



**NOTICE OF MEETING**  
There will be a meeting of the  
**PROGRAM DEVELOPMENT COMMITTEE (PDC)**  
**E-VOTE**

**AGENDA**

**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of October 21, 2020**
- 3 Business Arising from the Minutes**

**Item for Information**

- 4 Outstanding Business**
  - 4.1 Honours Anthropology and Combined Honours Anthropology – Deletion**

PDC201123-4.1  
**Johanna Frank**

**Item for Approval**

- 5 Reports/New Business**
  - 5.1 Minor in Film Studies – Minor Program Changes (Form C)**
  - 5.2 Minor in Popular Culture – Minor Program Changes (Form C)**
  - 5.3 Minor in Race and Ethnicity Studies – Minor Program Changes (Form C)**
  - 5.4 Minor in Indigenous Studies – Minor Program Changes (Form C)**
  - 5.5 Psychology – Minor Program Changes (Form C)**
  - 5.6 Sociology, Anthropology, Criminology – Minor Program Changes (Form C)**
  - 5.7 School of Creative Arts (SoCA) (Visual Arts and the Built Environment) Minor Program Changes (Form C)**
  - \*5.8 Faculty of Arts, Humanities and Social Sciences – New Course Proposal (Form D)**
  - 5.9 School of Creative Arts (SoCA) (Visual Arts and the Built Environment) New Course Proposals (Form D)**
  - 5.10 Bachelor of Commerce (Honours Business Administration) Program for 3-year Diploma Holders in Accounting from St. Clair College (Form C1)**

PDC201123-5.1  
**Johanna Frank**

PDC201123-5.2  
**Jill Singleton-Jackson**

PDC201123-5.3  
**Jill Singleton-Jackson**

PDC201123-5.4  
**Jill Singleton-Jackson**

PDC201123-5.5  
**Dennis Jackson**

PDC201123-5.6  
**Nick Harney**

PDC201123-5.7  
**Jason Grossi**

PDC201123-5.8  
**Cheryl Collier**

PDC201123-5.9  
**Jason Grossi**

PDC201123-5.10  
**Fazle Baki**

**Items for Information****6 Question Period/Other Business**

Nothing to report.

**7 Adjournment**

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

**University of Windsor  
Program Development Committee**

**4.1: Honours Anthropology and Combined Honours Anthropology – Deletion**

Item for: **Information**

*The following is submitted to PDC for information:*

Based on the application of the Senate Policy on Course and Program Changes and using official enrolment numbers generated by the Institutional Analysis, the Department was notified that Honours Anthropology and Combined Honours were marked for deletion as of Fall 2020, since they did not meet the minimum enrolment thresholds (*“where an undergraduate program does not have more than a total of the equivalent of five full-time students for three successive years or not more than ten for five successive years, the program should be deleted.”*)

At its December 2019 meeting, Senate approved an extension of time before the **Honours Anthropology and Combined Honours Anthropology** programs must be deleted in order to provide the affected program additional time to devise alternative programming or prepare for program deletion.

On October 27, 2020, the Department reported that “After careful deliberation, we have determined that the deletion of the Honours Anthropology and Combined Honours must go ahead as there is not enough institutional or financial support to maintain these programs.”

**University of Windsor  
Program Development Committee**

**5.1: Minor in Film Studies - Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION: That the Minor in Film Studies be approved.**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>MINOR IN FILM STUDIES</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Office of the Dean - Faculty of Arts, Humanities and Social Sciences</b>
<b>FACULTY(IES):</b>	<b>FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2021
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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**.*

**Minor in Film Studies**

**Total Courses:** 6 courses

- a) FILM-1001 or CMAF-1400\* or CNMA-1100\*;
- b) two Arts/Humanities from: GRMN-2480, ITLN-2480, SPAN-2480, ARAB-3610, GRST-3011, MUSC-3170, MUSC-4470;
- c) two Social Sciences from: CMAF-2400, CMAF-2410, HIST-2097, HIST-4660, CMAF-3410; CMAF-3430, CMAF-4900 (as film theory, film criticism, or film studies);
- d) one more of (b) or (c) from either Social Sciences or Arts/Humanities\*\*;

Note: One of the courses taken for the Minor in Film Studies must be at the 3000 level or higher

\*\*Or an approved special topics course (as film theory, film criticism, or film studies) from either Social Sciences or Arts/Humanities.

*\*Note: The courses CMAF-1400 and CNMA-1110 will be deleted within 4 years.*

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

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

N/A

**B. RATIONALE**

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

We live in a digital and screen age in which much information is conveyed via moving image media. Understanding the sociopolitical, cultural, and historical aspects of cinema, film, and moving image narratives is a vital skill. This minor brings together courses in film studies that have been offered from a range of perspectives across departments in the Faculty of Arts, Humanities and Social Sciences for many years. It is designed to prepare students

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

for ethical and engaged citizenship, further study in film, multimedia, and communications, and work in today's screen-centric economy. It will provide valuable education for careers in a variety of fields including business, technology, law, education, the arts, entertainment, government and public policy agencies.

It is expected that students who complete this minor will be able to:

- Analyse and contextualize films within social, cultural, historical, and political frameworks.
- Apply critical theories to the study and analysis of moving image media.
- Identify how narrative and audiovisual techniques shape a film's message.
- Apply alternate critical readings to film texts and assess films as tools of nationalism and propaganda.
- Analyse how identities such as gender, sexuality, race, citizenship, and class are communicated in film, and consider the social, cultural, political and historical impacts of film renditions of identity.
- Recognize the impacts of business, public policy, and technology on film.

This program allows students to be recognized for the critical skills they develop through these longstanding offerings with the option of pursuing a Minor in Film Studies. This Minor in Film Studies provides an inter and multidisciplinary approach to film study and analysis that benefits and befits the discipline. This Minor will appeal to film production students in CMF and SoCA, as well as students across departments in FAHSS, and in other faculties. Just as film narratives address pressing issues of society, politics, history, science and technology, they impact spectators with knowledge in those fields. The multidisciplinary nature of this minor contributes to the delivery and goals of this minor and will have broad appeal to students across campus keen to address the impact of film in their lives and their areas of study.

In terms of promoting the minor, the above structure would appeal strongly to Science majors who are required to take 2 courses in the Arts and Humanities, and two courses in the Social Sciences. We can tell them to take this (or similarly designed minors) to complete their FAHSS requirements. Moreover, FAHSS majors in Arts or Humanities must take two Social Science credits; FAHSS majors in Social Sciences must take two Arts and Humanities credits. Film Studies and similarly designed minors facilitate satisfying FAHSS requirements (i.e. take the minor, the FAHSS breadth requirements take care of themselves).

#### 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?*

Several courses included in this minor address Indigenous Peoples, culture and perspectives as creators and subjects in film texts. For example, films by Indigenous Canadians are presented and taught in Films Studies I and other classes.

#### C. RESOURCES

##### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The courses included in this minor are already being taught by faculty who have the necessary expertise in the area of film studies.

