requirements for the Master of Human Kinetics 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 Faculty of Human Kinetics 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 Human Kinetics
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2020
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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](http://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**.

### Master of Human Kinetics

Program Requirements

[...]

### Applied Human Performance

The program focuses on the application of movement science in sport, the workplace, and activities of daily living. Students pursue course work, thesis research, and internships that examines the basic and applied principles of human biomechanics, motor performance and exercise physiology. To fulfil the degree requirements, each candidate must complete the following:

#### Thesis Option

- 1) Three courses from KINE-8040, **KINE-8070**, KINE-8100, KINE-8110, **KINE-8210**, KINE-8220, KINE-8230, KINE-8240, KINE-8250, KINE-8260, KINE-8270, KINE-8280, **KINE-8290**, KINE-8940
- 2) A Thesis (KINE-8970).
- 3) One other graduate course chosen in consultation with the thesis advisor.

#### Internship Option

- 1) Five courses from KINE-8040, **KINE-8070**, KINE-8100, **KINE-8210**, KINE-8110, KINE-8220, KINE-8230, KINE-8240, KINE-8250, KINE-8260, KINE-8270, KINE-8280, **KINE-8290**, KINE-8940
- 2) Internship (KINE-8950).
- 3) Two other graduate courses chosen in consultation with the internship advisor.

### Sport Management

The program focuses upon the understanding of the components of organizational behaviour in the context of amateur and professional sport environments. Students will pursue course work and either thesis research or an internship that focuses on topics such as leadership, organizational effectiveness, sport marketing, organizational change, and legal, philosophical and social issues of management. To fulfil the degree requirements, each candidate must complete all of the following:

# PROGRAM DEVELOPMENT COMMITTEE MINOR PROGRAM CHANGES FORM C

## Thesis Option

- 1) Two courses from KINE-8000, KINE-8010, KINE-8020, KINE-8030, KINE-8050, KINE-8060, KINE-8080, KINE-8100, KINE-8940
- 2) Research Methods (KINE-8620)
- 3) A Thesis (KINE-8970)
- 4) One other graduate course chosen in consultation with the thesis advisor

## Internship Option

- 1) Four courses from KINE-8000, KINE-8010, KINE-8020, KINE-8030, KINE-8050, KINE-8060, KINE-8080, KINE-8100, **KINE-8940**
- 2) Research Methods (KINE-8620)
- 3) Internship (KINE-8950)
- 4) Two other graduate courses chosen in consultation with the internship advisor

[...]

## 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 courses added as options within the MHK-Applied Human Performance Stream were previously senate approved, but the courses were never included in the optional degree listings for our program. We have had to provide exceptions for students over the past year because of this oversight, and this change will help to alleviate the problem.

### 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 Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. In this revision of the program, our priority was to ensure that students were able to complete their graduate degrees. The specific courses added to our program include statistics, exercise rehabilitation, and the physiology of sex differences. The topics in these courses relate to all humans. Nonetheless, our graduate faculty are encouraged to engage students in instructor led discussion on Indigenous issues where they are fitting. For example, gender differences among First Nations individuals exist, but stem from historical, cultural, political, and socioeconomic factors. A graduate course on the physiology of sex differences highlights that true physiological sexual dimorphisms that limit the opportunities of men or women of any

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

ethnicity are few. Further, a course on exercise rehabilitation would include discussion on the dissimilar availability, barriers to, and participation in rehabilitation programming by Indigenous groups in North America.

#### 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.*

These courses have all been taught within the past few years and require no new 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.*

As the additions are graduate courses, they are taught by faculty within their respective areas of 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.*

None. As noted above, all of these courses are, or have been, taught by current tenured or tenure-track faculty. Further, because these courses are not currently "required" for our students' programming, faculty absences (e.g. sabbatical, parental leave, etc.) should not impact delivery of the program as there are other options available to fulfil the "number of courses" requirement of the programs.

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

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

This minor change simply includes previously and currently taught graduate courses in the optional section of the degree requirements for our MHK-Applied Human Performance major. The courses have been part of each respective faculty member's workload assignment in the years these classes have been offered.

##### 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.*

No change.

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

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

None.

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

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

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.

None

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

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

None.

**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.

<b>Faculty:</b>	None
<b>Staff:</b>	None
<b>GA/TAs:</b>	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.

<b>Library Resources and Services:</b>	None additional
<b>Teaching and Learning Support:</b>	None additional
<b>Student Support Services:</b>	None additional
<b>Space and Facilities:</b>	None additional
<b>Equipment (and Maintenance):</b>	None additional

University of Windsor  
Program Development Committee

\*5.8:           **Nursing – New Course Proposal**

Item for:       **Approval**

**MOTION:** That the following courses addition be approved: ^

**NURS-2320. Pharmacology and Medication Management II**

**NURS 2420. Holistic Health Assessment II**

**NURS-2810. Adult Health and Health Alterations I**

**NURS-2820. Adult Health and Health Alterations II**

**NURS-2920. Maternal and Newborn Care**

*^Subject to approval of expenditures required.*

**Rationale/Approvals**

- The proposed new courses have been approved by the Faculty of Nursing Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Collaborative Honours Bachelor of Science in Nursing
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Faculty of Nursing
<b>FACULTY(IES):</b>	Faculty of Nursing

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]:	Fall 2020
<i>*(subject to timely and clear submission)</i>	

**A. NEW COURSE PROFILE**

**Course # and Title: NURS 2320. Pharmacology and Medication Management II**

**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 the second in a sequence of two pharmacology courses. This course builds on the knowledge the learner gained in Pharmacology and Medication Management I (NURS 1310). Major drug classifications will be examined and discussed. Particular emphasis will be placed on the nurse's responsibilities in drug therapy and the development of critical thinking skills necessary for the safe administration of medications in a variety of settings and during transitions in care. (Prerequisite: Successful completion of all year one winter required courses.) (Co-requisites: Registration in all courses required for second year fall semester.) (3 Lecture hours per week.)

**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 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course***
Successful completion of all year 1 winter required courses	Registration in all courses required for Second Year fall semester	N/A	N/A	yes	NURS 2790 Pharmacology in Nursing Practice

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	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.*

The goal of this course is to provide the learner with the knowledge and skill required to safely administer medications and to care for patients receiving medications.

**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?*

Cultural variations and the need to customize drug therapy accordingly is a component of this course; this will include Indigenous as well as other cultures.

**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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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 principles, procedures, technologies, and resources that support safe medication administration, as well as factors that contribute to errors (Also applies to B, C, D, E, F, G).  Analyze the various interprofessional roles involved in medication management (Also applies to E, F, G).  Appraise resources and processes for educating patients/clients/families to manage medications safely (Also applies to B, C, E).	A. the acquisition, application and integration of knowledge

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>Demonstrate accuracy in oral, injectable, and IV medication calculations across the lifespan (C, D, E).</p> <p>Appraise the need for customization of drug therapy of selected individual medications based on individual patient/client variables including physiologic, psychosocial, genetic, cultural, values and beliefs, knowledge base and resources (Also applies to B, C, E).</p> <p>Analyze characteristics of drug groups and selected individual medications in terms of the following: mechanism(s) of action; drug effects; therapeutic uses; side effects and adverse effects; toxicity and management of overdoses; interactions; and nursing responsibilities related to administration, monitoring, and teaching (Also applies to B, C, E).</p>	
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
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

**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
	115	115	115	115	115

**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?*

There will be no expected change on enrolment.

**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
N/A	Tutorials
N/A	Labs
N/A	Practical experience
N/A	Independent Study
2	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
N/A	Meeting with others for group work/project assignments
2	Studying for tests/examinations
	Other: [specify]
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	The workload in the proposed course will be similar to other course workloads in the second year of the program and will not increase or decrease from the current curriculum.

**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.*

In the BScN program the available Faculty Staff and Resources are as follows: 16 full-time faculty (tenured, tenured-track) 4 academic ancillary staff, 7 sessional lectures and limited term, and 10 administrative staff (clinical placement coordinators, I.T. support technician, lab coordinator, Assistant to the Dean, Secretary to the Dean, student success coordinator, clinical therapist, undergraduate secretary, receptionist, and clinical placement secretary. No additional faculty or staff will be required.

**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 Faculty of Nursing has sufficient faculty with expertise to support the provision of the proposed course.

# 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.*

Full-time faculty will be relied upon for the development and delivery of this proposed theory course.

#### 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.*

Faculty and administration from St. Clair College sites and Lambton College site are aware and have been involved in the development, support, and delivery of this proposed theory course.

#### 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.*

There are no anticipated new resources for this proposed 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.).*

No reallocation or cost-savings anticipated.

#### 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.*

<b>Faculty:</b>	Additional Faculty Not anticipated
<b>Staff:</b>	Additional Staff Not anticipated
<b>GA/TAs:</b>	Additional GA/TA's Not anticipated

#### 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.*

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

Course # and Title:     **NURS 2420. Holistic Health Assessment II**

##### 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 the second of two courses that introduces and expands upon holistic health assessment concepts and principles of the well adult. The focus is on continued development of interviewing and history taking skills, and foundational health assessment skills related to specific systems. The learner will recognize normal findings, deviations from normal, and communicate assessment findings to promote health. (Prerequisite: Successful completion of all year one fall required courses) (Co-requisite: Registration in all courses required for first year winter semester) (3 Lecture hours per week)

##### 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 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** NURS 1760 Health Assessment II
Successful completion of all First Year required courses	Registration in all courses required for second year fall semester	N/A	N/A	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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	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.*

The goal of this course is to expand the learners nursing health assessment principles and skills required for the nursing processes in patient-centered (developmental, cultural, and spiritual) care.

**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?*

Cultural needs, including those of Indigenous peoples, are included as part of health assessment.

**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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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>
Identify history-taking and interviewing skills of select systems. (Also applies to B, C, F, G). Apply relevant anatomy and physiology knowledge related to select systems. (Also applies to C). Identify developmental, cultural, and spiritual considerations of select systems. (Also applies to B, C). Differentiate between normal and abnormal assessment findings of select systems. (Also applies to C) Demonstrate critical thinking and decision making when choosing the most relevant focused assessment data in select clinical scenarios. (Also applies to B, C). Identify potential health teaching topics related to select systems. (Also applies to B, C, E).	A. the acquisition, application and integration of knowledge
B., G	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
B.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
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.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
	115	115	115	115	115

**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?*

There will be no expected change on enrolment.

**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 hours	Lectures
N/A	Tutorials
N/A	Labs
N/A	Practical experience
N/A	Independent Study
2 hours	Reading for the course
0.5-1	Work for assessment (essays, papers, projects, laboratory work)
N/A	Meeting with others for group work/project assignments
1-1.5	Studying for tests/examinations

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

	Other: <i>[specify]</i>	
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>		The workload in the proposed course will be similar to other course workloads in the second year of the program and will not increase or decrease from the current curriculum.

**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.*

In the BScN program the available Faculty Staff and Resources are as follows: 16 full-time faculty (tenured, tenured-track) 4 academic ancillary staff, 7 sessional lectures and limited term, and 10 administrative staff (clinical placement coordinators, I.T. support technician, lab coordinator, Assistant to the Dean, Secretary to the Dean, student success coordinator, clinical therapist, undergraduate secretary, receptionist, and clinical placement secretary. No additional faculty or staff will be required.

**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 Faculty of Nursing has sufficient faculty with expertise in the area of the proposed course, Holistic Health Assessment II, who can support the learner in the Second year of the BScN 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 new course.*

Full-time faculty will be relied upon for the development and delivery of this proposed theory course.

**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.*

Faculty and administration from St. Clair College sites and Lambton College site are aware and have been involved in the development, support, and delivery of this proposed theory course.

**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.*

There are no anticipated new resources for this proposed 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.).*

None anticipated

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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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.*

<b>Faculty:</b>	Additional Faculty Not anticipated
<b>Staff:</b>	Additional Staff Not anticipated
<b>GA/TAs:</b>	Additional GA/TA's Not anticipated

**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.*

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

Course # and Title:      **NURS-2810. Adult Health and Health Alterations I**

##### 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 the first in a sequence of four courses that address the concepts and principles associated with the nursing care of adults experiencing alterations in health, across health care settings and throughout the care continuum. This course focuses on foundational knowledge-based concepts (e.g., stress, pain, oxygenation) that are common across a variety of health alterations, and on the care of adults undergoing surgery. The course also focuses on the care of adults experiencing selected common acute or chronic health alterations (e.g., respiratory disorders, vascular disorders, diabetes). Principles of pathophysiology, assessment, pharmacology, nutrition, collaborative management and quality and evidence-based care are emphasized. (Prerequisites: Successful completion of all year one required courses.) (Co-requisites: Registration in all courses required for second year fall semester.)

##### 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 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
Successful completion of all year one required courses	Registration in all courses required for second year fall semester	N/A	N/A	yes	NURS 2730 Nursing Care of Clients with Episodic & Long-Term Health Needs

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	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.*

The goal of this course is to provide foundational knowledge that will enable the learner to use the nursing process to promote healthy transitions for individuals experiencing common acute and chronic health alteration and/or requiring surgical procedures.

# 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?*

Where indigenous peoples are at higher risk for specific illnesses, this will be included in the course content, as will the need for culturally sensitive care.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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 foundational knowledge-based concepts to the assessment and care of adults undergoing surgery and/or experiencing selected common acute or chronic health alterations. (Also applies to C, E)</p> <p>Apply relevant knowledge from nursing, the sciences, and other disciplines (e.g., nutrition, pharmacy) to assess, plan, prioritize, and evaluate care for adults undergoing surgery and/or experiencing selected common acute and chronic health alterations. (Also applies to B, C, E)</p> <p>Apply critical thinking and clinical reasoning to interpret assessment data derived from a variety of sources. (Also applies to B, C)</p> <p>Determine interprofessional and transitional care needs to promote patient and family centered care for adults undergoing surgery and/or experiencing selected common acute or chronic health alterations. (Also applies to C, E, F, G)</p> <p>Apply knowledge of assessment, nutrition, pharmacology and patient safety to the care of adults undergoing surgery and/or experiencing selected common acute or chronic health alterations. (Also applies to C, E)</p>	<p>A. the acquisition, application and integration of knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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>
Analyze factors that influence adult health (e.g. social determinants of health, culture, spirituality) and their relevance to planning and delivering person and family-centred care. (Also applies to C, E)  Apply principles and methods of health promotion, teaching/learning, and evidence-informed decision-making to facilitate positive outcomes for adults undergoing surgery and/or experiencing selected common acute or chronic health alterations (Also applies to E, F).	
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply ethical and legal principles (e.g., informed consent/substitute decision making; reporting) when determining interventions for adults undergoing surgery and/or experiencing selected common acute or chronic health alterations (Also applies to E)	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.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
	115	115	115	115	115

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**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?*

There will be no expected change on enrolment.

**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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
3 hours	Lectures
N/A	Tutorials
N/A	Labs
N/A	Practical experience
N/A	Independent Study
3 hours	Reading for the course
0.5-1	Work for assessment (essays, papers, projects, laboratory work)
N/A	Meeting with others for group work/project assignments
1-1.5	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	The workload in the proposed course will be similar to other course workloads in the second year of the program and will not change from that of the current curriculum.

**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.*

In the BScN program the available Faculty Staff and Resources are as follows: 16 full-time faculty (tenured, tenured-track) 4 academic ancillary staff, 7 sessional lectures and limited term, and 10 administrative staff (clinical placement coordinators, I.T. support technician, lab coordinator, Assistant to the Dean, Secretary to the Dean, student success coordinator, clinical therapist, undergraduate secretary, receptionist, and clinical placement secretary. No additional faculty or staff will be required.

**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 Faculty of Nursing has sufficient faculty with expertise in the area of the proposed course, who can support the learner in 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.*

Full-time faculty will be relied upon for the development and delivery of this proposed theory course.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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.*

Faculty and administration from St. Clair College sites and Lambton College site are aware and have been involved in the development, support, and delivery of this proposed theory course.

#### 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.*

There are no anticipated new resources for this proposed 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.).*

No reallocation or cost-savings are anticipated.

#### 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.*

<b>Faculty:</b>	Additional Faculty Not anticipated
<b>Staff:</b>	Additional Staff Not anticipated
<b>GA/TAs:</b>	Additional GA/TA's Not anticipated

#### 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.*

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

Course # and Title:     **NURS-2820. Adult Health and Health Alterations II**

##### 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 the second in a sequence of four courses that address the concepts and principles associated with the nursing care of adults experiencing alterations in health across health care settings and throughout the care continuum. Building upon the knowledge acquired in Adult Health and Health Alterations I, this course continues to focus on the care of adults experiencing selected common acute or chronic health alterations (e.g. infectious diseases, disorders of the gastrointestinal, urinary, and cardiovascular systems). Principles of pathophysiology, assessment, pharmacology, nutrition, collaborative management and quality and quality and evidence-based care are emphasized. (Prerequisites: Successful completion of all year two fall required courses.) (Co-requisites: Registration in all courses required for second year winter semester.)

##### 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 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
Successful completion of all year two fall required courses	Registration in all courses required for second year winter semester	N/A	N/A	yes	NURS 2730 Nursing Care of Clients with Episodic & Long-Term Health Needs

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	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.*

The goal of this course is to provide foundational knowledge that will enable the learner to use the nursing care process to promote healthy transitions for individuals experiencing common acute and chronic health alterations.