##### C.1.1 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.*

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

N/A

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

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

N/A

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

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

*If not applicable, write n/a.*

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

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

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

*Describe all additional institutional resources and services required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

<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**

**5.2: Minor in Popular Culture - Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION: That the Minor in Popular Culture be approved.**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Minor in Popular Culture
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Office of the Dean - Faculty of Arts, Humanities and Social Sciences
<b>FACULTY(IES):</b>	<b>FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	WINTER 2021
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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.*

**Minor in Popular Culture**

**Total Courses:** 6 courses

- a) two Arts/Humanities from: PHIL-1300, DRAM-2190, GART-2990, CMAF-3020, HIST-3680;
- b) two Social Sciences from: WGST-1300, SOSC-2990, POLS-3790, SACR-3380, SACR-3740;
- c) two from: POLS-2550, WGST-2800, HIST-3800, SACR-3560, WGST-3700, WGST-3850, HIST-4660

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

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N/A

**B. RATIONALE**

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

Popular culture permeates our everyday lives in many different ways. This minor will allow students to explore themes and issues in popular culture using an interdisciplinary approach from a range of academic disciplines. Critical engagement with popular culture equips students with the tools to better understand the world around them, a valuable asset not only in the arts, humanities and social sciences but also in the fields of business, health, education, science and technology.

It is expected that students who complete this minor will be able to:

- Discuss and explain how popular culture shapes and reflects their personal and social experiences, their social and cultural identities, and their way of thinking about the world;

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

- Critically situate popular culture within its social, historical, political, economic, and educational contexts, within the everyday lived world of students, and within an increased global society;
- Reflect critically on the intersection of mass media and popular culture including representations of race, class, gender, and sexuality in various forms of popular culture;
- Recognize and explain how popular culture shapes and is simultaneously shaped by social, cultural, political and economic factors;
- Critically appraise their own engagement with popular culture and reflect on how it shapes their perceptions of self and others.

#### 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?*

Some courses included in this minor may address popular culture within Indigenous communities.

#### C. RESOURCES

##### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The courses included in this minor are already being taught by faculty who have the necessary expertise in the study of popular culture.

##### C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

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

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

N/A

##### C.1.3 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

**PROGRAM DEVELOPMENT COMMITTEE**  
**MINOR PROGRAM CHANGES**  
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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.*

N/A

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

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

N/A

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

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<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. If not applicable, write n/a.*

<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

5.3: **Minor in Race and Ethnicity Studies - Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION: That the Minor in Race and Ethnicity Studies be approved.**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>MINOR IN RACE AND ETHNICITY STUDIES</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Office of the Dean - Faculty of Arts, Humanities and Social Sciences</b>
<b>FACULTY(IES):</b>	<b>FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2021
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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.*

**Minor in Race and Ethnicity Studies**

**Total Courses:** 6 courses

- a) GART/SOSC-1210. An Introduction into Indigenous Topics
- b) two Arts/Humanities from: ARAB-2610, PHIL-2380, ENGL-3310, HIST-3210;
- c) two Social Sciences from: SACR-2400, SWRK-2100, WGST-2200, CMAF-3430, HIST-4210;
- d) one from: ARAB-2620, ARAB-3610, ENGL-3320, PSYC-4450, SACR-3330, SACR-3390, SACR-4220

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

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N/A

**B. RATIONALE**

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

This minor takes an interdisciplinary approach to the study of race and ethnicity across a range of academic disciplines, aimed at providing students with the tools to critically examine race and ethnicity in a variety of social, cultural, historical, and political contexts. Today's global world has become increasingly diverse, with differences often derived from racial and ethnic identities. This minor is intended to prepare students for ethical and engaged citizenship and work in today's diverse, global world and to provide valuable training for careers in a variety of fields including health, business, law and law enforcement, education, social services, human resources, the arts, government and public policy agencies, as well as science and technology.

It is expected that students who complete this minor will be able to:

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

- Identify and discuss how race and ethnic categories are created, negotiated, contested and maintained, socially, culturally, historically, and politically;
- Recognize how global systems of economic and political power, colonialism, and transnational migration shape race and ethnicity in various places;
- Analyze how race and ethnicity intersect with other identities, such as gender, sexuality, and class;
- Identify and examine the implications of racial and ethnic oppression that may include racism, racial discrimination, slavery, segregation, assimilation, ethnic cleansing, violence and genocide;
- Apply critical frameworks to the study of race and ethnicity such as decolonizing methodologies, intersectional analyses, and anti-oppressive practices.

#### 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?*

Indigeneity is a racial and ethnic category and identity and many of the courses included in this minor address Indigenous Peoples, culture and perspectives.

#### C. RESOURCES

##### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The courses included in this minor are already being taught by faculty who have the necessary expertise in the area of race and ethnic studies.

##### C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

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

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

N/A

##### C.1.3 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.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

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

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

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

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

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

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

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

**PROGRAM DEVELOPMENT COMMITTEE**  
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<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: Minor in Indigenous Studies - Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION: That the Minor in Indigenous Studies be approved.**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Minor in Indigenous Studies
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Office of the Dean - FAHSS
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2021
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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.*

**Minor in Indigenous Studies**

**Total Courses: 6 courses**

- a) GART/SOSC-1210. An Introduction into Indigenous Topics**
- b) two Social Sciences courses: HIST-2460, HIST-2470**
- c) three Arts and Humanities courses from: ENGL-2320, ENGL-3330, PHIL-2300, PHIL-4260**

**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 FAHSS Indigenous Studies Working Group convened by the Office of the Dean – FAHSS has developed a proposed Minor in Indigenous Studies deriving from the combined expertise of Indigenous scholars across the faculty as well as other scholars committed to the expansion of Indigenous studies at the University. The Working Group developed the new course GART/SOSC-1210. An Introduction into Indigenous Topics in 2020, a cornerstone of the proposed Minor. The Minor draws together 6 other courses from English, History, and Philosophy. Each of these departments has been consulted regarding the development of the new Minor. Further courses in development in English, Political Science, and Women's and Gender Studies, and other areas, will be added as possible course options for the Minor as they are approved. The Minor may be a stepping stone to a Certificate or Major program in the future. There is a demonstrated desire for additional programming that places an emphasis on Indigenous topics, as expressed by students when Indigenous content is raised in current classes, as well as demonstrated enrollment in topics associated with Indigenous content. The Minor contributes to FAHSS's commitment to address the recommendations of Canada's Truth and Reconciliation Commission.

# 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?*

This Minor has been developed by Indigenous academics at the University of Windsor (FAHSS Indigenous Studies Working Group). Materials were consulted at other universities regarding general areas covered to ensure alignment with current standards. The Working Group has also developed Learning Outcomes for the Minor.

#### C. RESOURCES

##### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe, in general terms, all faculty expertise 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.*

Six courses currently included in the Minor are taught by faculty across FAHSS, including Indigenous faculty members. It is expected that the new course GART/SOSC-1210. An Introduction into Indigenous Topics will primarily be delivered by Indigenous scholars. Currently FAHSS has 6 Indigenous faculty members.

##### C.1.1 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.*

Courses included in the Minor are taught by existing faculty members.

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

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

N/A

##### C.1.3 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.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

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

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

N/A

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

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

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

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<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. If not applicable, write n/a.*

<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: **Psychology - Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION: That the degree requirements for the Psychology – IAS Major Concentration be changed according to the program/course change form.<sup>^</sup>**

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

**Rationale/Approvals:**

- The proposal has been approved by the Department of Psychology Council and Faculty of Arts, Humanities and Social Science Council.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Psychology Major Concentration -- Interdisciplinary Arts and Sciences Honours BA program</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>PSYCHOLOGY</b>
<b>FACULTY(IES):</b>	<b>FAHSS</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2021
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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**.*

*Psychology (With Thesis)*

*Major Concentration: PSYC-1150; PSYC-1160; PSYC-2300; SOSC-2500; PSYC-3130; PSYC-3200; PSYC-3310; PSYC-4960; PSYC-4970\*; one of PSYC-3350, PSYC-3530, PSYC-3580; ~~two~~three additional Psychology courses.*

*\*PSYC-4960 and PSYC-4970 will take the place of ARSC-4990. An additional course from FAHSS or Science will need to be completed.*

*Psychology (Without Thesis)*

*Major Concentration: PSYC-1150; PSYC-1160; PSYC-2300; SOSC-2500; PSYC-3130; PSYC-3200; PSYC-3310; one of PSYC-3350, PSYC-3530, PSYC-3580; ~~five~~ additional **2000-, 3000- or 4000-level** Psychology courses **and two additional 3000- or 4000-level Psychology courses.***

**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).*

There are two different honours programs in Psychology (with and without thesis). Back in 2010, we wished to differentiate between them so that Interdisciplinary Arts/Science students who wanted to continue in post-graduate studies in psychology could do so. By adding the "with Thesis" Concentration requirements, we committed an error regarding both (a) specific courses required and (b) number of courses -- in order to be consistent with Interdisciplinary Arts/Science program requirements.

**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?*

Indigenous content, perspectives and materials are not planned for this particular change. However, Psychology recognizes the need to take such perspectives into consideration in our curriculum and will be working with indigenous scholars to incorporate content into the overall curriculum.

**C. Resources**

**C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe, in general terms, all faculty expertise 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 faculty expertise and staff resources to support the revised programs.

**C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program**

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

N/A

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

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

N/A

**C.1.3 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 new resources are needed.

**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

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

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

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<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. If not applicable, write n/a.*

<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: Sociology, Anthropology and Criminology - Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION: That the degree requirements for the Honours Criminology, Combined Honours in Sociology and Criminology, Combined Honours Criminology be be changed according to the program/course change form.<sup>^</sup>**

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

**Rationale/Approvals:**

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Honours Criminology; Combined Honours in Criminology; Combined Honours in Sociology and Criminology,
<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>	Winter 2021
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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**

[...]

(f) two 4000-level courses, including one of SACR-4210, SACR-4510, SACR-4910, SACR-4600, SACR-4610, **SACR-4620**, SACR-4640, SACR-4650, SACR-4670[...]

[...]

**Combined Honours in Sociology and Criminology**

(g) one of SACR-4210, SACR-4600, SACR-4610, **SACR-4620**, SACR-4640, SACR-4650, SACR-4670, SACR-4910

**Combined Honours Criminology**

(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-4620**, SACR-4640, SACR-4650, SACR-4670; and two of any other Sociology (SACR-) courses.

**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).*

SACR-4620 is a new course and needs to be added to the list of other 4000-level criminology courses to be counted towards a degree in Criminology (Honours or Combined).

# 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?*

Most sociology and criminology courses incorporate topics related to Indigenous peoples. Whether they deal with race and ethnicity, gender, law, social policy, family studies, urban life, or deviance, these courses are likely to address issues of interest to Indigenous peoples and topics that increase students' understanding of Indigenous cultures and societies.

#### C. RESOURCES

##### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe, in general terms, all faculty expertise 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 faculty expertise and staff resources to support the revised programs.

##### C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

N/A

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

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

N/A

##### C.1.3 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 new resources are needed.

#### 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

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

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

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<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. If not applicable, write n/a.*

<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: BFA in Visual Arts and the Built Environment - Minor Program Changes (Form C)

Item for: **Approval**

**MOTION:** That the the degree requirements for the BFA in Visual Arts and the Built Environment be changed according to the program/course change form.<sup>^</sup>

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

**Rationale/Approvals:**

- The proposal has been approved by the School of Creative Arts (SoCA) and the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	BFA in Visual Arts and the Built Environment [VABE]
<b>DEPARTMENT(S)/SCHOOL(S):</b>	School of Creative Arts
<b>FACULTY(IES):</b>	Faculty of Arts, Humanities and Social Sciences

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2021
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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.*

***Degree Requirements***

*Total courses:* forty-four

(a) School of Creative Arts:

- (i) VSAR-1050, VSAR-1070, VSAR-1080, VABE-1100 (6.0 credit course), VABE-1200 (6.0 credit course); one of VSAR-3830 or VSAR-3840;
- (ii) VSAR-4800 (6.0 credit course), VSAR-4810 (6.0 credit course), and VSAR-4910;
- (iii) VABE-2130, ~~VSAR-3850~~ **VABE-4600**;
- (iv) two additional 3000-level studio courses in the same subject area;
- (v) plus MACS-1500, MACS-2140, MACS-2150, MACS-3910, and any one of: MACS-2500 or MACS-3520 or MACS-4520
- (vi) two other Art History courses, one of which has to be at the 4000-level;
- (vii) a successful VABE portfolio evaluation.\*

(b) School of Architecture

- (i) Professions: VABE-1190/ARCH1190, VABE-1290/ARCH1290 (each 1.5 credit courses)
- (ii) 4 Design Studio courses: VABE-2300/ARCH1300, VABE-2400/ARCH1400, VABE-3100/ARCH2100, VABE-3200/ARCH2200;
- (iii) Visual Communication courses: VABE-2110/ARCH 1211, VABE-2210/ARCH2110;
- (iv) ~~Construction: VABE-2150/ARCH2150, VABE-2250/ARCH2250~~ Building Structures modules: **VABE-2640/ARCH2640, VABE-2840/ARCH2840**;
- (v) ~~Building Environment modules: VABE-2260/ARCH2260, VABE-2860/ARCH2860~~;
- (vi) ~~Building Construction modules: VABE-2680/ARCH2680, VABE-2880/ARCH2880~~;
- (vii) Co-op Training Prep courses: VABE-3000/CEC-300 or VSAR-3800 Visual Arts Internship

(c) two Social Science courses

(d) one Science course

(e) two additional courses from Arts excluding Visual Arts

(f) GART-1500 and GART-1510; DRAM-2100, PHIL-1100, and MATH-1780 or MATH-1760

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

**\*Portfolio Evaluation:** A **third year gallery exhibition, and for students who pursue a BSc in Architecture from UDM**, a successful portfolio evaluation is required. The portfolio evaluation takes place at the beginning of semester

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

six, after the student has gained credit in VSAR-1050, VSAR-1070, VSAR-1080, MACS-1500, VABE-1100, VABE-1200, VABE-2300/ARCH1300, VABE-2400/ARCH1400, VABE-3100/ARCH2100, and is enrolled in VABE-3200/ARCH2200.

Those students seeking to pursue a BSc in Architecture from the UDM after their third year are encouraged to consult a VABE Advisor on what courses are transferable. Students who opt to graduate after year 3 and enter the UDM BSc program will receive a BA in Visual Arts. For these students, the VA studio course requirements in the BA will be replaced by the architecture studio courses taken at UDM. Acceptable substitutes for BA requirements INCS-2020 and INCS-2030 will include any two Social Sciences courses taken under the option requirements for the VABE program.

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

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

N/A

#### B. RATIONALE

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

University of Detroit Mercy, School of Architecture, is requiring a minor program change to occur in order to meet the new accreditation requirements from the National Architectural Accreditation Board (NAAB). Additional changes to the description in the university calendar are to clarify program information which has been in practice for ten years.

#### 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?*

Visual Arts and the Built Environment continues to support the University of Windsor commitment. Indigenous content is first incorporated in our introduction to architecture classes with greater emphasis on issues and perspectives in our art/architecture history and contemporary visual culture sequence through reading, lectures and seminar format discussions. The program's curriculum is structured to incorporate relevant content, with public-interest-design, social-justice, economic issues and strategies incorporated into practical studio projects. While acknowledging that there is room for growth in this area, instructors are encouraged to include indigenous content within their individual studio projects, lectures and courses when this is relevant and possible.

#### 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 three courses are part of the regular teaching load of several faculty members in the School of Creative Arts.