# 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?*

Where Indigenous peoples are at higher risk for specific illnesses, this will be included in the course content, as will the need for culturally sensitive care.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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>
<p>A. Integrate foundational knowledge-based concepts into the assessment and care of adults experiencing selected common acute and chronic health alterations (Also applies to C, E)</p> <p>Apply relevant knowledge from nursing, the sciences, and other disciplines (e.g., nutrition, pharmacy) to assess, plan, prioritize, and evaluate care for adults experiencing selected common acute and chronic health alterations. (Also applies to B, C, E)</p> <p>Apply critical thinking and clinical reasoning to interpret assessment data derived from a variety of sources. (Also applies to B, C)</p> <p>Determine interprofessional and transitional care needs to promote patient and family centered care for adults experiencing selected common acute and chronic health alterations. (Also applies to C, E, F, G)</p> <p>Apply knowledge of assessment, nutrition, pharmacology and patient safety to the care of adults experiencing selected common acute and chronic health alterations. (Also applies to C, E)</p>	<p>A. the acquisition, application and integration of knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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>
Analyze factors that influence adult health (e.g. social determinants of health, culture, spirituality) and their relevance to planning and delivering person and family-centred care. (Also applies to C, E)	
Apply principles and methods of health promotion, teaching/learning, and evidence-informed decision-making to facilitate positive outcomes for adults experiencing selected common acute and chronic health alterations. (Also applies to E, F).	
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply ethical and legal principles when determining interventions for adults experiencing selected acute and chronic health alterations. (Also applies to E)	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.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
	115	115	115	115	115

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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?*

There will be no expected change on enrolment.

#### 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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
3 hours	Lectures
N/A	Tutorials
N/A	Labs
N/A	Practical experience
N/A	Independent Study
3 hours	Reading for the course
0.5-1	Work for assessment (essays, papers, projects, laboratory work)
N/A	Meeting with others for group work/project assignments
1-1.5	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	The workload in the proposed course will be similar to other course workloads in the second year of the program and will not change from that of the current curriculum.

#### 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.*

In the BScN program the available Faculty Staff and Resources are as follows: 16 full-time faculty (tenured, tenured-track) 4 academic ancillary staff, 7 sessional lectures and limited term, and 10 administrative staff (clinical placement coordinators, I.T. support technician, lab coordinator, Assistant to the Dean, Secretary to the Dean, student success coordinator, clinical therapist, undergraduate secretary, receptionist, and clinical placement secretary. No additional faculty or staff will be required.

##### 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 Faculty of Nursing has sufficient faculty with expertise in the area of the proposed course, who can support the learner in 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.*

Full-time faculty will be relied upon for the development and delivery of this proposed theory course.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

**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.*

Faculty and administration from St. Clair College and Lambton College sites are aware and have been involved in the development, support, and delivery of this proposed theory course.

**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.*

There are no anticipated new resources for this proposed 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.).*

No reallocation or cost-savings are anticipated.

**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.*

<b>Faculty:</b>	Additional Faculty Not anticipated
<b>Staff:</b>	Additional Staff Not anticipated
<b>GA/TAs:</b>	Additional GA/TA's Not anticipated

**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.*

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

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**A. NEW COURSE PROFILE**

**Course # and Title:** NURS 2920. Maternal and Newborn Care

**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 introduces the learner to concepts related to the provision of nursing care for childbearing women, their newborns and families. The focus of this course is on the application of critical thinking and clinical judgement related to reproduction, pregnancy, labour and delivery and postpartum care. Culture, situational crises, ethical considerations, risk assessment and intervention strategies will be explored to promote the health of childbearing women, their newborns and families. (Prerequisites: Completion of all year 2 fall semester courses) (Corequisites: Registration in all required nursing and courses in winter semester) (3 lecture hours a week.)

**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 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course***
Successful completion of all Second Year Fall required courses	Registration in all courses required for Second Year Winter semester	N/A	N/A	yes	NURS 2750 Family Health: Child Bearing and Child Rearing Families

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	No.
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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.*

The goal of this course is to afford the learner with the foundations in maternal, newborn, and family holistic nursing care. The learner will gain knowledge in health promotion, related complications, nursing interventions, and the facilitation of holistic (e.g. psychological, spiritual, cultural, physical) wellness throughout the childbearing experience.

##### 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?*

Cultural safety will be a component of this course; this includes indigenous as well as other cultures.

##### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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. Use critical thinking and clinical judgement skills when planning, implementing, and evaluating nursing care of childbearing women, their newborns and families. (Also applies to C, E, F).  Apply concepts of fetal growth and development to promote fetal well-being throughout pregnancy, labour, and the birthing process. (Also applies to B, C, E).  Analyze the relationships among physiological, psychological, social, spiritual, ethical and cultural factors that affect the childbearing experience. (Also applies to B, C, E).  Analyze health and societal trends, and social determinants of health that affect the childbearing experience. (Also applies to B, C).	A. the acquisition, application and integration of knowledge

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<p><b>Course Learning Outcomes</b> <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 style="text-align: center;"><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>Apply concepts of health promotion to facilitate positive maternal-child outcomes. (Also applies to C, E, F).</p> <p>Assess risk factors and complications that can affect health outcomes of childbearing women and their newborns. (Also applies to C, E).</p> <p>Appraise resources and processes for educating childbearing women and their families to promote optimal health and well-being. (Also applies to B, C, E).</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.</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>

**B.4 Demand for Course**

*Please provide as much information on projected enrolment as possible.*

<p>Projected enrolment levels for the first 5 years of the new course.</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>
	<p>115</p>	<p>115</p>	<p>115</p>	<p>115</p>	<p>115</p>

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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?*

There will be no expected change on enrolment.

#### 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
N/A	Tutorials
N/A	Labs
N/A	Practical experience
N/A	Independent Study
3	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
N/A	Meeting with others for group work/project assignments
1-1.5	Studying for tests/examinations
	Other: <i>[specify]</i>
<p><b>How does the student workload for this course compare with other similar courses in the department/program area?</b></p>	
<p>The workload in the proposed course will be similar to other course workloads in the second year of the program and will not increase or decrease from the current curriculum.</p>	

#### 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.*

In the BScN program the available Faculty Staff and Resources are as follows: 16 full-time faculty (tenured, tenured-track) 4 academic ancillary staff, 7 sessional lectures and limited term, and 10 administrative staff (clinical placement coordinators, I.T. support technician, lab coordinator, Assistant to the Dean, Secretary to the Dean, student success coordinator, clinical therapist, undergraduate secretary, receptionist, and clinical placement secretary. No additional faculty or staff will be required.

##### 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 Faculty of Nursing has sufficient faculty with expertise in the area of the proposed course who can support the learner in the Second year of the BScN 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 new course.*

Full-time faculty will be relied upon for the development and delivery of this proposed theory course.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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.*

Faculty and administration from St. Clair College sites and Lambton College site are aware and have been involved in the development, support, and delivery of this proposed theory course.

#### 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.*

There are no anticipated new resources for this proposed 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.).*

No reallocation or cost-savings anticipated.

#### 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.*

<b>Faculty:</b>	Additional Faculty Not anticipated
<b>Staff:</b>	Additional Staff Not anticipated
<b>GA/TAs:</b>	Additional GA/TA's Not anticipated

#### 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.*

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

University of Windsor  
Program Development Committee

\*5.9: **Sociology, Anthropology, and Criminology – New Course Proposal**

Item for: **Approval**

**MOTION:** That the following courses addition be approved:<sup>^</sup>  
**SACR 4620. Advanced Seminar in Policing, Security, and Surveillance**

*<sup>^</sup>Subject to approval of expenditures required.*

**Rationale/Approvals**

- The change has been approved by the Department of Sociology, Anthropology, and Criminology Council and the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Criminology (Honours, Combined)
<b>DEPARTMENT(S)/SCHOOL(S):</b>	SAC
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2020
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**A. NEW COURSE PROFILE**

**Course # and Title: SACR 4620. Advanced Seminar in Policing, Security, and Surveillance**

**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 theory and research about 21st Century developments in policing, security, and surveillance. Topics may cover intelligence-gathering, pre-crime, fusion centres, social media policing, body-worn cameras, artificial intelligence/predictive policing, and big data surveillance by public and private agencies. (Prerequisites: SACR 2600; 2620; SACR 3820 or SACR 3680 or SACR 3730; SACR 3910 or SACR 3080, and semester 7 or higher standing; or higher.)

**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				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
(Prerequisites: SACR 2600; 2620; SACR 3820 or SACR 3680 or SACR 3730; SACR 3910 or SACR 3080, and semester 7 or higher standing; or consent of instructor).	N/A	N/A	N/A	No	N/A

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	N/A
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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 expands the criminology offerings at the 4<sup>th</sup> year level for the large number of criminology honours (and combined) majors. Currently there are only six (6) 4<sup>th</sup> year criminology courses compared to, for example, twelve (12) 4<sup>th</sup> year sociology courses. This course will also serve as a recruiting tool for the MA in criminology graduate program and bridge the 3<sup>rd</sup> year courses on surveillance, policing and security (i.e., SACR 3820 and SACR 3680) with security and related courses in the MA in criminology graduate program (e.g., SACR 8620 and SACR 8650).

##### 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?*

Consideration has been given to Indigenous content or material in that how policing, security and/or surveillance practices can detrimentally affect or have detrimentally affected Indigenous People in the past will be covered in readings and/or class discussion/lecture.

##### 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, describe, and apply advanced concepts and theories relevant to the study of policing, security and surveillance in the 21 <sup>st</sup> Century	A. the acquisition, application and integration of knowledge
B. Evaluate advanced ideas and research by scholars studying policing, security and surveillance in the 21 <sup>st</sup> Century and identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the organizational culture of contemporary police, security and surveillance agencies and relations among these agencies, as well as on the impact of their practices on human rights (including privacy), democracy and equality.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely both in written form.	D. literacy and numeracy skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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>
Organize and present evidence coherently in an advanced critical research paper (also relevant to F.)	
E. Reflect critically on personal choices about social behaviour and interactions and propose and assess advanced solutions to social problems in relation to the practices of contemporary policing, security and surveillance agencies in liberal democracies.	E. responsible behaviour to self, others and society
F. Express ideas about policing, security and surveillance agencies and practices in written and oral form. Discuss and debate related issues of social concern, supporting positions with advanced theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers in advanced classroom discussion about ethical issues surrounding policing, security and surveillance.	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
	20	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?*

It is not expected to impact enrollment in other courses as it will not add to the number of courses offered per semester.

**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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
1	Lectures
	Tutorials

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

	Labs	
	Practical experience	
	Independent Study	
2	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	
2	Other: <u>[specify]</u>	Students will be expected to participate in a class seminar on the required readings during class.
How does the student workload for this course compare with other similar courses in the department/program area?		The same as other 4 <sup>th</sup> year courses criminology faculty teach in Sociology, Anthropology and Criminology.

**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.*

Two faculty members; no graduate assistants.

**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 two tenured criminology faculty members who have the expertise and interest to teach 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.*

Not applicable. Two criminology faculty have committed to teach this course. The course will be rotated with other criminology course offerings.

**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.*

Two tenured criminology professors in the department with expertise have committed to teaching this course.

**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.*

Not Applicable

**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.).*

Not Applicable

**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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

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

**University of Windsor  
Program Development Committee**

\*5.10:       **Law – New Course Proposals**

Item for:     **Approval**

**MOTION: That the following courses additions be approved:^**

LAWG-5995.	Anishinaabe Student Camp
LAWG-5998.	Aboriginal Moot (Kawaskimhon)
LAWG 5829.	Arabs, Muslims and the Law in Canada and the U.S.
LAWG-5819.	Bowman National Tax Moot
LAWG 5993.	Business Agreements
LAWG-5999.	Canadian Client Consultation Competition
LAWG-5996	Canadian Corporate/Securities Moot
LAWG 5831.	Child Protection
LAWG-5990.	Conflict Coaching for Self-Represented Litigants
LAWG-5821.	Construction and Surety Law
LAWG-5992.	Contract Drafting
LAWG-5822.	Criminal Law and the Charter
LAWG-5818.	Diversity Moot
LAWG-5823	First Nations Women and the Law
LAWG-5830.	Human Dignity
LAWG-5839.	Indigenous Peoples, Art + Human Rights
LAWG-5994.	International Commercial Arbitration
LAWG-5824.	International Academy of Dispute Resolution Mediation Moot
LAWG-5991.	Ontario Trial Lawyers Association Moot
LAWG-5837.	Privacy Law in Canada
LAWG-5836.	Private Property and the Public Interest
LAWG-5835.	Reconciliation and the Residential School Legacy
LAWG-5838.	Residential Landlord and Tenant Law
LAWG-5833.	Sports Law
LAWG-5914	The Law of Trademarks and Unfair Competition
LAWG-5997.	Walsh Family Law Moot
LAWG-5820.	Willms and Shier (W&S) Environmental Moot

*^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**

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Law programs
<b>DEPARTMENT(S)/SCHOOL(S):</b>	
<b>FACULTY(IES):</b>	Law

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2020
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**A. NEW COURSE PROFILE**

**Course # and Title:** LAWG-5995. Anishinaabe Student Camp

**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 is conducted in an outdoor environment at a lodge in Walpole Island, First Nation. It is a four-day intensive course. This intensive learning environment helps students understand how Indigenous Law is closely tied to nature and the living world. Through this course, law students understand the Indigenous worldview; and importantly the role Indigenous law has played as the first legal system in Canada. Students also become accustomed to how the law operates and the various sources of Anishinaabe law.

**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			4 days					4 days total

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					98-971-75

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	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 high impact intensive experiential learning course facilitates students' learning of Anishinaabe law. Students learn how laws are formulated within an Indigenous context. Students understand how the law regulates every aspect of the people's lives such as education, international trade and healing practices, among others.

# 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?*

This course has been carefully put together by the Faculty's Indigenous scholars. It has also been taught by Indigenous scholars for the past several years. This course is also a direct response to the Truth and Reconciliation's Call to Action by enriching the Law School's curriculum with Indigenous content.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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 Anishinaabe legal principles from an Anishinaabe perspective;  Evaluate how the legal principles correlate to form worldviews;	A. the acquisition, application and integration of knowledge
B. Research and write a conceptual framework for Indigenous Legal Traditions;  Analyze Anishinaabe stories and teachings with an understanding of the sources of the Indigenous Legal Traditions;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze current legal problems and use Anishinaabe legal principles to formulate legal positions to fact patterns;	C. critical thinking and problem-solving skills
D. Critically evaluate the legal foundation of Canada's assertion of sovereignty over Indigenous peoples within their respective territories;	D. literacy and numeracy skills
E. Identify and explain the impacts of cultural genocide on Indigenous legal traditions;	E. responsible behaviour to self, others and society
F. Orally present a clear and well-researched position advocating an appreciation for the environment and its laws;	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b>  A U of Windsor graduate will have the ability to demonstrate:
G.	G. teamwork, and personal and group leadership skills
H. Creatively frame legal arguments using Indigenous Legal Traditions.	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
	16	16	16	16	16

**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 a course that has been offered for the last three years. We are requesting a permanent course code because of the requirements of the new UWinsite 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:	
2	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
	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
On par with other for credit 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.*

None. Existing faculty members teach this 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 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

##### 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 the new Uwinsite system.

##### 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.*

<b>Faculty:</b>	N/A. There are existing faculty to teach this course.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

**PROGRAM DEVELOPMENT COMMITTEE  
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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.*

<b>Library Resources and Services:</b>	N/A for all sections- this course has been offered for the last 3 years.
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG-5998. Aboriginal Moot (Kawaskimhon)**

##### 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 Kawaskimhon Aboriginal Moot is held every year in Canada. It focuses on Aboriginal Law issues. Kawaskimhon means “Speaking with Knowledge”. This National Moot is open to Indigenous and non-Indigenous students. It involves the use of a talking circle and other Indigenous processes to resolve legal issues ranging from a wide selection of topics. Students engage in a consensus building process and are expected to present an oral motion argument based on written submitted factums and other arguments. As a result, the students become more familiar with the sense of law and justice from an Indigenous perspective.

##### 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	48			3 days					3 days total

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-892 (19)

**\*\*\*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.*

The Canadian legal system is now charged with knowing and incorporating Indigenous perspectives into law teaching. This course therefore helps in indigenizing the Law School’s curriculum. Unlike other traditional moots that are adversarial, this course teaches from a common based approach. It also practically immerses the students in the culture, legal knowledge and traditions of the Indigenous people of Canada using holistic legal knowledge.

# 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?*

This course has been carefully created by the Faculty's Indigenous scholars. It has also been taught by Indigenous scholars for the past several years. This course is also a direct response to the Truth and Reconciliation's Call to Action by enriching the Law School's curriculum with Indigenous content.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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 a moot problem, motion record, and formulate arguments from an Indigenous sense of knowing.	B. the acquisition, application and integration of knowledge
B. Research and develop persuasive legal arguments from knowledge acquired from Indigenous chiefs, elders and scholars in respect of the parties to the specific action;	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 from Indigenous perspectives;	C. critical thinking and problem-solving skills
D. Listen to, read, organize and respect Indigenous legal protocols;	D. literacy and numeracy skills
E. Identify and explain the relevant legal, social and policy issues surrounding the specific action to be decided; Recognize when Indigenous advocacy is unprofessional.	E. responsible behaviour to self, others and society
F. Formulate a persuasive opening and closing statement;	F. interpersonal and communications skills
G. Demonstrate the use of the talking circle procedures and protocols in team (group) advocacy;	G. teamwork, and personal and group leadership skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
H. Explore elements of a persuasive factum and oral argument.	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
	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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been offered every year for the last several years. We are requesting a permanent course code because of the new UWinsite 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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
	Lectures
	Tutorials
	Labs
48	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>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	On par with other four credit 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.*

None. This is a long-standing course. We are requesting a permanent course code.