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

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

N/A

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

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

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

N/A

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

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

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*

Changes do not require any additional resources

#### 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.*

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

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

N/A

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

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

N/A

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

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

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

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

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

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

<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**

**5.8 Faculty of Arts, Humanities and Social Science Council (FAHSS)– New Course Proposal (Form D)**

Item for: **Approval**

**MOTION: That the following course be approved:<sup>^</sup>**  
**GART/SOSC 2050. Community Program Delivery and Evaluation**

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

**Rationale/Approvals:**

- The new courses have been approved by the Faculty of Arts, Humanities and Social Science Council.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	General FAHSS courses
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Office of the Dean of FAHSS
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2021
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**A. NEW COURSE PROFILE**

**Course # and Title: GART/SOSC 2050. Community Program Delivery and Evaluation**

**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 with an overview of principles and methods of community program delivery and evaluation. Students will explore topics including systems change, collective impact, human-centered design, engaging diverse communities, and continuous improvement and will learn how to design a comprehensive community program delivery and evaluation plan that can be implemented in a community setting. (Requires third year standing or permission of the instructor.)

**A.2 Other Course Information**

*Please complete the following tables.*

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

<b>Pre-requisites</b>	<b>Co-requisites</b>	<b>Anti-requisites</b>	<b>Cross-listed with:</b>	<b>Required course?</b>	<b>Replacing old course*** <i>[provide old course number]</i></b>
Third year standing or the permission of the 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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**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.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

The purpose of this course is to provide students with the knowledge and skills needed to carry out effective community program delivery and evaluation. With community program delivery and evaluation skills increasingly in-demand, this course will benefit students from all FAHSS disciplines and prepare them to apply their discipline-specific knowledge in tandem with community program delivery and evaluation skills in the community. Additionally, students will benefit from the inclusion of guest speakers who may include community residents with lived experience, neighbourhood service providers, and leaders from initiatives (e.g. ProsperUs), providing students with a learning opportunity beyond the theoretical component of the course. This course also acts as a pre-requisite for Practicing Community Program Delivery and Evaluation, which will see students carry out the theoretical knowledge gained in this course in a community setting.

#### 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?*

As the community driven process evolves, ProsperUs and its partners will seek to engage Indigenous communities in our region. This course may include students reaching out to Indigenous networks such as the President's Indigenous Peoples Scholars Program, UWindsor's Aboriginal Education Centre, or the Native Student Alliance. While reaching out to Indigenous communities is not required, it is encouraged by the instructor when it is possible.

#### 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 and evaluate the principles and methods of community program delivery, engagement, and evaluation using appropriate terminology	A. the acquisition, application and integration of knowledge
B. - Design a community engagement and evaluation plan for a community setting that incorporates appropriate ethical standards - Assess the demographics and other social economic datasets of a region and neighbourhood	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. - Identify the most appropriate evaluation design for an evaluation plan - Identify evaluation constraints and develop strategies to maintain evaluation standards - Analyze policies and processes that restrict or inhibit effective community participation - Strategize how to adapt to and work through difficult situations in a program delivery setting	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>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
D. - Identify appropriate methods to research specific community challenges	D. literacy and numeracy skills
E. -Engage groups with lived experience to improve the efficacy of programs	E. responsible behaviour to self, others and society
F. - Propose clear and ethical communication strategies for working with research participants	F. interpersonal and communications skills
G. – Work collaboratively within a diverse team, contributing productively to both the end project and the group dynamics.	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. - Describe the continuous improvement model - Identify key literature and best practices in the social service/community-serving sectors and sources to find the most up-to-date information - Reflect on the challenges faced by youth and where opportunities to foster life-long learning may be found	I. the ability and desire for continuous learning

**B.4 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	10	12	15	20	30

\*Note – This is assuming an ongoing program year-round and may vary according to the resident-designed programs in target neighbourhoods

**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?*

As this course is interdisciplinary and will be offered as an elective, it is anticipated that there will be minor impact of offering the new course on enrolments in existing courses as students will come from a variety of programs and departments within the Faculty of Arts, Humanities, and Social Sciences and from other faculties seeking to fulfill their General Arts or Social Sciences credit requirements.

**B.5 Student Workload**

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

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

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

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

0	Tutorials
0	Labs
0.5	Practical experience
0	Independent Study
2	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
2.5	Meeting with others for group work/project assignments
0	Studying for tests/examinations
	Other: <u>Specify</u>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
The workload is that of an average course in the department/program area	

**C. RESOURCES**

**C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty expertise 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 Office of the Associate Vice-President-Academic has offered to provide a sessional stipend and other required resources for this course. There is an existing network of practitioners with community engagement experience available through the United Way who have long engaged with the University.

**C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program**

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

The course will likely be offered by a qualified sessional faculty with community engagement experience.

**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.*

This course will provide additional participation in Career Development workshops by FAHSS students.

**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.*

It is anticipated that individuals from the community including the local collective impact initiative ProsperUs, service providers, and residents with lived experience will engage the students as guest speakers throughout the course. However, no new resources from the university are required.

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

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

N/A

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

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course. If not applicable, write n/a.*

<b>Faculty:</b>	1 sessional faculty with community engagement experience
<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. If not applicable, write n/a.*

<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

## 5.9 Visual Arts and the Built Environment – New Course Proposals (Form D)

Item for: **Approval**

**MOTION:** That the following courses be approved:<sup>1</sup>

VABE-2640. Building Structures I

**VABE-2660. Building Environment I**

**VABE-2680. Building Construction I**

VABE-2840. Building Structures II

VABE-2860. Building Environment II

VABE-2880. Building Construction II

## **VABE-4600. Space in Acoustics and**

Subject to approval of the expenditures required.

## Rationale/Approvals:

- The new course has been approved by the School of Creative Arts (SoCA) and the Faculty of Arts, Humanities and Social Sciences Faculty Council.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Building Structures I
<b>DEPARTMENT(S)/SCHOOL(S):</b>	School of Creative Arts, Visual Arts and the Built Environment [VABE]
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2021
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#### A. NEW COURSE PROFILE

##### Course # and Title: VABE-2640 Building Structures 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.*

Building Structures I is a module in a course of study focused on the impact of gravitational forces in architectural projects. It is intended to build upon the theory and physics background established in VABE-2130 Principles of Structural Behaviour to explore elementary structural systems, typically deployed in small-scale architectural works. The course covers gravity loads, load path analysis, and foundations and soil mechanics, in addition to wood, steel, and masonry structural systems. These systems are explored through presentations, readings and dynamic, hands-on laboratory work (Taken at University of Detroit Mercy (UDM) as ARCH 2640. Open to Visual Arts and the Built Environment students only).

###### 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/ experientia l learning
1	12	X				1			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
VABE-2130 and semester 2 or higher standing				Yes	VABE-2150 [36-215]

**\*\*\*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.**

This course forms part 1 of 3 courses (1 credit each) which together replace VABE-2150 Construction 1

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

### B.1 Course Goal(s)

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

This is the first course module forming a suite of three sequential courses that cover salient topics in building technology (structures, environmental factors and construction systems). This suite of classes is intended to also coincide with design projects introduced in the design studio occurring during the same semester. The class is delivered to VABE students at UDM with UDM instructors and resources.

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

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

There is no significant overlap between course content and Indigenous subjects or concerns. The course instructor will review course materials and identify areas where Indigenous content can be integrated to provide a holistic perspective of a topic.

### 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. Select structural materials (wood, concrete and steel) for their intrinsic material characteristics and how they respond to gravity loading for small scale structural systems.	A. the acquisition, application and integration of knowledge
B. Compare inherent strengths, weaknesses and aesthetic attributes of various structural systems and their spatial implications (also relevant to C).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze and propose various structural design solutions and validate their efficacy.	C. critical thinking and problem-solving skills
D. Use appropriate core structural vocabulary, quantitative terminology and general calculations.	D. literacy and numeracy skills
E. Propose various structural systems for buildings and structures in accordance with professional responsibility.	E. responsible behaviour to self, others and society

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:
F. Apply discipline specific graphic and verbal language to communicate structural findings, and to propose recommendations.	F. interpersonal and communications skills
G. Collaboratively examine, question, and select appropriate solutions.	G. teamwork, and personal and group leadership skills
H. Evaluate various structural solutions based on spatial, formal and aesthetic traits (also relevant to C).	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	12-16	12-16	12-16	12-6	12-16

#### 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?*

Physical resources and instructors are provided at UDM – no impact to UW

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

How does the student workload for this course compare with other similar courses in the department/program area?	This workload is consistent with the demands of all other building technologies 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.*

Faculty/staff resources are provided by UDM. The VABE coordinator will be responsible for recording student grades at UW and as part of routine VABE collaboration administrative duties.

#### 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.*

Faculty provided at UDM to have terminal degree in Architecture or Engineering (Master level minimum and professional Licensure preferred).

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

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

N/A

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

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

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

*Provide relevant details.*

N/A

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

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

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

*This course module forms one of three modules which would replace VABE-2150 Construction I (also offered at UDM)*

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

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

Faculty:	N/A
Staff:	N/A

GA/TAs:	N/A
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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.*

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

#### A. NEW COURSE PROFILE

##### Course # and Title: VABE-2660 Building Environment 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.*

Building Environment I is a module in a course of study focused on the impact of environmental forces in architectural projects. It is intended to build upon the theory and physics background established in VABE-2130 Principles of Structural Behavior to explore the appropriate selection of passive heating, cooling, ventilation and daylighting systems, focused on deployment in small-scale architectural works. The course also introduces plumbing systems. These systems are explored through presentations, readings and dynamic, hands-on laboratory work (Taken at University of Detroit Mercy (UDM) as ARCH 2660. Open to Visual Arts and the Built Environment students only).

###### 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
1	12	1				1			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
VABE-2130 and semester 2 or higher standing				Yes	VABE-2150 [36-215]

**\*\*\*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.

This course forms part 1 of 3 courses (1 credit each) which together replace VABE-2150 Construction 1

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 is the first course module forming a suite of three sequential courses that cover salient topics in building technology (structures, environmental factors and construction systems). This suite of classes is intended to also coincide with design projects introduced in the design studio occurring during the same semester. The class is delivered to VABE students at UDM with UDM instructors and resources.

### 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 includes the study of North American vernacular architecture, including the building and environmental comfort strategies of indigenous people to illustrate passive environmental design concepts, and encourage the use of these strategies before energy intensive strategies are employed.

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

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

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.*

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

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i>	
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Recognize the major passive strategies used in the built environment, how they respond to the climatic context of site and region, and how these are integrated within small-scale buildings.	B. the acquisition, application and integration of knowledge
B. Describe and compare strengths, weaknesses and aesthetic attributes of covered environmental control strategies and their spatial implications (also applies to C).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Develop physical models to analyze and propose various environmental design solutions and validate their efficacy.	C. critical thinking and problem-solving skills
D. Use core environmental vocabulary, quantitative terminology and perform general calculations.	D. literacy and numeracy skills

<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. Make architectural decisions considering sustainable water, energy and material resource use in the built environment.	E. responsible behaviour to self, others and society
F. Apply discipline specific graphic and verbal language to communicate environmental findings, and to propose recommendations.	F. interpersonal and communications skills
G. Work collaboratively to examine, question, and select appropriate solutions.	G. teamwork, and personal and group leadership skills
H. Evaluate various environmental solutions based on spatial, formal and efficacy traits (also relevant to C).	H. creativity and aesthetic appreciation
I. Employ best practices when proposing passive, low-energy, low-carbon environmental systems for buildings.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	12-16	12-16	12-16	12-6	12-16

#### 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?*

*Physical resources and instructors are provided at UDM – no impact to UW*

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

How does the student workload for this course compare with other similar courses in the department/program area?	This workload is consistent with the demands of all other building technologies 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.*

Faculty/staff resources are provided by UDM. The VABE coordinator will be responsible for recording student grades at UW and as part of routine VABE collaboration administrative duties.

#### 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.*

Faculty provided at UDM to have terminal degree in Architecture or Engineering (Master level minimum and professional Licensure preferred).

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

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

N/A

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

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

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

*Provide relevant details.*

N/A

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

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

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

*This course module forms one of three modules which would replace VABE-2150 Construction I (also offered at UDM)*

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

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

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

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

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

#### A. NEW COURSE PROFILE

##### Course # and Title: VABE-2680 Building Construction 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.*

Building Construction I is a module in a course of study focused on the underlying principles involved in the appropriate selection of building materials and building envelope components in architectural projects. It is intended to build upon the theory and physics background established in VABE-2130 Principles of Structural Behaviour to explore assemblage and material strategies, typically deployed in a small-scale architectural work, including fire protection concepts. These systems are explored through presentations, readings and dynamic, hands-on laboratory work (Taken at University of Detroit Mercy (UDM) as ARCH 2680. Open to Visual Arts and the Built Environment students only).

###### 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
1	12	1				1			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
VABE-2130 and semester 2 or higher standing				Yes	VABE-2150

\*\*\*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.

This course forms part 1 of 3 courses (1 credit each) which together replace VABE-2150 Construction 1

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 is the first course module forming a suite of three sequential courses that cover salient topics in building technology (structures, environmental factors and construction systems). This suite of classes is intended to also coincide with design projects introduced in the design studio occurring during the same semester. The class is delivered to VABE students at UDM with UDM instructors and resources.

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

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

There is no significant overlap between course content and Indigenous subjects or concerns. The course instructor will review course materials and identify areas where Indigenous content can be integrated to provide a holistic perspective of a topic.

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

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

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.*

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

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i>	
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Recognize the major categories of materials used in the built environment, and the methods of assembly into a building system for small-scale buildings.	C. the acquisition, application and integration of knowledge
B. Describe and compare intrinsic strengths, weaknesses and aesthetic attributes of the building envelope material and assembly approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Create physical models to analyze and propose foundation solutions for various soil types and validate their efficacy.	C. critical thinking and problem-solving skills

<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. Assess the thermal performance of common building material assemblies through calculations (also relevant to C).	D. literacy and numeracy skills
E. Evaluate the impact of architectural decision making on the performance and longevity of the building envelope.	E. responsible behaviour to self, others and society
F. Use discipline specific graphic and verbal language to communicate building assembly solutions, and to propose recommendations.	F. interpersonal and communications skills
G. Work collaboratively to examine, question, and select appropriate solutions.	G. teamwork, and personal and group leadership skills
H. Evaluate various material solutions based on spatial, formal and efficacy traits (also relevant to C).	H. creativity and aesthetic appreciation
I. Propose and employ various building systems for their application in their design studios.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	12-16	12-16	12-16	12-6	12-16

#### 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?*

*Physical resources and instructors are provided at UDM – no impact to UW*

#### 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
.5	Labs
	Practical experience
	Independent Study
1	Reading for the course
1.5	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments

	<p>Studying for tests/examinations</p> <p>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>	This workload is consistent with the demands of all other building technologies 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.*

Faculty/staff resources are provided by UDM. The VABE coordinator will be responsible for recording student grades at UW and as part of routine VABE collaboration administrative duties.