# 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.*

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

#### 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 the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Coach is selected from existing faculty members
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A for all sections- this is a long-standing course. It has been offered continuously in the last several years.
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**A. NEW COURSE PROFILE**

**Course # and Title: LAWG 5829. Arabs, Muslims and the Law in Canada and the U.S.**

**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 course examines the role that law and legal institutions in Canada and the United States have played in racially defining and categorizing members of Arab and Muslim communities; within and across national borders. The course focuses on the political and social consequences of this racialization. It also explains some strategies the Arab and Muslim communities have employed to challenge a variety of legal regimes that have been used to marginalize them. This course is an upper year seminar course taught at the University of Windsor, offered to law students at both Windsor and the University of Detroit-Mercy. The course is delivered in both lecture and discussion format.

**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				3			

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

**\*\*\*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.*

Students enrolled in this course engage with a detailed analysis of the intersections between the substance of this course with other branches of law such as: immigration, human rights, national security and criminal law. This course helps students learn how to identify and focus on the central elements of discrimination of minority groups especially as it relates to race and religion. These are some of the pertinent issues that the students will be confronted with in actual practice after their legal education. This course therefore equips them with the necessary knowledge and skills to excel in future law practice.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

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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?*

This course as designed is not applicable to Indigenous peoples.

#### 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 from large and complex materials several ways the law has aided racializing members of Arab and Muslim communities on both sides of the U.S./Canada border; Explain the differences and overlap between Arab and Muslim racialization in both Canada and the United States; Recognise the ways in which the Canadian and American regimes intersect and coordinate to further racialization; Identify strategies for countering racialization;	C. the acquisition, application and integration of knowledge
B. Research large volume of legal materials and convey meaning with precision, logic and economy; Identify the laws, policies and practices that Canadian and American authorities have invoked to define and regulate Arab and Muslim communities;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate the social and political consequences of this racialization on both sides of the border; Explain viable options and display legal competence in support of the choice made from the alternatives;	C. critical thinking and problem-solving skills
D. Write a research paper presenting ability to offer sophisticated interpretations based on jurisprudential knowledge and methodologies.	D. literacy and numeracy skills

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
E. Evaluate the legal, social justice issues and social science evidence relevant to a specific case study;	E. responsible behaviour to self, others and society
F. Communicate effective justifications and decisions in oral and written form while comparing and contrasting Canadian and American legal regimes and their impacts on Arabs and Muslim communities;	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Demonstrate non-legal interventions and advocacy that respond to the concerns of Arab and Muslim communities in the United States and Canada.	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
	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 a course that has been taught for many years. We are requesting a permanent course code because of the introduction of the new UWinsite 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.*

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

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0	Studying for tests/examinations
0	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
Similar to other three (3) unit 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.*

None. A law professor teaches this 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 law faculty has expertise 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

**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 for many years. We are moving to a new course code because of the requirements of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is selected from existing faculty
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

<b>Library Resources and Services:</b>	No new resources required.
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG-5819. Bowman National Tax 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.*

The Bowman National Tax Moot allows students a chance to take part in a simulated tax court proceeding at this annual competition. This experiential learning course helps students become familiar with appellate factum writing and the analysis of the substantive law. It also practically aids the students in arguing cases before an appellate court. Here, students argue in front of the fictional Bowman Supreme Court for Tax Appeals.

##### A.2 Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class (with instructor)	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning
4	48								4

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
None					08-98-892 (13)

**\*\*\*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 counsel for the appellant and two acting as counsel for the respondents. The appellant and respondent each moot at least twice at the competition in the preliminary rounds. The top two appellant teams and the top two respondent teams are selected for the semi-final round, and the winning appellant and respondent teams then argue one more time in the final round. All preliminary, semi-final and final rounds are argued before a three-person panel comprised of a combination or exclusively Federal Court judges, Tax Court judges and/or tax practitioners.

##### 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.

**PROGRAM DEVELOPMENT COMMITTEE  
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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.*

<p><b>Course Learning Outcomes</b> <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Analyze a moot problem based on a current tax case.</p> <p>Formulate arguments for and against any errors of law committed by the lower court judge that adjudicated on the case, in relation to the tax assessment raised against the taxpayer pursuant to the Income Tax Act, RSC 1982, c. 1.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Research and develop persuasive legal arguments;</p> <p>Identify and produce the standard format of an appellate court factum for both the appellants and the respondents in the context of a tax case.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Distinguish cases based on the facts and application of the law;</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Read, summarize and organize large volumes of cases;</p>	<p>D. literacy and numeracy skills</p>
<p>E. Identify and explain the relevant legal, statutory and tax policy issues surrounding the specific assessment appealed from; Recognize when advocacy becomes unprofessional.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Formulate a persuasive argument before an appellate court utilizing advocacy techniques, language.</p>	<p>F. interpersonal and communications skills; legal advocacy skills and understanding the importance of the applicable rules of professional conduct</p>
<p>G. Identify and employ the relevant procedures and protocols associated with appellate advocacy as part of a two-person counsel team;</p>	<p>G. teamwork, and personal and group leadership skills</p>

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. Explore elements of a persuasive factum and oral argument.	H. creativity and aesthetic appreciation
I. Understand the significance of tax appeal cases in the social and financial landscape of our society.	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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been offered every year since 2011. We are requesting a permanent course code because of the requirements of the new UWinsite 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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
	Lectures
	Tutorials
	Labs
<b>48</b>	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>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	It is more on par with other four (4) credit courses. The instructor demands a lot of time – easily 100 hours facetime with students over the course of the winter semester alone.

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## NEW COURSE PROPOSALS

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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.*

None. We have a longstanding assigned instructor to teach this 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 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.*

An adjunct professor who is a practitioner in the area of tax has been primarily responsible for running the tax moot given the practical advocacy component.

##### 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 the new UWinsite system.

##### 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.*

<b>Faculty:</b>	Coach is selected from existing sessionals
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A for all sections- This is a long-standing course.
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

Course # and Title: LAWG 5993 Business Agreements

##### 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 seminar course integrates students registered in the UWindsor's Odette business school with upper year students from UWindsor Law School. In classes regarding business agreements to provide them with learning experiences at the intersection of law and business.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					98-971-62

**\*\*\*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.*

Students enrolled in this unique program at the Law school learn through readings, mini lectures, and writing short reports to analyze different types of business agreements. These business agreements are essentially case studies which provide class discussions for experiential and interdisciplinary learning.

##### 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?*

This course is not applicable to specific issues impacting Indigenous peoples.

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS

## FORM D

### 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. Translate large and complex legal materials; Identify the legal terminologies necessary to convey the meaning of the material; Recognize basic legal issues in business agreements; Illustrate from observations and experiences the issues from a legal perspective;	B. the acquisition, application and integration of knowledge
B. Research large volume of legal materials to convey meaning with precision, logic and economy; Evaluate and rank potential negotiation positions and recommend an appropriate legal course of action;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze problems and issues from a legal perspective to finding practical and long-lasting solutions;	C. critical thinking and problem-solving skills
D. Identify possible proposals for contract terms and rank alternatives with reasons.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate effective critiques, justifications, plans, assessments and decisions in oral and written form.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Develop, justify and defend the negotiation positions in appropriate civil and persuasive ways.	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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been since 2015. It has been taught over the years by an instructor from Odette School of Business.

#### 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	Independent Study
6	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
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
Similar to other three (3) unit 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.*

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.*

The law faculty liaising with Odette School has expertise 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. This is a long-standing course offering.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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. This is a longstanding course offering.

#### 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 the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Coach currently works with the Business school and is a lawyer.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	None. This is an existing course.
<b>Teaching and Learning Support:</b>	None.
<b>Student Support Services:</b>	None.
<b>Space and Facilities:</b>	None.
<b>Equipment (and Maintenance):</b>	None.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG-5999. Canadian Client Consultation Competition**

##### 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.*

Unlike traditional moots which focus on appellate advocacy, the Canadian Client Consultation Competition Moot simulates a law office consultation where two students, acting as lawyers are presented with a client's matter. The students conduct the interview eliciting the relevant information from the client. The lawyers explain the relevant law, present different options to the client and assist the client in selecting their preferred resolution. A post-consultation follows where the students analyze the interview and discuss the work that needs to be undertaken. This experiential learning process helps students become familiar with the skills of listening, questioning, planning and critical analysis required in an effective lawyer/client interview.

##### 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	48			3 days				4	

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-892(11)

**\*\*\*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?** Not Applicable

#### 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 provides client – faculty skills education to students. It focuses on practical approaches to the lawyer/client interview process. Students learn to collaborate in teams as they learn from their peers, while they take turns acting either as lawyers and clients. Top students go on to compete with their peers from other law schools across Canada in the national competition.

# 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?*

Not applicable, unless the problem deals with some aspect of an issue impacting Indigenous clients or communities.

#### 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 a client's narrative of the facts pertinent to this specific case; Sift through facts to identify legal issues;	C. the acquisition, application and integration of knowledge
B. Research and develop persuasive legal arguments relevant to the legal issues that have been identified;	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 in relation to the specifics of the client's dispute;	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Identify and explain the relevant legal, social and policy issues surrounding the specific action which needs to be taken; Recognize and uphold professional ethics in giving legal advice;	E. responsible behaviour to self, others and society
F. Exhibit good active listening skills. Re-formulate facts to the specific legal issues that need to be addressed;	F. interpersonal and communications skills
G. Collaborate effectively as members of a two-person counsel team;	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <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.	<b>Characteristics of a University of Windsor Graduate</b>  <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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been offered every year since 2011. We are requesting a permanent course code because of the requirements of the new UWinsite 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
<b>48</b>	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>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	On par with other four credit 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.*

None. Windsor Law has existing faculty and staff resources.

# 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.*

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

#### 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 the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Coach is selected from existing coaching team.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A for all sections- this is a long-standing course
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title:** LAWG-5996- Canadian Corporate/Securities 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.*

The Canadian Corporate/Securities Law Moot Court Competition (the “Moot”) is an annual Moot Court competition which focuses primarily upon the fields of corporate and securities law in Canada. The competition is designed to provide law students who have an interest in these areas of legal practice with an opportunity to meet with judges, corporations and securities regulators, legal academics and practitioners to debate legal issues of current importance in the Canadian business community. The competition is sponsored by *Davies LLP*.

##### 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	48								Moot competition

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-892 (16)

**\*\*\*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 to participate. The students must prepare and submit an appellants and a respondent’s factum. At the competition students must moot once for the appellant’s position and again for the respondent’s position. The two teams with the best success in the first rounds compete in the final round for the championship. There are also awards for the best factums and the best individual mooters.

##### 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. This is not known until the problem is released each year.

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**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.*

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>
A. Analyze a moot problem and formulate arguments for the appellant's and respondents's factums.	A. the acquisition, application and integration of knowledge
B. Research and develop persuasive legal arguments and produce and deliver in a timely fashion the factums in proper form.	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. Read, summarize and organize large volumes of cases;	D. literacy and numeracy skills
E. Identify and explain the relevant legal and policy issues surrounding the specific moot problem	E. responsible behaviour to self, others and society
F. Collaborate in pairs or teams of three, to produce the factums and practice the oral presentations	F. interpersonal and communications skills
G. Distinguish differing opinions and arguments presented by others while displaying cooperation, compromise and leadership.	G. teamwork, and personal and group leadership skills
H. Explore elements of a persuasive factum and oral argument involving difficult, uncertain and policy-driven legal problems.	H. creativity and aesthetic appreciation
I. Recognize that their foundational introduction to the complicated and difficult issues of corporate and securities practice requires further growth and development, and commit to lifelong learning in this regard.	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
	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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been offered every year for at least 15 years. We are requesting a permanent course code because of the requirements of the new UWinsite 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
1	Practical experience
1	Independent Study
5	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
3	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	It is more on par with other four (4) credit mootung 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 moot coach is a faculty member at the Law school.

##### 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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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 the requirements of the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Coach is selected from existing faculty members
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A for all sections- this is course has been offered repeatedly in the last of several years.
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5831. Child Protection**

##### 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 is designed to provide students with the opportunity to learn and understand the complexities of child welfare law in Canada. Students engage in a substantive review of child protection law and jurisprudence. This includes: commencement of proceedings, grounds for intervention, rights of children in care, evidence, placement Orders, review proceedings, access, openness, Indigenous and Charter issues. Students also learn about dispute resolution options set out in the Act. Students are exposed to how child protection law affects parents and children through a review process. Students also learn how child protection law intersects with abuse, trauma, poverty, “generational clients” and issues unique to Indigenous families. Additionally, this course will focus on the role of the Children’s Aid Society, Society lawyers, the role of parents’ counsel and the Office of the Children’s Lawyer, through discussions of professional and ethical issues which include civility and professionalism.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					LAWG-08-98-971(38)

**\*\*\*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.*

The substantive law regulating child welfare and protection is a vital component of Canadian laws. Students enrolled in this course engage in a detailed analysis of the jurisprudence of this branch of law, understand from relevant case law how the law has been interpreted and applied in practice, throughout the country. The course enables the students understand the role law has historically played and its impact on the Indigenous people of Canada.

# 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?*

This course specifically applies to issues impacting Indigenous peoples. This law has been one of the sore points of the Canadian legal system in relation to Indigenous peoples. Some of the issues include: the residential schools system and the forceful taking away of Indigenous children from their families, and placing them in foster care. In response to the Truth and Reconciliation Commission’s Call to Action, this course has been designed to reflect Indigenous perspectives. It will now be taught by one of the Indigenous professors of the law faculty.

#### 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. Translate the legislation and case law surrounding child welfare law in Canada; Interprete the interdisciplinary nature of child protection appropriately; Distinguish non-legal issues associated with contact with the child welfare system; Outline the societal conditions that impact families’ ability to operate independently from state intrusion; Identify ethical issues;	A. the acquisition, application and integration of knowledge
B. Analyze large volumes of relevant legal issues and interdisciplinary materials to convey meaning with precision, logic and economy; Evaluate the effectiveness of legislation designed to protect children;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze and discuss a variety of approaches to child welfare law litigation including methods of alternative dispute resolution;	C. critical thinking and problem-solving skills
D. Write a critical analysis of a child protection proceeding observed at the Ontario Court of Justice, Windsor;	D. literacy and numeracy skills
E. Indicate the emotional and psychological impact contact with child welfare authorities have on the different parties; Illustrate issues of facts and law professionally and ethically;	E. responsible behaviour to self, others and society
F. Communicate justifications and decisions in oral and written form;	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
G. Effectively discuss in small groups while tackling hypothetical problems from different perspectives;	G. teamwork, and personal and group leadership skills
H	H. creativity and aesthetic appreciation
I. Merge other disciplinary perspectives with the legal to privilege a broad approach	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. This course has been taught for many years. We are requesting a permanent course code because of the introduction of the new UWinsite 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.*

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

None. A law professor teaches this course every year.

**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 expertise 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

**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 for many years. We are moving to a new course code because of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is selected from existing faculty members.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	No new resources required.
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**A. NEW COURSE PROFILE**

**Course # and Title: LAWG 5990. Conflict Coaching for Self-Represented Litigants**

**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 explores an experiential learning opportunity reflecting Windsor Law’s commitment to Access to Justice. The rise in self-represented litigants (SRLs) and the consequent implications for the practice of law. Students learn the scope and limitations of a “legal coaching” model. This includes “conflict” coaching and preparation for settlement discussions. The course also helps students recognize the differences between providing legal information as a coach or legal advisor and applying the tools of legal coaching through direct exposure to SRLs.

The first 4 weeks of classes are focused on preparing students to work with a self-represented litigant, whom they will be “matched” with by week 4. From week 5 onwards, students will meet for weekly supervision and case discussion. Participation in all face-to-face sessions is mandatory. The final class consolidates the experiences and lessons learned.

**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/ Tutoria l	Online	Co-op/ practicum/ experientia l learning
3	36	20			16 hours working directly with SRLs	3 hours weekly for the first 4 weeks and 1 hour in debrief for the last 8 weeks.			2 hours weekly from week 5 to 12

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					98-971-67

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	No
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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.*

Students are given the experiential learning opportunity to work with local SRLs in family or civil courts. Students assist the SRLs as coaches at various stages of their cases ranging from forms completion, preparation for hearings, potential or actual negotiation/mediation activities and judicial settlement conferences. The students develop high levels of professional self-reflection and eagerness to explore new phenomena. Students do not provide any legal advice.

**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?*

This course as designed is not applicable to issues relating to Indigenous peoples.

**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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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. Translate large and complex facts concerning the self-represented litigant phenomenon; Identify reasons for the increasing numbers of self-represented litigants; Identify the key concepts and vocabulary of SRLs arbitration materials;	B. the acquisition, application and integration of knowledge
B. Research possible solutions to the access to justice crisis in Canadian courts and indicate the SRLs resources available in Ontario;  Convey findings of research with precision, logic and economy;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess the consequences of the very large numbers of SRLs in the courts; and its implications for lawyers, judges and other court services staff;	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
E. Illustrate the emotional and psychological burdens of self-representation;	E. responsible behaviour to self, others and society
F	F. interpersonal and communications skills
G. Display the elements of a coaching partnership with a “client” (SRL) and its challenges.	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
	60	60	60	60	60

**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 a course that has been taught since 2005. We are requesting a permanent course code because of the requirements of the new UWinsite 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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
3	Lectures
	Tutorials
	Labs
	Practical experience
1	Independent Study
6	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
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit 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 faculty has existing resources to support this 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 law faculty has expertise 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. This course has been taught for several years by a sessional instructor.