#### 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.*

Faculty provided at UDM to have terminal degree in Architecture or Engineering (Master level minimum and professional licensure preferred).

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

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

N/A

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

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

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

*Provide relevant details.*

N/A

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

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

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

*This course module forms one of three modules which would replace VABE-2150 Construction I (also offered at UDM)*

### 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

#### A. NEW COURSE PROFILE

##### Course # and Title: VABE-2840 Building Structures 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.*

Building Structures II is a module in a course of study focused on the impact of seismic and lateral forces in architectural projects. It is intended to build upon the background established in VABE-2640 Building Structures I to explore more advanced structural systems, typically deployed in mid-rise and high-rise architectural works, including lateral forces. This course will also explore the evaluation, selection and application of an appropriate structural system. These systems are explored through presentations, readings and dynamic, hands-on laboratory work (Taken at University of Detroit Mercy (UDM) as ARCH 2840. Open to Visual Arts and the Built Environment students only).

###### 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/ experientia l learning
1	12	1				1			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
VABE-2640 and semester 3 or higher standing					VABE-2250 [36-225]

**\*\*\*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.**

This course forms part 1 of 3 courses (1 credit each) which together replace VABE-2250 Construction 2

**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 forms part of a suite of three sequential course modules that cover salient topics in building technology (structures, environmental factors and construction systems). This suite of classes is intended to also coincide with design projects introduced in the design studio occurring during the same semester. The class is delivered to VABE students at UDM with UDM instructors and resources.

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

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

There is no significant overlap between course content and Indigenous subjects or concerns. The course instructor will review course materials and identify areas where Indigenous content can be integrated to provide a holistic perspective of a topic.

### **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. Select structural materials (wood, concrete and steel) for their intrinsic material characteristics, how they respond to gravity loading and how these are combined to form structural systems for mid-rise buildings.	D. the acquisition, application and integration of knowledge
B. Compare inherent strengths, weaknesses and aesthetic attributes of various structural systems and their spatial implications for various mid-rise structural systems (also relevant to C).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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:
C. Analyze and propose various structural design solutions and validate their efficacy in resisting lateral forces.	C. critical thinking and problem-solving skills
D. Perform calculations to select and size structural members and systems.	D. literacy and numeracy skills
E. Propose various structural systems for buildings and structures in accordance with professional responsibility and life safety.	E. responsible behaviour to self, others and society
F. Apply discipline specific graphic and verbal language to communicate structural findings, and to propose recommendations.	F. interpersonal and communications skills
G. Collaboratively examine, question, and select appropriate solutions.	G. teamwork, and personal and group leadership skills
H. Evaluate various structural solutions based on spatial, formal and aesthetic traits (also be relevant to C).	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	12-16	12-16	12-16	12-6	12-16

#### 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?*

*Physical resources and instructors are provided at UDM – no impact to UW*

#### 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
.5	Labs
	Practical experience
	Independent Study

1	Reading for the course
1.5	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>	
This workload is consistent with the demands of all other building technologies 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.*

Faculty/staff resources are provided by UDM. The VABE coordinator will be responsible for recording student grades at UW and as part of routine VABE collaboration administrative duties.

#### 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.*

Faculty provided at UDM to have terminal degree in Architecture or Engineering (Master level minimum and professional licensure preferred).

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

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

N/A

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

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

N/A

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

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

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

*This course module forms one of three modules which would replace VABE-2250 Construction 2 (also offered at UDM)*

### 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

#### A. NEW COURSE PROFILE

##### Course # and Title: VABE-2880 Building Construction 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.*

Building Construction II is a module in a course of study focused on the appropriate selection of the components of assemblage and materiality in architectural projects. It is intended to build upon the background from the VABE-2680 Building Construction I to explore envelope assemblage and material strategies for performance, aesthetics and durability, vertical transportation, life safety and building codes, plumbing codes and restroom design, and accessibility and universal design, typically deployed in a mid-rise architectural work. The systems are considered through the lenses of environmental impact and reuse. These systems are explored through presentations, readings and dynamic, hands-on laboratory work. (Taken at University of Detroit Mercy (UDM) as ARCH 2880. Open to Visual Arts and the Built Environment students only).

###### 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
1	12	1				1			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
VABE-2680 and semester 3 or higher standing				Yes	VABE-2250

\*\*\*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.

This course forms part 1 of 3 courses (1 credit each) which together replace VABE-2150 Construction 1

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

### B.1 Course Goal(s)

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

This is the first course module forming a suite of three sequential courses that cover salient topics in building technology (structures, environmental factors and construction systems). This suite of classes is intended to also coincide with design projects introduced in the design studio occurring during the same semester. The class is delivered to VABE students at UDM with UDM instructors and resources.

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

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

There is no significant overlap between course content and Indigenous subjects or concerns. The course instructor will review course materials and identify areas where Indigenous content can be integrated to provide a holistic perspective of a topic.

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

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

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.*

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

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
A. Recognize the major categories of materials used in the built environment, and the methods of assembly into a building system for mid-rise buildings.	E. the acquisition, application and integration of knowledge
B. Describe and compare intrinsic strengths, weaknesses and aesthetic attributes of building systems and assembly approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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:
C. Employ iterative processes to select and refine a comprehensive and complete building solution with an emphasis on envelope systems, accessibility and life safety.	C. critical thinking and problem-solving skills
D. Evaluate the thermal performance of common building material assemblies through manual and software calculations (also relevant to C).	D. literacy and numeracy skills
E. Evaluate the impact of architectural decision making on the building construction/performance and life safety.	E. responsible behaviour to self, others and society
F. Use discipline specific graphic and verbal language to communicate building assembly and code solutions, and to propose recommendations.	F. interpersonal and communications skills
G. Work collaboratively to examine, question, and select appropriate solutions.	G. teamwork, and personal and group leadership skills
H. Evaluate various design approaches based on building regulations and performance requirements (also relevant to C).	H. creativity and aesthetic appreciation
I. Propose and employ various building material solutions through the lenses of embodied energy, experimental uses of new or existing materials and incorporate building code compliance.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	12-16	12-16	12-16	12-6	12-16

#### 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?*

*Physical resources and instructors are provided at UDM – no impact to UW*

#### 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

.5	Labs
	Practical experience
	Independent Study
1	Reading for the course
1.5	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>	
This workload is consistent with the demands of all other building technologies 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.*

Faculty/staff resources are provided by UDM. The VABE coordinator will be responsible for recording student grades at UW and as part of routine VABE collaboration administrative duties.

#### 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.

Faculty provided at UDM to have terminal degree in Architecture or Engineering (Master level minimum and professional licensure preferred).

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

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

N/A

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

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

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

*Provide relevant details.*

N/A

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

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

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

This course module forms one of three modules which would replace VABE-2150 Construction I (also offered at UDM)

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

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

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

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

*Describe all additional institutional resources and services required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

## A. NEW COURSE PROFILE

### Course # and Title: VABE-4600 Space in Acoustics and Light

#### 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 focuses on the spatial impact and design of acoustics, lighting, and relevant regulatory building code standards in Canada (NBC and OBC). The significance of lighting and acoustical phenomena on human experience and impact of all three systems on building performance are discussed. The course also addresses issues of life safety regulations, universal design, and fire protection. These themes are considered through the lenses of environmental impact, re-use, and human experience. Exploration of the topics is through presentations, readings, case studies, hands-on laboratory work, and on-site examples.

#### 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/ experientia l learning
3	36	3				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
N/A				Required for VABE students	

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

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

## B. RATIONALE

### B.1 Course Goal(s)

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

This course covers content required for VABE students to complete learning objectives required for accreditation as part of the UDM Architecture degree and is required to be delivered at the University of Windsor as part of the agreement between both institutions. This course would be open for students from other programs of study where acoustics, lighting and building code regulations could be beneficial. This course will be delivered in a manner where previous knowledge would not be necessary to grasp the content.

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

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

There is no significant overlap between course content and Indigenous subjects or concerns. The course instructor will review course materials and identify areas where Indigenous content can be integrated to provide a holistic perspective of a topic.

### 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. Recognize the interrelationship and impact of material, form, light and sound on the experience and performance of the built environment.	F. the acquisition, application and integration of knowledge

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:
B. Describe and compare material-formal assemblies, lighting, acoustic, and code regulatory requirements.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Select and refine comprehensive materials, lighting and acoustical solutions appropriate for a specific architectural spaces.	C. critical thinking and problem-solving skills
D. Assess building regulatory standards, acoustical properties, and lighting efficacy through manual and software calculations.	D. literacy and numeracy skills
E. Design architectural systems to support energy consumption, occupant safety and wellbeing	E. responsible behaviour to self, others and society
F. Apply discipline specific graphic and verbal language to communicate design solutions for the built environment that are compliant with building codes and regulations.	F. interpersonal and communications skills
G. Work collaboratively to examine, question, and select appropriate solutions.	G. teamwork, and personal and group leadership skills
H. Evaluate and select various design approaches based on the performance and aesthetic characteristics of building materials, forms, and systems.	H. creativity and aesthetic appreciation
I. Develop framework to evaluate building material solutions through the lenses of embodied energy, experimental uses of new or existing materials and evolving building code requirements.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	12-16	12-16	12-16	12-6	12-16

#### 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?*

This course is required for VABE students and will not affect enrollment.

#### 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
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	Tutorials
	Labs
	Practical experience
	Independent Study
1.5	Reading for the course
1.5	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i> Students will visit various local spaces with specific attributes related to acoustics/lighting and demonstrate various code regulation implications in order to understand the content of the course experientially.
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
This workload is consistent with the demands of all other building technologies 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.*

Available faculty in VABE to teach this class.

#### 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.*

*This is a required class for VABE. Instructor must have terminal degree in Architecture (Master level minimum and professional Architecture Licensure preferred).*

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

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

N/A

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

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

N/A

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

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

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

N/A

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

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

<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

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

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

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

N/A

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

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

<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: Business – Minor Program Changes (Form C1)**

Item for: **Approval**

**MOTION: That the Bachelor of Commerce (Honours Business Administration) Program for 3-year Diploma Holders in Accounting from St. Clair College be approved.<sup>^</sup>**

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

**Rationale/Approvals:**

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

**PROGRAM DEVELOPMENT COMMITTEE**  
**ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY**  
**FORM C1**

<b>TITLE OF PROGRAM/CERTIFICATE:</b>	Bachelor of Commerce (Honours Business Administration) Program for 3-year Diploma Holders in Accounting from St. Clair College
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Odette School of Business
<b>FACULTY(IES):</b>	Odette School of Business

<b>Proposed combined program or concurrent offering to be effective as of*</b> [Fall, Winter, Spring]: *( <i>subject to timely and clear submission</i> )	Winter 2021
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**A. Program Details**

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

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

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

Students may obtain the Honours Business Administration degree following completion of a St. Clair college 3-year diploma in Accounting previously completed with a cumulative average of 70% (B- or 3.0/4) or better. Normally this average will be calculated based on the grades achieved in the last 20 courses of that diploma.

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

*Sample wording for articulation agreement:*

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

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

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

**Degree Completion – Course Requirements:**

**Bachelor of Commerce (Honours Business Administration) Program for 3-year Diploma Holders in Accounting from St. Clair College**

**Total courses: 20\***

# PROGRAM DEVELOPMENT COMMITTEE

## ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY

### FORM C1

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

(a) 20 courses: ACCT-2550, FINA-2700, FINA-2710, MGMT-3000, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, STEN-3970, STEN-4980; and 11 additional business courses.

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

Students completing the CPA track must also complete ACCT-4590, ACCT-4600, and ACCT-4610.

**\*Possible Additional Course Requirements:**

To be eligible for the program, students must complete a 3-year Diploma in Accounting with a cumulative average of B (70%, 3.0-3.49/4).

Students enrolled in this program will not be given credit towards the Bachelor of Commerce degree for the following 11 courses: MATH-1980, ECON-1100, ECON-1110, ACCT-1510, MGMT-1000, MGMT-2400, MGMT-2430, MSCI-1000, MSCI-2020, MKTG-1310, STEN-1000.

**Suggested Sequence (Accounting Specialization with CPA Track)**

**Year 1**

Summer: ACCT-2510\*, ACCT-2550, MSCI-2130, MSCI-2200, MGMT-3000

Fall: ACCT-2520\*, ACCT-3560\*, ACCT-3580\*, ACCT-3600\*, FINA-2700

Winter: ACCT-3520\*, ACCT-3610\*, FINA-2710, MSCI-3310 or MSCI-3410, STEN-3970

**Year 2**

Fall: ACCT-4570\*, ACCT-4590\*, ACCT-4600\*, ACCT-4610\*, STEN-4980

**\* For students not following the accounting specialization pathway, accounting courses must be replaced with alternate business courses.**

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

**Courses used to calculate the major average are: The courses listed in (a) will be used to calculate the major average and all courses in the major area of study.**

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

Is the completion of the experiential learning/co-op component a requirement of the program?

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

Demonstrate that admission requirements for the articulation agreement/degree completion pathway are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the pathway. **Include in appendices an assessment of course and program equivalencies demonstrating that the proposed advanced standing and credit transfer is appropriate and students who complete the program through the articulation agreement/degree completion pathway will be able to attain the intended learning outcomes.**

#### ADMISSION

Students may obtain the Honours Business Administration degree following completion of a St. Clair college 3-year diploma in Accounting previously completed with a cumulative average of 70% (B- or 3.0/4) or better. Normally this average will be calculated based on the grades achieved in the last 20 courses of that diploma.

# PROGRAM DEVELOPMENT COMMITTEE

## ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY

### FORM C1

#### B. RATIONALE

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

The 3-year Diploma Holders in Accounting from St. Clair College (or equivalents) with a cumulative average 70% (B- or 3.0-3.499/4) requires the students to do some introductory courses, whereas the students would like to do advanced courses. The data has been analyzed and the Accounting area is convinced that the student group does not need the introductory courses. Thus, the proposed pathway is created from the existing pathway for the 3-year Diploma Holders in any area of Business from CAAT colleges (or equivalents) with a cumulative average 70% (B- or 3.0-3.499/4) by replacing three courses ACCT-1510, MATH-1980 (or equivalents), MSCI-2020 by three additional elective business courses to make room for three advanced CPA track courses ACCT-4590, ACCT-4600, and ACCT-4610, which will make the pathway more attractive.