##### 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 the requirements of the new UWinsite system.

##### 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.*

<b>Faculty:</b>	Instructor is selected from existing faculty members.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

<b>Library Resources and Services:</b>	No new resources required.
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5821. Construction and Surety Law**

##### 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 construction industry employs about 1.3 million Canadians every year. This contributes over 6% to Canada's GDP. Various stakeholders, including owners, general contractors, subcontractors, insurers and sureties have legal rights and responsibilities that arise at every phase of a construction project. This course therefore offers students advance knowledge of those rights and responsibilities. The course helps students become familiar with the historical and current legislative framework; especially with the recent overhaul of the construction legislation in Ontario.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					LAWG-98-971-81

**\*\*\*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.*

This course offers students the opportunity to know the construction legislation operational in Ontario. This is important based on the industry's huge contribution to the economic life of Canada. This course therefore helps students render better legal advice, post law school education, on construction related matters. This course equips the students with the requisite knowledge of those rights and responsibilities of all parties of interest within the industry from the standpoint of the law- especially with the recent amendments to the legislation.

# 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?*

This course as designed is not applicable to Indigenous peoples.

#### 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 legal rights and obligations that arise for stakeholders at each stage of a construction project; Describe the various avenues for resolution of disputes; Explain how construction lien legislation impacts each stakeholder involved in a construction project; Integrate law and common industry practices to resolve disputes that arise on construction projects in efficient, cost effective ways.	C. the acquisition, application and integration of knowledge
B. Research large volume of legal materials and convey meaning with precision, logic and economy; Construct legal arguments that represent the interests of each stakeholder in ways that do not threaten the overarching goal of project completion;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Explain how to work with representatives for other stakeholders to simplify the complex legal issues that may arise in relation to construction projects;	C. critical thinking and problem-solving skills
D. In writing, offer sophisticated interpretatinos based on jurisprudential knowledge and specific industry practices.	D. literacy and numeracy skills
E. Apply ethical and professional behaviour in identifying areas of disagreement;	E. responsible behaviour to self, others and society

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
F. Communicate effective justifications and decisions in oral and written form.	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.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 a course that has been taught for many years. We are requesting a permanent course code because of the introduction of the new UWinsite 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: 3	
3	Lectures
0	Tutorials
0	Labs
0	Practical experience
1	Independent Study
4	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
0	Studying for tests/examinations
0	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit 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.*

Windsor Law has a regular sessional hired for this 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 law faculty has expertise in this area from the sessional pool.

**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.*

A sessional professor teaches this course every year.

**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.*

This course has been offered repeatedly for many years. We are moving to a new course code because of the requirements of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is selected from sessional application. It is an existing course
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

<b>Library Resources and Services:</b>	No impact
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

Course # and Title: LAWG- 5992 Contract Drafting

##### 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 immerses the students in the process of negotiating and drafting business agreements. This exposes students to the solicitor's role in representing a client on non-litigious commercial matters. It also introduces students in a reflective way to other processes involved in performing such a role. Some examples include: Interviewing; Counselling; Negotiating and professional correspondence/communication; Drafting; and Management.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-971(26)

**\*\*\*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.*

This course provides learning activities which simulate a typical corporate/commercial asset purchase transaction. The students are taken through a typical transaction with an emphasis on the documents and agreements prepared at each stage of the transaction. This is aimed at helping students gain the understanding for why each document and agreement is required.

##### 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?*

This course as designed is not applicable to issues impacting Indigenous peoples.

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS

## FORM D

### 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. Translate large and complex business agreements in the context of a commercial transaction; Recognize the key doctrinal concepts, vocabulary and legal issues in business agreements; Identify possible proposals for contract terms and rank the alternatives with reasons.	A. the acquisition, application and integration of knowledge
B. Research large volume of legal materials to convey meaning with precision, logic and economy;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate potential negotiation positions and recommend an appropriate legal course of action;	C. critical thinking and problem-solving skills
D. Draft international commercial contracts while incorporating sophisticated interpretations based on knowledge of contractual jurisprudence and methodologies;	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate effective critiques, justifications, plans, assessments and decisions in oral and written form;	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Present and justify the negotiation positions adopted in appropriate civil and persuasive ways.	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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been taught since 2005. We are requesting a permanent course code because of the requirements of the new UWinsite 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:	
3	Lectures
	Tutorials
	Labs
	Practical experience
1	Independent Study
6	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
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit 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.*

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.*

The law faculty has expertise in this area.

# 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.*

This course has been taught for several years by a sessional instructor who works actively in the field of Business Law.

#### 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 the requirements of the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Instructor is selected from existing sessional staff.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	No new resources required
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**A. NEW COURSE PROFILE**

**Course # and Title: LAWG 5822. Criminal Law and the Charter.**

**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 upper year seminar course deals with constitutional issues which routinely arise in the context of criminal trials. The course offers an understanding of the Charter and the procedure for litigating constitutional claims. The subject matter of this course falls into three categories: the investigative process; the adjudicative process and remedies.

**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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					LAWG-08-98-971(39)

**\*\*\*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.*

This course is relevant for students seeking a career in criminal law. Students engage in a detailed analysis of this dynamic area of the law, and many changes on the horizon. By the end of the course students will be familiar with constitutional theory, the operation of specific Charter provisions, and practical litigation skills including Charter advocacy.

**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?*

This course as designed is not applicable to Indigenous peoples.

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS

## FORM D

### 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.

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Outline the Charter's impact on the development of criminal law in Canada; Explain the structure of the Charter and legal framework governing Charter claims; Identify specific operation of the Charter provisions that arise within the context of criminal law; List procedural aspects of Charter claims;	A. the acquisition, application and integration of knowledge
B. Explain how the Charter limits state investigative authority; Research large volume of legal materials and convey meaning with precision, logic and economy; Describe how the Charter applies to the sentencing process;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate how the Charter affects the adjudication process, including fair trial claims; Apply theoretical concepts under the Charter in practical litigation contexts; Distinguish the constitutional remedies sought in criminal cases, such as personal remedies under s.24 of the Charter and declaratory remedies under s.52 of the Constitution Act.	C. critical thinking and problem-solving skills
D. In writing, offer sophisticated interpretations based on jurisprudential knowledge and methodologies.  Distinguish the Charter provisions from the dual perspectives of the defence and the Crown;	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Demonstrate advocacy skills for use in constitutional litigation.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
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	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.*

None. This is a course that has been taught for many years. We are requesting a permanent course code because of the introduction of the new UWinsite 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.*

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

None

# 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.*

The law faculty has a longstanding sessional instructor for 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.*

A sessional instructor teaches this course every year.

#### 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 for many years. We are moving to a new course code because of the requirements of the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Instructor is selected from existing sessionals
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	No additional supports required
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

Course # and Title: **LAWG-5818. Diversity 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.*

The Diversity Moot requires students to argue. The students work in teams to argue a case related to equity and diversity. The Moot enables students to develop and apply a critical race or anti-discriminatory analysis in a litigation context. This Moot also provides the students with the opportunity to interact with jurists from all levels and practitioners from across Canada.

##### 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	48			3 days					4

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-892 (15)

**\*\*\*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 for the moot team, 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 have been historically argued before a three-person panel comprised of judges of the Superior Court and the Court of Appeal.

##### 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?*

**PROGRAM DEVELOPMENT COMMITTEE  
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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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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 a moot problem and motion record, and formulate arguments from a critical race perspective;	B. the acquisition, application and integration of knowledge
B. Research and develop persuasive legal arguments; Identify and produce the standard 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)
C. Distinguish cases based on the facts and application of the law;	C. critical thinking and problem-solving skills
D. Read, summarize and organize large volumes of cases;	D. literacy and numeracy skills
E. Identify and explain the relevant legal, social and policy issues surrounding the specific diversity issue(s) applicable; Recognize when advocacy becomes unprofessional.	E. responsible behaviour to self, others and society
F. Formulate a persuasive opening and closing statement;	F. interpersonal and communications skills
G. 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
H. Explore elements of a persuasive factum and oral argument.	H. creativity and aesthetic appreciation

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <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.	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>  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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been offered every year since 2011. We are requesting a permanent course code because of the requirements of the new UWinsite 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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
	Lectures
	Tutorials
	Labs
<b>48</b>	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>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	On par with other four credit 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.*

None. This is a long standing course offering.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

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#### 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

#### 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 for over a decade. We are moving to a new course code because of the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Coach is selected from existing coaching team
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A for all sections- this is a long-standing course
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Equipment (and Maintenance):</b>	N/A
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# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG-5823. First Nations Women and the Law**

##### 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 introduces students to Indigenous legal traditions, focusing on the inherent laws that sustain the leadership, strengths and responsibilities of Indigenous women. This course presents a historical background of how the imposition of colonial law impacted Indigenous lives, especially Indigenous women. Based on Canada's definition of Aboriginal peoples in the Constitution Act, 1982, s. 35 (1) as "Indians, Metis and Inuit" peoples, Indigenous peoples have renamed "Indians" as "First Nations". This course therefore focuses on how Canadian laws have impacted the lives of Indigenous women also known as First Nations women. It directly teaches from the International Council of Thirteen Indigenous Grandmothers. These teachings form the foundation of Indigenous legal traditions.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					LAWG-08-98-971(69)

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	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.*

Students enrolled in this course engage in a detailed analysis of the definition of Aboriginal peoples in the Constitution Act, 1982. It provides the students with the opportunity to understand how Canadian laws have generationally impacted the lives of First Nations women. This knowledge aligns with the expectations of the Truth and Reconciliation Commission's Call to Action, for a more robust legal education, especially from the standpoint of Indigenous scholars.

# 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?*

This course has been carefully put together by the Faculty's Indigenous scholars. It has also been taught by an Indigenous female professor for the past several years.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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. Explain Indigenous legal traditions and their relationship to Indigenous women. Justify Indigenous legal traditions as equal to Canadian law; Discuss how Canadian law and Aboriginal law applies to First Nations Women.	A. the acquisition, application and integration of knowledge
B. Evaluate the impacts of colonial law on Indigenous women;  Research large volume of legal and interdisciplinary materials and convey meaning with precision, logic and economy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze theoretical legal writing; Integrate interdisciplinary work into legal reasoning and Argumentation.	C. critical thinking and problem-solving skills
D. Present legal reasoning and advocacy effectively in writing.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate effective justifications and decisions in oral and written form.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Demonstrate practical skills as creative advocates capable of responding to novel factual scenarios.	H. creativity and aesthetic appreciation

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
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
	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 a course that has been taught for several years. We are requesting a permanent course code because of the introduction of the new UWinsite 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.*

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

None. An Indigenous law professor teaches this course every year.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

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#### 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 expertise 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

#### 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 for many years. We are moving to a new course code because of the requirements of the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Instructor is existing faculty member
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	None. This course is currently offered.
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5830 Human Dignity**

##### 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 relationship between law and human dignity. It is a seminar course that extends beyond the boundary of law to other disciplines. The course highlights the meaning and scope ascribed to dignity as contained in various constitutions. The course also uses many practical cases to show how law can be instrumental in promoting or inhibiting human dignity in society.

##### 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	36				3			

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

**\*\*\*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.*

Students enrolled in this course engage in a detailed analysis of human dignity from a legal perspective. The course enables the students learn the central elements necessary in the dignity discourse. The course also clearly highlights one of the two central themes of the Law school, "Access to Justice". This theme is one of the foundational pillars of social justice. The regulators of the legal profession in recent times have been placing great emphasis on enhancing the social justice content in legal education.

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

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*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?*

This course does not specifically apply to issues impacting Indigenous peoples. It however addresses all peoples generally.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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. Define human dignity appropriately; Recognize the key concepts and vocabulary fostering or negating human dignity in any constitution or piece of legislation; Translate large and complex interdisciplinary materials;	A. the acquisition, application and integration of knowledge
B. Research large volume of legal and interdisciplinary materials and convey meaning with precision, logic and economy;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess options in different case studies and display legal competence in addressing the relevant issues; Evaluate the legal and social justice issues in specific case studies;	C. critical thinking and problem-solving skills
D. In writing, detail terms such as implicit bias in a given narrative from a jurisprudential standpoint.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate justifications and decisions in oral and written form;	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
G. Work with others to extract correct legal information of a case scenario, and also demonstrate individual capacity to do so;	G. teamwork, and personal and group leadership skills
H	H. creativity and aesthetic appreciation
I. Merge other disciplinary perspectives with the legal to privilege a broad approach	I. the ability and desire for continuous learning

*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 course has been taught for many years. We are requesting a permanent course code because of the introduction of the new UWinsite 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: 3	
3	Lectures
0	Tutorials
0	Labs
0	Practical experience
2	Independent Study
3	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
0	Studying for tests/examinations
0	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit courses.

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## 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.*

None. A law professor teaches this course every year.

**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 expertise 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

**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 for many years. We are moving to a new course code because of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is existing faculty member.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

<b>Library Resources and Services:</b>	None. This is an existing course.
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title:** LAWG-5839 Indigenous Peoples, Art + Human Rights

##### 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 human rights values through the worldview(s) of Indigenous Peoples as well as the lenses of art and law. In this time of Canada's national truth and reconciliation project, this course considers various themes such as the meaning of truth and reconciliation as may be reflected through Indigenous perspectives as well as both Canadian and international human rights. This course explores how law and art may both frame and interrupt the flow of Indigenous laws. It considers the possible roles (if any) of human rights in the context of Indigenous Peoples, art and law.

##### 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	36				36			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					971-64

**\*\*\*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.*

This course is aimed at exploring human rights values through the lens of art and the worldview(s) of Indigenous Peoples. In this time of Canada's national reconciliation project, this course considers various themes such as the meaning of reconciliation alongside both Canadian and international human rights from Indigenous perspectives. In Canadian and international law, human rights are often contextualized as 'universal', implying such rights are foundational and accepted by all. Yet, evolving out of the United Nations in the 1940's, Indigenous Peoples around the globe were not included in the conceptualization or articulation of human rights. Though there are some successes of Indigenous Peoples arguing before Canadian and international human rights arenas, the legal framework arose without the participation or contribution of Indigenous Peoples, favouring Western nation-states' post-WWII interests. Moreover, in law, human rights are typically focused on exposing and cataloguing violations based on the actions of individuals, groups, agencies, corporations and governments. In other words, law's examination of human

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rights is not predictive or preventative but rather a dissection of human rights offences. Art is also a vehicle to explore human rights violations but art can offer pro-active forms of engagement and promote human rights as an instrument of inclusion. For many Indigenous Peoples, art is deeply integrated into culture versus being the specialty of a trained few. Similarly, law is often transmitted to Indigenous Peoples through – among other things – story, song, dance, ceremony as well as living in and observing the natural world. Conversely, Canadian law is drafted, interpreted, enforced and decided upon by a select group of specially trained individuals.

#### 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?*

This course is part of the Faculty of Law’s offerings related to Indigenous peoples. This course builds on themes introduced in the first year Indigenous Legal Orders class. It considers and examines human rights with a focus on the worldviews of Indigenous Peoples in which art and law are deeply interconnected.

#### 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 and synthesize scholarship in Canadian and International human rights, the historical and social context of indigeneity in Canada, and indigenous sources of law reflective of indigenous worldviews. Explain various artworks critiquing human rights violations and the creation of art as a human right.	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
F. Present a clear, well-researched position on a current issue relating to human rights, indigenous Peoples and art – including an art element relating to the legal research	F. interpersonal and communications skills
G. participate in an informed way in discussions relating to human rights, indigenous Peoples and art- including responses to the presentation of colleagues	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I Write with both precision and rigour a legal research paper on topics relevant to human rights, indigenous Peoples, and art.	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. This course has been previously offered as a Special Topics. We are requesting a permanent code because of the introduction of the new UWinsite 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:	
3	Lectures
	Tutorials
	Labs
	Practical experience
3	Independent Study
4	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
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other 3 credits courses

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## 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.*

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.*

The Law faculty has expertise 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

##### 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 in the past as a Special Topics. We are moving to a new course code because of the new UWinsite System.

##### 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.*

<b>Faculty:</b>	Instructor is selected from existing faculty members
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

<b>Library Resources and Services:</b>	No new resources required
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

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## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title:** LAWG 5994. International Commercial Arbitration

##### 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 an alternative means of resolving disputes arising out of international commercial contracts – arbitration. Arbitration is an alternative to litigation which produces a binding outcome, unlike mediation and conciliation, which may not. Arbitration is controlled primarily by the terms previously agreed upon by the contracting parties. The contract, which is subject to arbitration in the event of a dispute, may also specify the forum of arbitration, the procedural rules, and the governing law of the contract. International commercial arbitration commands generous attention in modern times, not only because of its presumed advantages over litigation, but because of its direct engagement with matters of equity and social justice.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-971(83)

**\*\*\*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.*

Students enrolled in this course engage with a detailed analysis of the mechanism of dispute resolution. The course teaches the students how to identify and focus on the central elements of arbitration. Some of these include the choice of law, types of arbitration, conduct of arbitration, arbitral institutions, awards and their enforcement.

There is now a great emphasis by the regulatory bodies of the legal profession for law graduates to have proficient knowledge and skills in this particular form of alternate dispute resolution.

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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?*

This course as designed is not applicable to issues impacting Indigenous peoples.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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. Translate large and complex arbitration materials; Recognize the key doctrinal concepts, vocabulary and grammar of arbitration; Analyze fact-patterns and arbitration clauses.	B. the acquisition, application and integration of knowledge
B. Research large volume of legal materials and convey meaning with precision, logic and economy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess viable options and choose the most efficient means of dispute resolution.	C. critical thinking and problem-solving skills
D. Draft international commercial contracts while displaying skills and ability to offer sophisticated interpretations based on knowledge of arbitral "jurisprudence" and methodologies.	D. literacy and numeracy skills
E. Evaluate and correctly assess the legal and social justice issues in international commercial arbitration, especially in relation to contracts for the extraction of resources with Third World state parties.	E. responsible behaviour to self, others and society
F. Communicate effective justifications and decisions in oral and written form.	F. interpersonal and communications skills

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
G. Work with others to extract correct legal information of a case scenario, and also demonstrate individual capacity to do so.	G. teamwork, and personal and group leadership skills
H. Demonstrate legal dexterity and versatility in the analysis and communication of results.	H. creativity and aesthetic appreciation
I. Merge other disciplinary perspectives with the legal to privilege a broad approach”	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
	30	30	30	30	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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been taught since 2005. We are requesting a permanent course code because of the introduction of the new UWinsite 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.*

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

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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.*

None. This is a longstanding course taught by a professor.

**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 expertise 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

**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 for many years. We are moving to a new course code because of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is selected from existing professors.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**LAWG- 5824 International Academy of Dispute Resolution Mediation Competition**

##### 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 mediation competition allows students to gain skill in mediation and mediation advocacy. The competition, which takes place in Chicago each spring, requires students to act as mediator, advocate and client in three preliminary rounds. Using a co-mediation model, participants hone communication, case evaluation and dispute resolution skills using the theory and practice of interest-based mediation.

##### 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			30

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

**\*\*\*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?**

#### 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 competition requires students to act as mediator, advocate and client in three preliminary rounds.

##### 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?*

Unknown until the problem is released each year.

# PROGRAM DEVELOPMENT COMMITTEE

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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
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:
Apply theories of interest-based negotiation and mediation.	A. the acquisition, application and integration of knowledge
B. locate applicable law that impacts various conflicts	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. in the role of advocate and mediator, analyse and support parties in resolving disputes	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. advocate and mediate within relevant ethical and professional frameworks.	E. responsible behaviour to self, others and society
F. apply active listening skills to dispute resolution scenarios	F. interpersonal and communications skills
G. work with a team in a co-mediation model to explore possible resolutions to conflicts.	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.

	Year 1	Year 2	Year 3	Year 4	Year 5
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Projected enrolment levels for the first 5 years of the new course.	4	4	4	4	4
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#### 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. We have offered this course in the past.

#### 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:	
1	Lectures
	Tutorials
1	Labs
5	Practical experience
	Independent Study
2	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
	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.*

##### 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 existing faculty members able to coach this competition.

##### 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*

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*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.*

<b>Faculty:</b>	Experienced Faculty are available to coach this competition
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	This is an existing moot that does not require new resources.
<b>Teaching and Learning Support:</b>	NA
<b>Student Support Services:</b>	NA
<b>Space and Facilities:</b>	NA
<b>Equipment (and Maintenance):</b>	NA

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5991 Ontario Trial Lawyers Association 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.*

The Ontario Trial Lawyers Association Moot is a provincial moot competition supported by the Ontario Trial Lawyers Association. The moot competition is a simulated civil jury trial covering the liability aspects of a complex personal injury trial involving multiple defendants. The Moot is held in March each year and the location rotates among cities of the participating schools. At present, students and coaches from six Ontario law schools participate. A Judge of the Superior Court of Justice presides and the jury is composed of senior lawyers practicing primarily in civil litigation, most of whom are members of the Ontario Trial Lawyers Association.

This moot provides participants an opportunity to practice and refine their advocacy skills in a competitive, yet collegial environment. Student participants are responsible to develop a trial strategy, prepare and conduct opening and closing arguments, prepare and conduct examination in chief, cross examinations and any reply of the various parties/witnesses.

##### 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	48								4

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

**\*\*\*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?**

#### 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 University of Windsor, Faculty of Law has participated in the Ontario Trial Lawyers Association Moot for 14 years but participation was voluntary and not for academic credit.

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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?*

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.*

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 a trial moot fact problem, take on the role of counsel for the Plaintiff, counsel for a Defendant or as a client to prepare a full case strategy to successfully advance or defend against a claim of personal injury liability;	B. the acquisition, application and integration of knowledge
B. Develop exemplary trial skill, including opening and closing arguments and the examination in chief, cross examination, and reply of live witnesses;  Conduct law research on the liability aspects of the problem and the rules of evidence related to the use of witness statements, experts reports and demonstrative evidence in the course of the trial;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify the law and theory behind the opening and closing arguments and to apply that theory along with the evidence in the case to make persuasive oral arguments to the Judge and Civil Jury;	C. critical thinking and problem-solving skills
D. Study, prepare for and and argue objections, in real time, as issues arise during the trial based on trial strategy and vive voce evidence;	D. literacy and numeracy skills
E. work continuously in a team environment developing collaborative work product together, giving and receiving feedback, addressing and resolving possible conflicts, working with the skills and limitations of the team; recognizing when advocacy becomes unprofessional;	E. responsible behaviour to self, others and society
F. Conduct and implement research on the rules of evidence, and consider ways to advance the theory of their case in light of those rules;	F. interpersonal and communications skills
G. Conduct and implement research on effective, professional and ethical advocacy skills, specific to their role as either Plaintiff or Defence Counsel;	G. teamwork, and personal and group leadership skills

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
H. Develop a theory of the case and argue this theory persuasively throughout the case, including the opening and closing arguments;	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
	3	3	3	3	3

**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 a Moot that has been offered since 2005, on a voluntary basis. We are requesting a permanent course code and the allocation of 4 academic credits.

**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
48	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>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar

# PROGRAM DEVELOPMENT COMMITTEE

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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.*

None. This is offered on a not for credit basis for many years and we have existing resources to support it.

##### 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 expertise 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.*

The moot has traditionally been coached by a professional staff 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.*

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.).*

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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

<b>Library Resources and Services:</b>	None.
<b>Teaching and Learning Support:</b>	None.
<b>Student Support Services:</b>	None.
<b>Space and Facilities:</b>	None.
<b>Equipment (and Maintenance):</b>	None.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

Course # and Title: LAWG 5837. Privacy Law in Canada

##### 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 different policy perspectives informing privacy law in Canada. It explains how the definition of “privacy” influences public discourse and what it poses for individuals, professionals, employers, businesses, charities, not-for-profit organizations and government institutions. The course also considers various scenarios of how the interpretation of privacy defines the way in which legislation addresses privacy rights in various sectors and how Canadian laws and regulations are impacted by, and themselves impact, technical innovation.

##### 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				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-971(65)

**\*\*\*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.*

Privacy is emerging as one of the central issues of our times. Consequently, privacy law is developing as a relatively new and dynamic area of law. This course helps students learn by considering several circumstances in which public interest outweighs an individual’s privacy rights, while gaining first-hand knowledge of some of the challenges privacy law also poses.

##### 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?*

This course as designed is not applicable to issues impacting Indigenous peoples.

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS

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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.

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define key concepts such as privacy, personal information and fair information principles; Interpret complex theoretical bases for privacy, from liberal democratic conceptions to the more recent ones as put forward by the likes of Facebook's Marc Zuckerberg, and Google's Eric Schmidt; Explain privacy related legislation across Canada, with an emphasis on privacy legislation applicable in Ontario. Distinguish the state of privacy related common law in Ontario, including the tort, intrusion upon seclusion and other privacy related issues facing plaintiffs. Compare Canada's approach to privacy with other approaches in the world including Europe and the United States; Compare and contrast the Office of the Privacy Commissioner of Canada and the Information and Privacy Commissioner of Ontario.	C. the acquisition, application and integration of knowledge
B. Research large volume of legal materials to convey meaning with precision, logic and economy;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze privacy related policies and procedures, using privacy statements as examples; Write and orally present complex legal information about privacy clearly and precisely	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. Discuss in an informed way, issues relating to privacy law and regulation, sector-specific or regional privacy issues and the public interest, including responses to others' research and arguments	G. teamwork, and personal and group leadership skills

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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <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
	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 a course that has been taught for the last several years. We are requesting a permanent course code because of the requirements of the new UWinsite 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:	
3	Lectures
	Tutorials
	Labs
	Practical experience
1	Independent Study
6	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
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit 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.*

None.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

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#### 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 expertise 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

#### 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 the requirements of the new UWinsite system.

#### 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.*

<b>Faculty:</b>	Instructor is selected from existing faculty
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	No new resources (existing course)
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5836. Private Property and the Public Interest**

##### 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 land planning issues. It engages with questions of urban growth and renewal, which are central to the functioning of today's Canadian municipalities. The land use decisions being made by municipalities and other levels of government reflect a complex interplay between private property rights and other interests on the one hand, and (often multiple) public interests on the other. The topical issues range from pressing matters involving climate change and urban sprawl to housing booms and economic growth. It is important for municipal governments to grapple with these tensions.

Students registered in this course engage with the internal processes of the new Local Planning Appeals Tribunal (LPAT), which recently replaced the former Ontario Municipal Board (OMB), as the body to which municipal decisions can be appealed. Students also engage with any current landmark case such as the two recent appeals brought against the City of Windsor's zoning decisions of 13 August 2018 by a grassroots community group, Citizens for an Accountable Mega-Hospital Planning Project (CAMPP).

##### 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				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					98-971-58

**\*\*\*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.*

This course provides an important introduction for law students who will represent municipalities, property owners or other stakeholders involved in land use planning. The course offers students greater awareness of the tensions inherent in land use planning, of the mechanisms of decision-making at the municipal level, and of how these decisions can be legally challenged. This course also gives students insight into the workings of the new tribunal

# PROGRAM DEVELOPMENT COMMITTEE

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and how it interplays with other areas of substantive law such as health law, human rights law, Indigenous law, planning law and environmental law.

#### 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?*

This course as designed is not applicable to specific issues impacting Indigenous peoples. Considering the scope of the course, it may however intersect with Indigenous territories or other Indigenous issues not yet known. In the event of this happening, the Law School has a robust representation of Indigenous faculty members who can aid in navigating any unforeseen Indigenous issues that may arise in future.

#### 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. Explain the rules and procedure of the LPAT and its interplay with municipal governance as well as the <i>Planning Act</i> and <i>Municipal Act</i> ; Explain to non-lawyers of the public wishing to participate in an LPAT proceeding the processes involved and their respective roles; Translate large and complex legal materials; Illustrate varying roles of lawyers within grassroots organisations;	D. the acquisition, application and integration of knowledge
B. Research a large volume of legal materials to convey meaning with precision, logic and economy;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze problems and issues from a legal perspective to find practical and long-lasting solutions;	C. critical thinking and problem-solving skills
D. Draft well-crafted submissions putting forward clear and logical arguments; Edit submissions' documents including affidavits and case synopsis for the Local Planning and Appeal Tribunal (LPAT); Orally present legal arguments for a planning related appeal;	D. literacy and numeracy skills
E. Model preparing appeal participants in an ethical and professional way;	E. responsible behaviour to self, others and society

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. Communicate in an interdisciplinary fashion with lawyers, planners and other members of the public on issues related to municipal and planning law; Present critiques, justifications, plans, assessments and decisions in both oral and written form;	F. interpersonal and communications skills
G. Display interdisciplinary competence in a law and policy environment by justifying both legal and political implications of decisions; Collaborate with community partners, including the media, towards a community-oriented goal.	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**

<i>Please provide as much information on projected enrolment as possible.</i>					
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**

<i>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.</i>
--

None. This is a course that has been offered in the past. We are moving to a new course code because of the requirements of the new UWinsite system.

**B.5 Student Workload**

<i>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.</i>	
<b>Average number of hours per week that the student will be expected to devote to:</b>	
3	Lectures
-	Tutorials
-	Labs
-	Practical experience
1	Independent Study
6	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
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit courses.

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## NEW COURSE PROPOSALS

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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.*

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.*

The law faculty has expertise 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

**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 in the past. We are moving to a new course code because of the requirements of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is selected from existing professorial staff.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

<b>Library Resources and Services:</b>	None – existing course
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5835. Reconciliation and the Residential School Legacy**

##### 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 residential school legacy. It offers students a comprehensive understanding of the Federal Indian Education policy and other federal government responses that led to the signing of the Indian Residential School Settlement Agreement in 2005. The course also explores the impacts the residential school system had on the survivors and their intergenerational family members. The course further examines the healing movement that emerged across Canada in the 1980s and concludes by looking at reconciliation and efforts to move the Residential School Legacy forward.

##### 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				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					LAWG-98-971(56)

**\*\*\*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.*

In recent years, law schools' curricula across Canada have been expanding to include course content on Indigenous legal orders. This course is a direct response to the Truth and Reconciliation Commission of Canada's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, the mandate of the Law Society of Ontario, and the Federation of Law Societies. This course enriches Windsor Law's curriculum in this regard.

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

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*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?*

This course has been carefully put together by the Faculty of Law's Indigenous scholars. It has also been taught by an Indigenous professor since inception.

#### **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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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. Explain the impacts that Federal Indian Policies and Legislation (Christianisation, colonization, assimilation and education) had upon Aboriginal peoples of Canada; Compare and contrast the stories of residential school survivors that attended Indian Residential Schools in Canada; Explain the involvement of the Churches within the Residential School Legacy; Outline the apologies given by the Federal and Provincial governments and the Churches to Residential School Survivors; Explain the importance of reconciliation of the Residential School Legacy; Summarize the role of the Truth and Reconciliation Commission of Canada within the Residential School Legacy; Identify the Calls to Action outlined in the Final Truth and Reconciliation Report;	E. the acquisition, application and integration of knowledge
B. Research legal and interdisciplinary materials to convey meaning with precision, logic and economy; Evaluate the impacts of intergenerational trauma upon second and third generation family members of residential school survivors; Outline how federal Indian policies and legislation interconnects with all areas of Aboriginal law;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze and critique the processes utilized by the federal government to compensate residential school survivors;	C. critical thinking and problem-solving skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
D.	D. literacy and numeracy skills
E. Display decorum and professionalism in participating in all group activities;	E. responsible behaviour to self, others and society
F. Communicate effective justifications and decisions in both oral and written form;	F. interpersonal and communications skills
G. Argue against viewpoints in a respectful and ethical manner;	G. teamwork, and personal and group leadership skills
H. Display creative ways of reconciling the Residential School Legacy.	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
	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 course was introduced few years ago. We are requesting a permanent course code because of the introduction of the new UWinsite 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.*

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

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<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit 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)**

<i>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 <u>do not</u> name specific individuals.</i>
--

None. An Indigenous law professor teaches this course every year.

**C.1.1 Faculty Expertise in Support of the Revised Program**

<i>Provide an assessment of faculty expertise available and committed to actively support the new course. Please <u>do not</u> name specific individuals.</i>
---

The law faculty has expertise in this area.

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

<i>Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.</i>
---

None

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

<i>Describe the reliance of the proposed new course on existing resources from <u>other</u> campus units, including for example:</i> <ul style="list-style-type: none"> <li>• <i>faculty teaching,</i></li> <li>• <i>equipment or facilities outside the proposer's control,</i></li> <li>• <i>external resources requiring maintenance or upgrading using external resources</i></li> </ul> <i>Provide relevant details.</i>
---

None

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)**

<i>List all <b>anticipated new resources</b> originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the new course.</i>
--

None. This course has been offered previously. We are moving to a new course code because of the requirements of the new UWinsite system.

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

<i>Describe all opportunities for <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).</i>
--

None

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

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

<b>Faculty:</b>	Instructor is selected from existing faculty members.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

<b>Library Resources and Services:</b>	No new resources
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5838. Residential Landlord and Tenant Law**

##### 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 offers an experiential learning opportunity which introduces students to not only the substantive law regulating the relationship between landlords and tenants of residential premises, but also the practical application of the Residential Tenancies Act, 2006 (RTA) as amended by the Non-Profit Housing Co-Operatives Statute Law Amendment Act, 2013. Residential landlord and tenant law applies to all types of privately-owned properties being rented out for residential purposes. This includes tenancy agreements for houses, duplexes, apartments, condominiums and other types of rental units in the province. The central focus of the course examines the legal relationship between residential landlords and tenants, the legislation, regulations, rules and other legally enforceable provisions that govern rental housing, as well as certain aspects of legal practice in this area of law. Students gain a practical understanding of the concepts and procedures involved for landlords and tenants, as the course explores the rules and procedures governing the Landlord and Tenant Board (LTB) and its place within the Social Justice Tribunals of Ontario.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
None					08-98-971(66)

**\*\*\*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.*

The practice of landlord and tenant law requires a sound understanding of the relevant legislation and jurisprudence relating to this branch of law, especially since most people find themselves in this landlord and/or tenant relationship at some point in their lives. Students enrolled in this course are therefore exposed to the rights, procedures, documents and remedies of parties involved in typical residential rental situations. In addition, students become acquainted with all the relevant applications used at the Landlord and Tenant Board under the Act.

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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?*

This course as designed is not applicable to issues impacting Indigenous peoples.

#### 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. Explain the basic tenets of Ontario landlord and tenant law;  Identify access to justice concerns emanating from the rental of property (sections 78, 82 and 83 of the RTA);  Identify the correct forms for motions or applications;  Fill out key legal documents required to start a motion, or application under the RTA 2006;	A.the acquisition, application and integration of knowledge
B. Research large volume of legal materials to convey meaning with precision, logic and economy;  Apply the RTA to 'real life' scenarios;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critique a sample lease providing valid reasons and reflections on social justice issues and possibly power imbalance raised by the lease;	C. critical thinking and problem-solving skills
D. Write a closing argument before the LTB;  Orally advocate a clear, concise and straightforward closing argument in a LTB hearing;	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
F. Communicate effective justifications in oral and written form;	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Demonstrate legal dexterity and versatility in communicating oral arguments;	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
	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 a course that has been taught for the past several years. We are requesting a permanent course code because of the introduction of the new UWinsite 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: 3	
3	Lectures
0	Tutorials
0	Labs
0	Practical experience
1	Independent Study
4	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
0	Studying for tests/examinations
0	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
Similar to other three (3) unit courses.	

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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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.*

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.*

This course is typically taught by a sessional instructor.

**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 for many years. We are moving to a new course code because of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is selected from existing sessional pool
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	None – this is an existing course.
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG 5833. Sports Law**

##### 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 commercial dimensions, regulation and governance of professional sports. It explores significant legal policies, provisions, cases and practices that apply to many professional sports. It is an 'issue oriented' course which reviews intersecting legal issues rooted in corporate-commercial law, contract law, intellectual property rights, employment law, corporate finance, and race and gender components. The course also examines the role of law and legal actors in professional sports, including corporate interests, sponsors, broadcasters, owners, government, agents and players.

##### 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	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-971(73)

**\*\*\*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.*

The course provides a critical, sophisticated and analytic think space for students who are interested in gaining an in-depth view of sports from a legal perspective. Students enrolled in this course engage in detailed analysis of various international components from a cross-border perspective. This course also covers all of the myriad issues that confront a professional sports lawyer from agency relationships, ownership structures, compensation schemes, and litigation problems.

# 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?*

This course as designed is not applicable to issues impacting Indigenous peoples.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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. Enumerate the key legal rules and principles that relate to commercial aspects of sports law; Explain the legal rules in their historical, social and economic context; Articulate the values and purposes that are served by those rules; Identify areas in which the current regulatory framework is inadequate to achieve its intended purpose; Explain the legal principles that govern commercial relationships in professional sports and the theory, policy and practical implications that underlie the Canadian and US legal and regulatory framework; Distinguish the divergent legal relationships embedded in both the US and Canadian frameworks;	A. the acquisition, application and integration of knowledge
B. Research large volume of legal materials related to professional sports entities and stakeholders to convey meaning with precision, logic, economy and final resolution of the legal issues;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically articulate and anticipate the policy, legal, and economic considerations in designing and implementing a regulatory and practical framework for addressing challenges associated with sports law; Advocate alternate approaches or frameworks that could and should be considered by athletes, communities, policymakers, regulators, and corporate management;	C. critical thinking and problem-solving skills
D. Write a well articulated research paper displaying transnational, transactional and pragmatic outcomes;	D. literacy and numeracy skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
E. Display high ethical standards and professionalism in class interactions;	E. responsible behaviour to self, others and society
F. Communicate justifications and decisions in both oral and written form;	F. interpersonal and communications skills
G. Demonstrate an ability to collaborate in pairs for the seminar presentations.	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
	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 course has been previously offered. We are requesting a permanent course code because of the introduction of the new UWinsite 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: 3	
3	Lectures
0	Tutorials
0	Labs
0	Practical experience
1	Independent Study
4	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
0	Studying for tests/examinations
0	Other: <i>[specify]</i>

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	Similar to other three (3) unit 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)**

<i>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 <u>do not</u> name specific individuals.</i>
--

None

**C.1.1 Faculty Expertise in Support of the Revised Program**

<i>Provide an assessment of faculty expertise available and committed to actively support the new course. Please <u>do not</u> name specific individuals.</i>
---

The law faculty has expertise in this area.

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

<i>Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.</i>
---

None

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

<i>Describe the reliance of the proposed new course on existing resources from <u>other</u> 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.</i>
---

None

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)**

<i>List all <b>anticipated new resources</b> originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the new course.</i>
--

None. This course has been offered in the past. We are moving to a new course code because of the new UWinsite system.

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

<i>Describe all opportunities for <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).</i>
--

None

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

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

<b>Faculty:</b>	Instructor is selected from existing faculty members.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	No new resources required
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: The Law of Trademarks and Unfair Competition LAWG-5914**

##### 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 purpose of this course is to examine and assess some of the legal doctrines commonly referred to as trademarks and unfair competition law. We will study the body of Canadian jurisprudence which establishes and defines the legal doctrines by which a trader's business reputation is established and protected - both at common law and by statute. We shall attempt assessment in light of the trade mark owners' interest in the commercial value of the trade mark and goodwill, the public interest in informative, honest trading and the consumer interest in the availability of quality goods from numerous sources at lower prices.

##### 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		X				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
					08-98-914

**\*\*\*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.*

The purpose of this course is to examine and assess some of the legal doctrines commonly referred to as trademarks and unfair competition law. We will study the body of Canadian jurisprudence which establishes and defines the legal doctrines by which a trader's business reputation is established and protected - both at common law and by statute. We shall attempt assessment in light of the trade mark owners' interest in the commercial value of the trade mark and goodwill, the public interest in informative, honest trading and the consumer interest in the availability of quality goods from numerous sources at lower prices.

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

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## 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?*

This course as designed is not applicable to issues impacting Indigenous peoples.

#### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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 legal issues relating to the law of trademarks and unfair competition (passing-off) in Canada. Identify the ways in which trademark rights can be acquired both at common law and by statute.	B. the acquisition, application and integration of knowledge
B. Research case law, statutes and define issues pertaining to the law of trademarks and unfair competition (passing-off). Synthesize and analyze a wide range of legal concepts in relation to this body of law.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C Critically assess the law of trademarks in relation to a variety of contextual factors including branding and marketing strategies. Solve legal problems at every stage of the trademark process, from acquisition of rights to their enforcement. Reflect critically on the ways in which the selection of certain trademarks might be offensive to Indigenous peoples, women, racialized groups.	C. critical thinking and problem-solving skills
D. Define, evaluate and engage with the legal material	D. literacy and numeracy skills
E. Analyze and reflect on the impact of trademark law on rights-holders, consumers and, specifically, on the social justice impacts of the selection of certain kinds of symbols as trademarks.	E. responsible behaviour to self, others and society
F. Articulate and advance legal positions in a clear, concise and legally defensible way.	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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:
G. Participate in open dialogue in class in a collegial manner	G. teamwork, and personal and group leadership skills
H. Fashion creative but legally defensible approaches to solving complex legal problems.	H. creativity and aesthetic appreciation
I. Understand and synthesize the basic trademark law concepts for which further research and problem solving are built upon, especially in the practice of law.	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
	30	30	30	30	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? N/A – we have deleted many courses that are no longer offered.*

None. This course has been previously offered. We are requesting a permanent course code because of the introduction of the new UWinsite 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:	
3	Lectures
	Tutorials
	Labs
	Practical experience
1	Independent Study
4	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
Similar	

# 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.*

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.*

The Law Faculty has expertise 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

**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 in the past. We are moving to a new course code because of the new UWinsite system.

**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.*

<b>Faculty:</b>	Instructor is selected from existing faculty members
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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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 offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

<b>Library Resources and Services:</b>	No new resources required
<b>Teaching and Learning Support:</b>	none
<b>Student Support Services:</b>	none
<b>Space and Facilities:</b>	none
<b>Equipment (and Maintenance):</b>	none

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title:** LAWG- 5997 Walsh Family Law 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.*

The Walsh Family Law Moot is a competitive moot for 2<sup>nd</sup> and 3<sup>rd</sup> year law students focusing on appellate advocacy in the area of family law. Students prepare facta and argue the appeal of a family law case. The research, drafting and oral advocacy requirements give students a unique opportunity to develop and increase their knowledge and competence in this area of law. The Moot also gives students a forum to create important and lasting connections with family law practitioners and judges.

##### 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	48			3 days				5/week	

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

**\*\*\*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.*

The Walsh Family Law Moot provides students with a unique experiential opportunity to engage in family law practice through advanced research, drafting and oral advocacy. In this moot, four students are selected (two Appellants and two Respondents). The Appellant and Respondent teams are each required to submit a Factum and participate in two oral rounds before a bench comprised of Ontario Judges and family lawyers. Awards are given to the top two schools, oral advocates and the best Appellant and Respondent facta.

##### 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?*

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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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<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 a moot fact problem; and act as counsel for either the Appellant and Respondent;	A. the acquisition, application and integration of knowledge
B. Identify legal issues, research and develop persuasive legal arguments; Identify and produce the standard format of an appellate factum for either the Appellant or the Respondent	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify the theory behind the relevant law; Distinguish cases based on the facts and application of the law; Address weaknesses in argument in oral advocacy, particularly under questioning by the Bench	C. critical thinking and problem-solving skills
D. Read, summarize and organize large volumes of cases;	D. literacy and numeracy skills
E. Identify and explain the relevant legal, social and policy issues surrounding the case; Recognize when advocacy becomes unprofessional. Work collaboratively and effectively as part of a team	E. responsible behaviour to self, others and society
F. Formulate a persuasive oral submission and effectively answer questions from the Bench;	F. interpersonal and communications skills
G. Identify and collaboratively employ the relevant procedures and protocols associated with appellate advocacy as part of a two-person counsel team;	G. teamwork, and personal and group leadership skills
H. Explore elements of a persuasive factum and oral argument; Display courtroom decorum and advocacy styles.	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
	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? N/A – we have deleted many courses that are no longer offered.*

None. This is a course that has been offered every year since 2013. We are requesting a permanent course code because of the requirements of the new UWinsite 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
5	Practical experience
5	Independent Study
	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
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	On par with other four credit 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.*

None. This is a course offered since 2013.

##### 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. This course is taught by a long-standing sessional instructor.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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 for 7 years. We are moving to a new course code because of the requirements of the new UWinsite system.

#### 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.

<b>Faculty:</b>	Coach is selected from existing pool of local lawyers and/or professors.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.

<b>Library Resources and Services:</b>	N/A for all sections- this is a long-standing course
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A. NEW COURSE PROFILE

**Course # and Title: LAWG-5820 - Willms and Shier (W&S) Environmental 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.*

The Willms and Shier Environmental Moot is the first and only national moot in Canada that is devoted to environmental law. It's goal is to promote awareness of environmental issues in legal practice and public life while enhancing student's written and oral advocacy skills. The competition takes the form of an appeal before a Canadian court of last resort. It brings together law students, judges, leading lawyers and legal academics to explore cutting-edge environmental issues. This competition is open to teams from all Canadian law faculties.

##### 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									4

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
None					08-98-892

**\*\*\*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 participate in an appellate-level environmental law case. Students submit a factum on behalf of either the appellant or respondent, with oral arguments presented in front of a two-person expert panel of judges.

##### 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.

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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. Analyze the legal and policy elements of an environmental moot problem; Act as counsel for either the Appellant or Respondent to successfully advance or defend an environmental law issue;	B. the acquisition, application and integration of knowledge
B. Research and put forward persuasive opening and closing legal arguments;  Identify and produce the standard format of a 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)
C. Distinguish cases based on the facts and application of the law;	C. critical thinking and problem-solving skills
D. Read, summarize and organize large volumes of cases;	D. literacy and numeracy skills
E. State clearly expert opinions about the relevant environmental issues in the most objective and professional way;	E. responsible behaviour to self, others and society
F. Orally advocate a persuasive opening and closing statement in the best possible way;	F. interpersonal and communications skills
G. Recognize when advocacy becomes unprofessional;	G. teamwork, and personal and group leadership skills
H. Explore elements of a persuasive factum and oral argument.	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
	6	6	6	6	6

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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 a course that has been offered for several years. We are requesting a permanent course code because of the new new UWinsite 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
48	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>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	On par with other four credit 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.*

None. This is an existing moot. We are requesting a permanent course code.

##### 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. Existing faculty members coach this moot.

##### 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

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
FORM D**

**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 the new UWinsite system.

**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.

<b>Faculty:</b>	Coach is selected from existing faculty members
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.

<b>Library Resources and Services:</b>	N/A for all sections- this is a long-standing course
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

University of Windsor  
Program Development Committee

\*5.11: Kinesiology – Summary of Minor Course and Calendar Changes

Item for: Information

Forwarded by: Department of Kinesiology/Faculty of Human Kinetics

<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>Undergraduate Spring 2020</p>
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#### A. Proposed Course Calendar Revisions

<p><i>Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (<a href="http://www.uwindsor.ca/secretariat/calendars">www.uwindsor.ca/secretariat/calendars</a>) and clearly marking deletions with strikethrough (<del>strikethrough</del>) and additions/new information with <b>bolding and underlining</b>.</i></p> <p><i>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 (<del>strikethrough</del>) and additions/new information with <b>bolding and underlining</b>.</i></p> <p><i>Example: 03-101. University Senates —<del>Role and Power</del>—This course explores the history, role, and power of Senates in Canadian universities. (<del>Also offered as 04-101.</del>) (Prerequisite: 03-100.) <del>2 lecture hours and 1 tutorial hour per week</del> <b>3 lecture hours/week</b></i></p>
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#### KINE-1040. Introduction to Kinesiology: Sport Management and Sociocultural Perspectives

**An introduction and overview of key areas within** ~~This course will present an overview of the sport management and sociocultural sub-disciplines of that comprise Kinesiology.~~ **The course will explore the historical, social, cultural, and political significance of sport, and relate that significance to understanding the ways in which sport is organized, managed and promoted in contemporary society.** Treatment of each sub-discipline will highlight the history of the area, the current state of research and the practical application of principles in Kinesiology to sport, the workplace and activities of daily living. (Open only to non-Kinesiology majors.) **(3 lecture hours/week.)**

#### KINE-1650. Functional Anatomy

An in-depth study of the human musculoskeletal system. Emphasis will be placed on the components of skeletal, muscular, and nervous systems. Joint articulations will be covered in detail. ~~(2 lecture, 2 laboratory hours a week.)~~ **(3 lecture hours per week; 1 lab hour per week; weekly test)**

#### KINE-2100. Human Performance

An examination of the role perception and cognition play in our ability to sense, attend to, process, and transmit information during the performance of any motor skill. The course will focus on an information processing approach to examine the processes that underlie our ability to perform motor skills. **(3 lecture hours/week).**

#### KINE-2400. Historical Perspectives on Physical Activity and Sport in Western Civilization

This introductory course presents an overview of the significance of physical activity and sport in Western Civilization from ancient Greece to the present by specific reference to selected topics in different eras through which the particular society may be examined. Within this framework, the relationship of physical activity and sport to such factors as economics, politics, and religion will be emphasized, as will its contribution to the culture. 3 lecture hours/week.

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM E

#### **KINE-2600. Physiology of ~~Fitness~~ Human Performance**

~~An introduction to the physiological systems and the adjustments seen as a result of exercise and exercise training. General topics areas include examination of how aerobic and anaerobic metabolism operate and respond to exercise energy demands, cardio-respiratory responses and adaptations, body composition, and training principles.~~ **Discussion of the physiological systems of the human body and the adjustments seen as a result of exercise. General topic areas include examination of how aerobic and anaerobic metabolism operate and respond to energy demands, how the cardiovascular and respiratory systems maintain blood gases and total body perfusion for work, skeletal and smooth muscle function and physiology, neuromuscular function, and how the renal (kidney) and hepatic (liver) systems support work demands, among others. (3 lecture hours/week)**

#### **KINE-3040. Sport Nutrition**

This course will (1) examine the fundamental concepts of nutritional science applied to health, exercise, and sport, (2) develop an understanding of the relationship between diet and sports performance, and (3) apply sports nutrition principles to exercise science. ~~(Open to Kinesiology students in the Movement Science stream; open to Kinesiology students in the Sport Studies and Sport Management streams provided they have at least 3<sup>rd</sup> year standing; also open to all other students provided they have at least 3<sup>rd</sup> year standing and permission of instructor.) (Credit may not be obtained for KINE-3040 and Special Topics courses covering the same content.)~~ **(3 lecture hours/week).**

#### **KINE-3450. Sport Marketing**

An application of marketing concepts and activities to the sports domain. Topics include product development, promotions, advertising, publicity, pricing, licensing, market segmentation, and research, as well as the development of a marketing plan for a sport/recreation organization. **(3 lecture hours/week).**

#### **KINE-3500. Organizational Behaviour**

~~An introduction to the social psychological parameters of sport administration. This course will focus upon the integration of decision making, communication, administrative behaviour, motivation, satisfaction, authority, conflict, etc., as each interacts and contributes to improve the effectiveness of the administrative process.~~ **This course provides an introduction to human behaviour in the workplace and its influence on organizational effectiveness. This course focuses on the micro (study of individuals in organizations), meso (study of work groups), and macro-levels (study of how organizations behave) of organizational studies. The emphasis is on identifying issues, challenges, and potential solutions, typically encountered by sport organizations at the individual, group, and organizational levels. Through assigned readings, case studies, and lectures, students will gain a balanced perspective of theory and practice relating to how and why people interact within a variety of organizational contexts. 3 lecture hours/week.**

#### **KINE-3520. Sport Finance**

Introduction to basic theory in finance, budgeting, and accounting applied to the management of sport organizations. Topics may broadly include: financial issues in sport, financial systems and how they operate, types of business structures, basic accounting principles, capital structuring and other sources of revenue, principles of budgeting, taxation, financial ratio analysis, break-even analysis, time value of money, and various other financial concepts as applicable. **(3 lecture hours/week).**

**KINE-3600. Physiology of Exercise and Respiration. This course explores the physiology of breathing at rest, during exercise, and in disease. To examine the biochemical/physiological systems of the body responsible for maintaining optimal utilization/biosynthesis of metabolic intermediates during rest, acute exercise, prolonged exercise, and altitude. Also. This course also examines the interaction of metabolism, ventilation, and kidney function during rest/exercise. Physiologic challenges, in particular acid-base balance at sea level and altitude, are explored. (2 lectures/week), 2 laboratory hours a week.) 3 lecture hours/week.**

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM E

#### **KINE-4560. Sport Communication**

This course provides a comprehensive survey of the practices and techniques used for effective communication in the sport industry. Topics covered will include the development and delivery of an effective campaign, the use of mass and social media, crisis management, and public relations. (~~Prerequisites: Open to 3<sup>rd</sup> and 4<sup>th</sup> year Kinesiology majors and students in the Certificate in Sport Media, Communication and Social Issues.~~) (~~Open to non-majors if there is enrolment space.~~) 3 lecture hours/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?*

#### **KINE-1040, KINE-1650, KINE-2100, KINE-4560**

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health.

#### **KINE-2400**

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Where appropriate, given the introductory nature of this course and the extensive period under review, students are provided with opportunities to learn about: First Nations, Métis and Inuit histories; Contemporary realities and issues; World views; Languages; First Nations, Métis and Inuit knowledge; Governance. These learning opportunities provided reflect the diversity and regional specificities of First Nations, Métis and Inuit across Canada. Furthermore, through open and respectful dialogue and facilitated discussion, First Nations, Métis and Inuit perspectives, experiences, and realities are accurately and respectfully represented.

#### **KINE-2600**

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. In KINE-2600, attempts are made to introduce students to the health gap between indigenous and non-indigenous peoples, particularly with respect to the modifiable diseases of obesity, diabetes, hypertension, cardiovascular disease and chronic renal disease under appropriate sections. Urbanization has led rapidly changing lifestyles for indigenous peoples that include high-calorie, high-fat, high-salt, and low-fibre diets and decreased physical activity among other changes. Given that the underlying physiology is the same, awareness of these issues will be of benefit to students who come from or go on to work with affected communities.

#### **KINE-3040. Sport Nutrition**

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. In this science-based course, material relevant to Indigenous peoples and/or culture will be touched on when appropriate. E.g. rates of obesity and type 2 diabetes mellitus are higher in several ethnic groups including Indigenous peoples; this is relevant to part of the course that examines the role of diet in health and disease.

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM E

**KINE-3500**

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community. A broad goal of this course is for students to gain an understanding of how social, cultural, and historical perspectives influence how one acts within an organizational setting and how this might impact how organizations interact with their environments. This includes discussion of Indigenous Peoples and traditions that might influence the functions of an organization. Additionally, the course instructor integrates examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Lastly, one assignment in this course requires that students relate course content to an organizational event of their choosing. Students are encouraged to consider organizations with a targeted focus, such as those listed above.

**KINE-3520**

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. Through carefully selected case studies and examples, students in this course will learn about how indigenous sport organizations and events are financed.

**KINE-3600**

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. In this course respiratory health implications (risk stratification) of indigenous populations in Canada will be discussed. E.g. research indicates Canadian indigenous populations have a higher incidence of chronic obstructive pulmonary disease (COPD).

**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.*

**KINE-1040 – Revised Learning Outcomes**

*Last Updated: April 13, 2012 (PDC120319-5.6)*

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-1040: Introduction to Kinesiology: Sport Management and Sociocultural Perspectives</b>
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**PROGRAM DEVELOPMENT COMMITTEE  
SUMMARY OF COURSE AND CALENDAR CHANGES  
FORM E**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise. At the end of the course, the successful student will know and be able to:</i>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Describe how the meaning, practice and organization of sport is contested within and across different cultural, social and political groups. (also relevant to C)</p> <p>Retrieve additional sources from library and website search engines to further understanding on a critical analysis of sport. (also relevant to B and C)</p> <p>Identify and apply basic sport management and sociocultural concepts and principles to real-world ideas, problems and issues. (also relevant to B and C)</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.</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. Express an appreciation that sport can play a significant part in personal development, social interaction and cultural awareness. (also relevant to I)</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Align key sport management and sociocultural concepts and principles with both personal and cultural applications.</p>	<p>I. the ability and desire for continuous learning</p>

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

**KINE-1650. New Learning Outcomes**

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-1650. Functional Anatomy</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify and differentiate specific anatomical terminology relevant to the qualitative and quantitative descriptions, assessments and classification of human movement.  Recall in detail the anatomy of human tissues (epithelium, connective, muscle, bone, nerve), articulations, and the muscular, nervous, and skeletal systems.  Describe how the anatomy of the musculoskeletal and nervous systems affects how the human body functions and is controlled during human movement	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify and differentiate specific anatomical terminology relevant to the qualitative and quantitative descriptions, assessments and classification of human movement	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

**PROGRAM DEVELOPMENT COMMITTEE  
SUMMARY OF COURSE AND CALENDAR CHANGES  
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**KINE-2100. (New Learning Outcomes)**

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-2100. Human Performance</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Use the language of human performance.  Describe the conceptual information processing model of human performance.  Differentiate among the fundamental mechanisms of movement control.	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Describe and contrast the concepts and methodologies used in the study of human performance.	C. critical thinking and problem-solving skills
D. Calculate error scores used to measure human performance.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Summarize and discuss the role that attention and memory play in the production of movement.	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  
SUMMARY OF COURSE AND CALENDAR CHANGES  
FORM E**

KINE-2400. (New Learning Outcomes)

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-2400. Historical Perspectives on Physical Activity and Sport in Western Civilization</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Demonstrate broad knowledge of historical events and periods related to physical activity and sport in Western Civilization and their significance. (also relevant to I)	A. the acquisition, application and integration of knowledge
Apply historical methods to evaluate critically the record of physical activity and sport and how historians and others have interpreted it. (also relevant to C)	
Apply knowledge and skills involved in historical practice and propose a conceptual model of physical activity and sport in Western Civilization. (also relevant to C)	
B. Use basic research skills, including (as appropriate) the effective use of libraries, archives, and online databases.	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. Organize and express their thoughts clearly and coherently in visual, written and oral formats.	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  
SUMMARY OF COURSE AND CALENDAR CHANGES  
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KINE-2600 (New Learning Outcomes)

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-2600. Physiology of <del>Fitness</del> Human Performance</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A.</p> <p>Describe the neuromuscular control of human movement and outline the importance of each level of human movement control. (Also applies to C)</p> <p>Distinguish between aerobic and anaerobic metabolism including their associated enzymes and how they contribute to energy requirements.</p> <p>Define, integrate, and apply the concepts associated with healthy cardiovascular function (e.g. heart rate, cardiac output, stroke volume, etc.). (Also applies to C)</p> <p>Explain the energy continuum (ATP, PCr, anaerobic/aerobic glycolysis, oxidation of carbohydrates, fats and proteins) and how each metabolic pathway and associated enzymes relates to different forms of exercise. (Also applies to C)</p> <p>Explain the factors related to maximal exercise performance and fatigue under various conditions (e.g. VO<sub>2</sub>max/peak, anaerobic/lactate/ventilatory threshold, neuromuscular fatigue, H<sup>+</sup> buffering, etc.). (Also applies to C)</p> <p>Identify the various components of respiration through ventilation, gas (O<sub>2</sub>/CO<sub>2</sub>) transport in the human body, and cellular respiration, and explain how each component affects and is affected by work in various environments.</p> <p>Describe the oxyhemoglobin saturation curve and indicate how it relates to oxygen availability/consumption during various physiological conditions.</p> <p>Describe the mechanisms underlying the control of blood flow in the human body including the maintenance of muscle perfusion during exercise.</p> <p>Explain how the endocrine, immune, and gastrointestinal systems are modified by and modify human function during exercise.</p>	<p>A. the acquisition, application and integration of knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Predict how various drugs, disease states, and physical work affect the neuromuscular control of human movement. (Also applies to H)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate physiological concepts effectively in written form.	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

**KINE-3450. (New Learning Outcomes)**

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-3450. Sport Marketing</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Demonstrate comprehension of the terminology and principles of sport marketing.  Apply the theoretical foundations of sport marketing to relevant sport industry situations and cases. (Also applies to B, C, and H)	A. the acquisition, application and integration of knowledge

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Complete a comprehensive sport marketing plan. (Also applies to B, G, and H)	
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate marketing and sponsorship strategies in the sport industry.	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

**KINE-3500. (New Learning Outcomes)**

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-3500. Organizational Behaviour</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Discuss the impact of individual characteristics on behaviour and organizational processes. (also relevant to E, F, G).	A. the acquisition, application and integration of knowledge

**PROGRAM DEVELOPMENT COMMITTEE  
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FORM E**

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Describe how organizational theories inform the understanding of organizational behaviour. (also relevant to C)	
B. Analyze the complex issues involved in managing individual, group, and organizational behaviour in today's sport organizations. (also relevant to C and F)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Diagnose the causes of organizational behaviour problems and make recommendations for improvements. (also relevant to G)  Explain and apply the major concepts in organizational behaviour. (also relevant to A and F)	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

**KINE-3520. (New Learning Outcomes)**

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-3520. Sport Finance</b>
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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.	A. the acquisition, application and integration of knowledge

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

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Recognize the broader financial and economic environment in which the sport industry operates. (also relevant to I)  Identify and examine the core financial theory that underlines financial management in sport organizations. (also relevant to C and D)  Appraise and discuss the current financial status of various sectors of the sport industry. (also relevant to C, E, and F)	
B. Build, balance, and deconstruct an athletic budget. (also relevant to C and D)  Evaluate financial decision making in the context of the sport industry. (also relevant to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Employ sound financial planning and management skills. (also relevant to D)	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

**KINE-3600. (New Learning Outcomes)**

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE 3600: Physiology of Exercise and Respiration</b>
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**PROGRAM DEVELOPMENT COMMITTEE**  
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**FORM E**

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A.</p> <p>Describe the basics of ventilation, pulmonary blood flow, and blood gas transport at rest and during exercise.</p> <p>Describe acid base balance in health, disease and during exercise.</p> <p>Apply and extend concepts of respiratory physiology to daily human experiences. (also relevant to B and I)</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.</p> <p>Utilize principles of respiratory physiology to critically analyze how environmental stress (e.g. altitude) and exercise impacts respiratory function.</p> <p>Utilize principles of respiratory measurement techniques to compare and describe respiratory pathologies.</p> <p>Evaluate the coordination of neural reflexes that control respiratory function.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <p>Read and interpret figures with complex concepts.</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>

**PROGRAM DEVELOPMENT COMMITTEE  
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**KINE-4560. (Revised Learning Outcomes)**

Last Updated: October 11, 2013 (PDC130912-5.3)

<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-4560. Sport Communication</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Design effective crisis communication plans. Describe forms of communication available to organizations when interacting with consumers and stakeholders. Describe important management processes related to key sport communication areas such as public relations and media relations. Describe effective ways of working with the media. Design a social media plan for an organization that meets their overall or project specific goals. Describe ethical dilemmas in sport communication and ways an organization or employee can deal with the ethical issues.	A. the acquisition, application and integration of knowledge
B. Critically review and evaluate literature in sport communication and relate the information to practical problems assigned in class. (also relevant to D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify courses of action from a communication perspective for an organization when faced with a crisis.  Critically reflect on the ways in which an organization considers, prevents and responds to ethical issues.	C. critical thinking and problem-solving skills
D. Develop an integrated sport communication platform for a specific theme that includes the use of blogs, videos, and podcasts. (also relevant to F)	D. literacy and numeracy skills
E. Adhere to accepted principles of academic integrity and codes of conduct within the sport communication industry.	E. responsible behaviour to self, others and society
F. Deliver in class presentations on assigned sport communication topics.	F. interpersonal and communications skills
G. Demonstrate an understanding of how to work effectively as a team to collect, synthesize, and disseminate information to their peers.	G. teamwork, and personal and group leadership skills
H. Create visually appealing communication materials.	H. creativity and aesthetic appreciation
Develop an interest in the development and utilization of new technologies in sport communication.	I. the ability and desire for continuous learning

**University of Windsor  
Program Development Committee**

\*5.12:           **Law - Summary of Minor Course and Calendar Changes**

Item for:       **Information**

Forwarded by: **Faculty of Law**

**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](http://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***

**LAWG- 5896 ~~Advanced Criminal Law~~ Motions in Criminal Law**

This is a practical advocacy-based course geared towards students who are interested in pursuing a career in Criminal Law. In the first month, classroom sessions will focus on the process involved in preparing for, and responding to, various criminal motions. Issues of professional responsibility, ethics, as well as principle of written and oral advocacy, will be covered. At an early stage in the semester each student will be assigned a motion and the role of either the prosecutor or defense counsel for their assigned case. Each student will be responsible for preparing written materials in support of their position as either the applicant or the respondent. The latter portion of the course will involve the preparation and presentation of oral argument of their motion in front of guest judges.

Enrolment will be limited to no more than 20 students. Evidence and the Legal Profession are pre- or co-requisites. For students who do not have these requisites but who are highly motivated to take the course may apply to the office of the Associate Dean for permission to do so. Preference will be given to LAW III students.

**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?*

There is no Indigenous-specific content in this course, although the Law program has a mandatory Indigenous Legal Orders course in first year that informs the rest of the curriculum.

**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.*

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

*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.*

<b>COURSE NUMBER AND TITLE:</b>	<b>LAWG- 5896 Motions in Criminal Law -</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Demonstrate comprehension of a wide range of motions that arise in the course of criminal law practice Demonstrate comprehension of applicable rules of court and practice guidelines for the conduct of criminal motions in various levels of court	A. the acquisition, application and integration of knowledge
B. Prepare a criminal motion from start to finish, including drafting the motion record and factum in support of a criminal motion	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Assess relevance of facts to a legal position	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Consider the respective roles of the Crown and defence in criminal law practice including issues of ethics and professional responsibility	E. responsible behaviour to self, others and society
F. Participate in oral argument of a criminal motion in front of a judge.	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**

**\*5.13: Mathematics and Statistics – Course Learning Outcome**

Item for: **Information**

**MATH-8210 Ring Theory and Modules**

<b>Learning Outcomes:</b> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a UWindsor Graduate:</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>
<p>Illustrate course concepts using polynomial, matrix and group rings. Recall the definition of ring, module.                      Define, recognize, compute (where relevant) and apply to proofs the following concepts: ring homomorphism, quotient ring, ideal, rings of fractions, module homomorphism, quotient module, direct sums, free modules, tensor products of modules, exact sequences, projective, injective and flat modules.                      State and use the Chinese remainder theorem.                      Recall the definitions and special properties of Euclidean domains, Principal Ideal Domains and Unique Factorization domains.                      Make explicit connections between the concepts encountered in Linear algebra and the theory of modules over principal ideal domains, more precisely the rational canonical form and the Jordan canonical form.                      (All above are relevant to C and D as well)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in ring theory without being given a prescribed method. Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures.                      (All above are relevant to C, G, and H, and I)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>See A and B</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Discuss and solve ring theory problems using ring theory terminology and structural framework                      compose organized and logical solutions to problems in ring theory (relevant to F and H.)</p>	<p>D. literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in ring theory</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

**University of Windsor  
Program Development Committee**

\*5.14: **Industrial Engineering – Learning Outcomes**

Item for: **Information**

Learning Outcomes

Honours Certificate in Industrial and Management Engineering

Honours BAsC in Industrial Engineering – General Program (with/without Co-op)

Honours BAsC in Industrial Engineering – with Minor in Business Administration (with/without Co-op)

Masters of Engineering in Industrial Engineering (with/without Co-op/Internship)

Masters of Applied Science – Industrial Engineering

Doctor of Philosophy (PhD) – Industrial and Manufacturing Systems Engineering

**PROGRAM TITLES: Honours BAsC in Industrial Engineering – General Program (with/without Co-op)**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Apply knowledge gained in mathematics, natural sciences, as well as that of engineering fundamentals and specialized engineering knowledge in areas such facility design, operations research and manufacturing processes to address and solve practical engineering problems.                      Appropriately incorporate economics and management considerations into the practice of engineering.</p> <p><i>Co-op students will be able to apply additional real-world experience to solve practical engineering problems.</i></p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge                      2.Knowledge of Methodologies                      3. Application of Knowledge                      5.Awareness of Limits of Knowledge</p>
<p>B. Conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge                      2. Knowledge of Methodologies                      3. Application of Knowledge                      5. Awareness of Limits Knowledge</p>
<p>C. Design solutions for complex, open-ended industrial engineering problems in areas such as product design, system optimization or facility design.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge                      2. Knowledge of Methodologies                      3. Application of Knowledge                      5. Awareness of Limits of Knowledge</p>
<p>D. Select and apply appropriate numerical techniques, resources, and modern engineering tools to a range of industrial engineering activities, from simple to complex, with an understanding of the associated boundaries or constraints being applied.</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills                      5. Awareness of Limits of Knowledge</p>
<p>E. Recognize the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest with an understanding of professional and ethical responsibility, and professional practice standards.</p> <p>Observe the code of ethics of the engineering profession including its requirements to behave ethically toward the public, employers and other practitioners.</p>	<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. Effectively communicate orally and in writing</p>	<p>F. interpersonal and</p>	<p>4. Communication Skills</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
about industrial engineering activities within the profession and society at large.  Comprehend and write effective reports and design documentation.  Give and effectively respond to clear instructions.  <i>Co-op students will be able to constructively receive and apply professional feedback.</i>	communications skills	6. Autonomy and Professional Capacity
G. Work effectively as a member and leader in teams in a multi-disciplinary setting.  <i>Co-op students will be able to demonstrate professionalism in their work-place setting.</i>	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Design solutions for complex, open-ended industrial engineering problems that meet consumer or end-user needs.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and address their own educational needs in a changing world in ways sufficient to maintain their competence as an industrial engineer and to allow them to contribute to the advancement of practical and innovative engineering solutions.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**PROGRAM TITLES: Honours BAsC in Industrial Engineering – with Minor in Business Administration  
(with/without Co-op)**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Apply knowledge gained in mathematics, natural sciences, as well as that of engineering fundamentals and specialized engineering knowledge in areas such facility design, operations research and manufacturing processes to address and solve practical engineering problems.</p> <p>Appropriately incorporate economics and management considerations into the practice of engineering, and apply the values and limitations of business practices such as project, risk, and change management.</p> <p><i>Co-op students will be able to apply additional real-world experience to solve practical engineering problems.</i></p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.</p> <p>Apply business management skills to solve problems.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Design solutions for complex, open-ended industrial engineering problems in areas such as product design, system optimization or facility design, incorporating sound business practice into the development of these solutions.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Select and apply appropriate techniques, resources, and modern business and engineering tools to a range of industrial engineering activities, from simple to complex, with an understanding of the associated boundaries or constraints being applied.</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills Awareness of Limits of Knowledge</p>
<p>E. Recognize the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest with an understanding of professional and ethical responsibility, and professional practice standards.</p> <p>Observe the code of ethics of the engineering profession</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge Autonomy and Professional Capacity</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
including its requirements to behave ethically toward the public, employers and other practitioners.		
F. Effectively communicate orally and in writing about industrial engineering activities within the profession and society at large.  Comprehend and write effective reports and design documentation that integrate the business and technical aspects of industrial engineering.  Give and effectively respond to clear instructions.  <i>Co-op students will be able to constructively receive and apply professional feedback.</i>	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Work effectively as a member and leader in teams in a multi-disciplinary setting.  <i>Co-op students will be able to demonstrate professionalism in their work place setting.</i>	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Design solutions for complex, open-ended industrial engineering problems that meet consumer or end-user needs.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and address their own educational needs in a changing world in ways sufficient to maintain their competence as an industrial engineer and to allow them to contribute to the advancement of practical and innovative engineering solutions.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**PROGRAM TITLE: Honours Certificate in Industrial and Management Engineering**

*(Last Updated: June 08, 2012)*

<p><b>Program Learning Outcomes</b></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p>
<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 U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Build-on, extend and integrate knowledge from a bachelor’s degree in industrial engineering with a broader knowledge base for application in a Masters program or in industry</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Determine the scope of problems, obtain information required to formulate them, and compute the parameters of interest.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Apply new analytical tools and develop methodological approaches to solve problems, considering different stakeholders, human factors, systems thinking, business processes and optimal solutions considering multiple resources, goals, and constraints</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Read appropriate engineering resources and apply information to solve numerical problems considering multiple perspectives</p>	<p>D. literacy and numeracy skills</p>
<p>Apply the code of ethics of the engineering profession in Management situations, including its requirements to behave ethically toward the public, employers and other practitioners.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Communicate the results of study or research through written reports or presentations.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Collaborate with peers to solve problems and communicate results.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Create novel solutions, when considering multiple perspectives and stakeholder requirements to problems identified through research</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. articulate a plan for ongoing professional development appropriate to maintaining competence as an industrial engineer.</p>	<p>I. the ability and desire for continuous learning</p>

**PROGRAM TITLE: Masters of Engineering in Industrial Engineering (with/without Co-op or Internship)**

[Co-op/Internship: Last updated: February 14, 2014]

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>OCGS-approved Graduate Degree Level Expectations</b></p>
<p>A. Relate and apply academic learning in advanced industrial or manufacturing engineering to practical applications.</p> <p><i>with Co-op/Internship:</i> Integrate theory within the workplace.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge                  2. Research and Scholarship                  3. Level of Application of Knowledge                  6. Awareness of Limits of Knowledge</p>
<p>B. Apply analytical and investigation skills to address problems that involve complex industrial or manufacturing issues and develop solutions.</p> <p><i>with Co-op/Internship:</i> Integrate relevant research skills in workplace practice.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship                  3. Level of Application of Knowledge                  6. Awareness of Limits of Knowledge</p>
<p>C. Assess results of solutions applied to the technical problems encountered.</p> <p>Analyze information and produce reports that integrate the technical aspects of industrial engineering projects. (F)</p> <p><i>with Co-op/Internship:</i> Demonstrate workplace professional and employment readiness knowledge and skills through working as a team member to solve problems and complete projects in the workplace.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge                  2. Research and Scholarship                  3. Level of Application of Knowledge                  4. Professional Capacity/autonomy                  4. 6. Awareness of Limits of Knowledge</p>
<p>D. Communicate clearly both orally and in writing, including effective use of technical vocabulary.</p> <p><i>with Co-op/Internship:</i> Demonstrate workplace professional and employment readiness knowledge and skills through clear oral and written communication, including effective use of technical vocabulary.</p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship                  5. 5. Level of Communication Skills</p>

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>OCGS-approved Graduate Degree Level Expectations</b></p>
<p>E. Adhere to the Code of Ethics of Professional Engineers Ontario, including its requirements to behave ethically toward the public, employers and other practitioners.</p> <p><i>with Co-op/Internship:</i>            Demonstrate an understanding of workplace culture, through consistently using professional expectations of integrity, respect and responsibility.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy            6. 6. Awareness of Limits of Knowledge</p>
<p>F. Communicate industrial engineering problems and solutions with clarity to audiences with multi-disciplinary backgrounds.</p> <p><i>with Co-op/Internship:</i>            Create and maintain a network of contacts in their chosen career field.</p>	<p>F. interpersonal and communications skills</p>	<p>7. 5. Level of Communication Skills</p>
<p>G. Work independently and as a member and leader of diverse teams.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Professional Capacity/Autonomy            8. Level of Communication Skills</p>
<p>H. Identify effective, innovative and feasible solution alternatives for complex industrial engineering problems.</p> <p><i>with Co-op/Internship:</i>            Consistently apply professional expectations of integrity and respect in the workplace.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Research and Scholarship            4. Professional Capacity/autonomy            9. 6. Awareness of Limits of Knowledge</p>
<p>I. articulate a plan for ongoing professional development appropriate to maintaining competence as an industrial engineer.</p> <p><i>with Co-op/Internship:</i>            Articulate academic and career goals as well as personal strengths, weaknesses and preferences.</p>	<p>I. the ability and desire for continuous learning</p>	<p>10. 4. Professional Capacity/autonomy</p>

**PROGRAM TITLE: Masters of Applied Science – Industrial Engineering**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>OCGS-approved Graduate Degree Level Expectations</b></p>
<p>A. Apply advanced concepts in areas of operations research, information systems, or manufacturing processes with practical application in industry and/or academia.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge                  2. Research and Scholarship                  3. Level of Application of Knowledge</p>
<p>B. Define and solve complex engineering problems relevant to specific research areas within industrial/manufacturing systems engineering.</p> <p>Propose, design and construct appropriate research methodologies relevant to specific research areas.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship                  3. Level of Application of Knowledge                  6. Awareness of Limits of Knowledge</p>
<p>C. Design solutions for complex, open-ended engineering problems, in areas such as system operation optimization, or manufacturing process improvement that meet specified needs and conform to legislative/regulatory standards, cultural, societal, economic, and environmental considerations.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge                  2. Research and Scholarship                  3. Level of Application of Knowledge                  4. Professional Capacity/autonomy                  6. Awareness of Limits of Knowledge</p>
<p>D. Write formal papers with the correct scientific structure (e.g. include hypotheses, proper citations, references, etc.).</p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship                  5. Level of Communication Skills</p>
<p>E. Promote and advance the roles and responsibilities of the professional engineer in society, especially the primary role of protecting the public and the public interest.</p> <p>Adhere to the Code of Ethics of Professional Engineers Ontario, including its requirements to behave ethically toward the public, employers and other practitioners.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy                  6. Awareness of Limits of Knowledge</p>
<p>F. Effectively communicate ideas and information in graphic, oral and written formats.</p>	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
G. Work independently and as a member or leader of diverse teams and in multi-disciplinary settings.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Identify, design and apply practical, innovative solutions for complex industrial/manufacturing systems problems.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. 6. Awareness of Limits of Knowledge
I. Assess and defend the commitment to engage in life-long learning as part of maintaining their professional and academic competence and their commitment to ensuring the best possible engineering solutions to the problems within their scope of practice.	I. the ability and desire for continuous learning	7. 4. Professional Capacity/autonomy

**PROGRAM TITLE: Doctor of Philosophy (PhD) – Industrial and Manufacturing Systems Engineering**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <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><b>Characteristics of a University of Windsor Graduate</b></p>	<p><b>OCGS-approved Graduate Degree Level Expectations</b></p>
<p>A. Acquire, assess and combine relevant information in industrial and manufacturing engineering, in areas such as technology and operations management, applied operations research, manufacturing systems, and product design.</p> <p>Analyze the relevant literature as it relates to specific research areas within industrial and manufacturing engineering.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge                  2. Research and Scholarship                  3. Level of Application of Knowledge                  6. Awareness of Limits of Knowledge</p>
<p>B Locate and analyze resources and integrate information to address specific industrial, and manufacturing engineering problems.</p> <p>Propose, design and construct appropriate research methodologies relevant to the specific research areas of technology and operations management, applied operations research, manufacturing systems, and product design.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship                  3. Level of Application of Knowledge                  6. Awareness of Limits of Knowledge</p>
<p>C. Analyze and assess limitations of experimental designs and methodologies in research areas within industrial and manufacturing engineering. (Also relevant to B)</p> <p>Formulate and test hypotheses and employ practical skills for scientific/technological problem-solving. (Also relevant to B)</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge                  2. Research and Scholarship                  3. Level of Application of Knowledge                  4. Professional Capacity/autonomy                  4. 6. Awareness of Limits of Knowledge</p>
<p>D. Write formal papers with the correct scientific structure (e.g. include hypotheses, proper citations, references, etc.).</p> <p>Select and execute appropriate analytical, modelling and experimental techniques.</p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship                  5. 5. Level of Communication Skills</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
<p>E. Apply ethically sound and safe practice techniques in a laboratory situation or onsite in an industrial setting.</p> <p>Adhere to the Code of Ethics of Professional Engineers Ontario, including its requirements to behave ethically toward the public, employers and other practitioners.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge</p>
<p>F. Effectively communicate ideas and information in graphic, oral and written formats, while demonstrating fluency in the terminology of industrial/manufacturing systems engineering.</p> <p>Produce scientific reports and/or articles at the level of quality required for a peer-reviewed journal</p>	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>
<p>G. Participate constructively and cooperatively as members of applied science research teams</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Professional Capacity/Autonomy 5. Level of Communication Skills</p>
<p>H. Identify effective, innovative and feasible solution alternatives for complex applied science problems.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>I. Contribute to emerging research areas within industrial and manufacturing engineering.</p>	<p>I. the ability and desire for continuous learning</p>	<p>4. Professional Capacity/autonomy</p>

University of Windsor  
Program Development Committee

\*5.15: **Social Work – Learning Outcomes**

Item for: **Information**

Learning Outcomes

Bachelor of Social Work

Combined Honours BA in Disability Studies

**PROGRAM TITLE: Bachelor of Social Work**

Last Updated: February 10, 2010

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Describe Canadian social welfare, social policy, and social work from historical, sociopolitical, economic and environmental perspectives.</p> <p>Foster and promote social work values and ethics, including: Dignity and potential of all people; self-determination; empowerment; confidentiality; professional competence; social justice.</p> <p>Identify methods to overcome structural barriers.</p> <p>Describe and demonstrate the skills of generalist social work to respond to the needs/ barriers/challenges faced by individuals, small groups, families, organizations, and communities/societies.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Explain basic concepts of statistics and research methods.</p> <p>Discuss social work literature from various perspectives.</p> <p>Position social work knowledge within a broader liberal arts/humanities/social sciences context.</p> <p>Evaluate the effectiveness of practice intervention.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Appraise multiple theoretical and conceptual explanations for:</p> <ul style="list-style-type: none"> <li>○ Human behavior and development</li> <li>○ Social welfare</li> <li>○ Professional communication</li> <li>○ Methods for generalist social work practice</li> </ul>	<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><b>Program Learning Outcomes (Degree Level Expectations)</b>  <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><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<ul style="list-style-type: none"> <li>○ Distinguish the effects of diversity related to: Geography; Class and employment status; Race, ethnicity, culture; Sex; Ability; Gender and gender identity; Sexual orientation; Language; Age</li> </ul> <p>Analyze structural barriers that marginalize and/or oppress.</p> <p>Promote methods to overcome structural barriers.</p> <p>Compare multiple methods of intervention.</p>		
<p>D. Articulate ideas taking into account multiple perspectives and evidence in written and oral form, in a group or individually. (Also relevant to F)</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Engage in the design, development, and implementation of individual and/or collective social justice efforts.</p> <p>Apply values, ethics and standards of practice in group and teamwork. (Also relevant to G)</p> <p>Display self-awareness through reflexivity. (Also relevant to A)</p> <p>Engage in professional practice consistent with the ethics, values and standards of practice articulated by the Ontario College of Social Workers and Social Service Workers and the Canadian Association for Social Workers</p>	<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. Describe and demonstrate effective communication and interviewing skills. (Also relevant to A and D)</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Employ inter-professional collaboration and teamwork. (Also relevant to A and E)</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Demonstrate a capacity to work respectfully and responsibly with others towards a common goal.		
H. Use critical thinking, open-mindedness, and curiosity to integrate knowledge, values, and skills.  Recognize basic knowledge of liberal arts and humanities.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Articulate a commitment to lifelong learning Express a plan for ongoing professional development.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**PROGRAM TITLE: Combined Honours BA in Disability Studies**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b>   <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Identify and recommend solutions for addressing systemic barriers to full participation for persons with disabilities in society's social, economic and political institutions. (Also relevant to C)</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Evaluate and apply theories and approaches used to explain differential or discriminatory treatment of disability groups within the context of a social model of disability.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Relate the history and evolution of social justice perspectives affecting persons with disabilities to current examination of approaches to eliminate oppression and discrimination of persons with disabilities.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Develop grant and program proposals and analyze their effectiveness using appropriate literacy and numeracy skills.</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Integrate values of respect for and acceptance of persons with disabilities as full participants in all aspects of society.</p>	<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. Relate to the needs of persons with disabilities as expressed through the disability movement's credo: "nothing about us without us".</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Engage in identification and removal of barriers to full participation for persons with disabilities. (Also relevant to C and E)</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Interpret the difference between equality and equity as applied to the fulfillment of the needs of persons with disabilities.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
I. Articulate the value of continuous learning as part of their commitment to the field of disability.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**University of Windsor  
Program Development Committee**

**6.0: Draft PDC Reports on University Program Reviews and Status Reports (CONFIDENTIAL)**

Item for: **Approval**

**MOTION: That the PDC Reports on the 2019 University Program Review Status Reports and the PDC Reports on the University Program Reviews be approved.**

**This package includes the following reports:**

6.1	Biology (1 <sup>st</sup> Annual Status Report)	p.2
6.2	Chemistry and Biochemistry (2 <sup>nd</sup> Biennial Status Report)	p.6
6.3	Civil and Environmental Engineering (1 <sup>st</sup> Biennial Status Report)	p.12
6.4	Communication, Media and Film (1 <sup>st</sup> Biennial Status Report)	p.23
6.5	Dramatic Art (2 <sup>nd</sup> Biennial Status Report)	p.29
6.6	Education (3 <sup>rd</sup> Biennial Status Report)	p.40
6.7	Electrical and Computer Engineering (1 <sup>st</sup> Biennial Status Report)	p.60
6.8	English (3 <sup>rd</sup> Biennial Status Report)	p.64
6.9	English (Summary of Analysis)	p.70
	6.9a Self-Study, Response from Dean, and Response from AAU	
6.10	Environmental Science (Graduate)(1 <sup>st</sup> Biennial Status Report)	p.74
6.11	Industrial, Manufacturing and Systems Engineering (Summary of Analysis)	p.77
	6.11a Self-Study, Response from Dean, and Response from AAU	
6.12	Law (1 <sup>st</sup> Biennial Status Report)	p.81
6.13	Languages, Literatures and Culture (2 <sup>nd</sup> Biennial Status Report)	p.85
6.14	Nursing (3 <sup>rd</sup> Biennial Status Report)	p.90
6.15	Philosophy (2 <sup>nd</sup> Biennial Status Report)	p.101
6.16	Political Science (2 <sup>nd</sup> Biennial Status Report)	p.105
6.17	Social Work (Summary of Analysis)	p.114
	6.17a Self-Study, Response from Dean, and Response from AAU	
6.18	Visual Arts (2 <sup>nd</sup> Biennial Status Report)	p.120

*\*Refer to item 6.9a, 6.11a and 6.17a for Self-Studies, Responses from Deans, and Responses from AAUs.*