Current data have been analyzed for the 3-year Diploma Holders in Accounting from St. Clair College with a cumulative average is 70% (B- or 3.0-3.499/4). It shows that the suggested pathway is fair and at the same time the pathway meets the need that the students can complete three CPA track courses ACCT-4590, ACCT-4600, and ACCT-4610 from within the room for 20 courses. The details are given below:

- 52 college transfer students in total
  - 47 of these students are from St. Clair College
  - 23 students have completed a 3-year diploma in accounting from St. Clair College
    - 12 qualify for fast-track because their cumulative average is 80% (A- or 3.5-/4)
    - 11 students do not qualify for fast track because their cumulative average is 70% (B- or 3.0-3.499/4)
- The CPA track pathway requires students to complete 11 senior accounting courses
- The existing pathway for the 3-year Diploma Holders in any area of Business from CAAT colleges (or equivalents) with a cumulative average 70% (B- or 3.0-3.499/4) only has space for 8 business electives. This means students must complete an additional 3 courses on top of the 20 courses that are required.
- Analysis was done on each of the 23 students to determine which accounting transfer credits they would be eligible for:
  - ACCT-1510- 22/23 students
  - ACCT-2550 – 19/23 students
  - ACCT-2510 – 21/23 students
  - ACCT-3610 – 13/23 students
- To get a transfer credit for MSCI-2020, students must have a B or higher in both MTH-710 and MTH-237 at St. Clair College.
  - 19/23 qualify for the transfer credit for MSCI-2020
  - The students who didn't qualify for the credit are:
    - 3 students had a B or higher in MTH 710 but not MTH 237
    - 1 student had a B or higher in MTH 237 but not MTH 710
- MTH237: This course introduces the student to the collection of data graphs frequency distribution summation notation measures of central tendency and dispersion probability normal distribution sampling distribution estimation regression and correlation analysis using scientific calculators and other modes of technology.
- MTH710: Application of mathematical models used to make decisions under various assumptions. Statistical techniques of hypothesis tests are extended to multiple samples and trends are determined by forecasting and regression models. Optimal solutions are determined by graphical linear programming and associated sensitivity analysis. Decision theory is applied to business situations.
- A similar analysis has been done on the Ethics course, MGMT-3000.
  - 22/23 qualify for the transfer credit for MGMT-3000.

# PROGRAM DEVELOPMENT COMMITTEE

## ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY

### FORM C1

- We are recommending giving credit for ACCT-1510, and MSCI-2020 because they are all non-core courses with CPAO.
- MATH-1980/1250/1720/1760 (or equivalents) will not be required for accounting degree completion students. Since these students have completed 3 years of quantitative accounting courses, they have demonstrated sufficient competency in the concepts covered in MATH-1980. MATH-1980/1250/1720/1760 (or equivalents) is not a CPAO requirement. The 3-year Diploma program in Accounting from St. Clair College prepares students with the math skills necessary for success in the upper year business courses and the CPA curriculum. Odette's Accounting area suggests that this group of students comes to Odette to complete their CPA requirements and, therefore, they take Accounting courses e.g., ACCT-3610, instead of a first-year, first-semester math course. This replacement will make the program more attractive.
- This will give students following this pathway the space they need to complete all required courses for the CPA track within close to the 20 courses.

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

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

All course outlines of the Odette School of Business recognize that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomi. Odette has undertaken research to provide information upon which systematic Indigenization will proceed in a transparent, and collegial manner to meet the needs of the stakeholders. Odette School of Business encourages course developers and instructors to incorporate Indigenous content, perspectives, and materials into the curriculum. Further actions arising in due course from Indigenization will be appropriately incorporated in a sustainable manner into Odette's current structure, which includes a First Nations, Metis and Inuit Advisory Council to the Dean, formal policies, procedures and processes.

#### **C. RESOURCES**

##### **C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the articulation agreement/degree completion pathway. Please do not name specific individuals.*

The Odette School of Business faculty and staff are all committed to supporting the program. Appropriately qualified instructors will deliver courses in this program in compliance with not only University of Windsor but also AACSB requirements. Tenured and tenure track instructors are available and willing to teach these courses and no new staff resources are needed.

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

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

The Odette School of Business generally employs full-time faculty members to teach courses. However, adjunct and/or sessional faculty members are regularly used to teach approximately 20% to 25% of course offerings. The appointment of any adjunct and/or sessional faculty is in keeping with all graduate faculty regulations related to the appointment of faculty to teach within the program. Instructors are sought in accordance with procedures agreed on by the Odette School of Business and may include advertising, both externally and internally in the appropriate AAU(s), and by direct solicitation. Those appointed will have relevant experience and qualifications. The appointments are, made by the Dean of Business following recommendation by the AAU appointments committee in the Faculty that is responsible for the academic aspects of the program.

**PROGRAM DEVELOPMENT COMMITTEE  
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY  
FORM C1**

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

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the articulation agreement/degree completion pathway.*

N/A

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

*Where appropriate to the articulation agreement/degree completion pathway, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

# PROGRAM DEVELOPMENT COMMITTEE

## ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY

### FORM C1

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

*Provide evidence that there are adequate resources available and committed to the articulation agreement/degree completion pathway to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support, library, teaching and learning support, student support services, space, equipment, facilities
- GA/TA

The existing support services, space, equipment and facilities at Odette are sufficient to sustain the quality of scholarship.

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

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

The proposed program changes have no influence on the existing resources of other campus units.

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

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the articulation agreement/degree completion pathway.*

The program relies on existing resources.

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

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the articulation agreement/degree completion pathway. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

The program relies on existing 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 articulation agreement/degree completion pathway. If not applicable, write n/a.*

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

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

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the articulation agreement/degree completion pathway, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

*If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A

**PROGRAM DEVELOPMENT COMMITTEE**  
**ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY**  
**FORM C1**

Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

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

Date of Modification	Approval Body Modifying	Reason for Modification

University of Windsor  
Program Development Committee

5.11      **Business - Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION:** That the degree requirements for the Bachelor of Commerce (Honours Business Administration) with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis), Bachelor of Commerce (Honours Business Administration and Economics) Specialization in Supply Chain and Business Analytics (with/without Thesis), Bachelor of Commerce (Honours Business Administration and Computer Science) Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis ), Bachelor of Commerce (Business Administration and Mathematics) with Specialization in Supply Chain and Business Analytics (with/without Thesis) be changed according to the program/course change form.^

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Bachelor of Commerce
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Odette School of Business
<b>FACULTY(IES):</b>	Odette School of Business

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter, 2021
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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.*

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

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

*Degree Requirements*

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

- (a) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; two additional business courses OR BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option
- (b) MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230.
- (c) ECON-1100, ECON-1110, MATH-1980/1250/1720/1760 (or equivalents)
- (d) six additional courses from outside of the Odette School of Business Administration;
- (e) six courses from any area of study including Business. [Students in the Thesis Option will get credit for 1 course towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 5 additional courses towards (e)]
- (f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

*Note: to be eligible for Supply Chain and Business Analytics specialization, students must receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.*

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

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

**Bachelor of Commerce (Honours Business Administration and Economics) Specialization in Supply Chain and Business Analytics (with/without Thesis)**

*Degree Requirements*

*Total course equivalents: forty\* (120 credits)*

- a) Business 16 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2130, MSCI-2200, MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980
- b) Business 6 courses towards specialization in Supply Chain and Business Analytics: MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230.
- c) Economics 13 courses: ECON-1100, ECON-1110, ECON-2120 (or STAT-2950), ECON-2210, ECON-2220, ECON-2310 and ECON-2320; plus six additional economics courses, at least 4 of which have to be at the 3000 level or above.
- d) Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents);
- e) Statistics 1 course: MSCI-2020 or STAT-2910 (or STAT-2920)
- f) 3 courses including one from Business and two from any area of study, alternatively, students in the Thesis Option will complete 3 course equivalents BUSR-4950, BUSR-4990 (6.0 credit course).

*Note: to be eligible for Supply Chain and Business Analytics specialization, students must receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.*

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

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

*Degree Requirements*

*Total course equivalents: forty (120 credits) or forty-two (126 credits) for Thesis Option plus three Co-op work terms for Co-op Option*

- a) Business 14 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-2200, MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980
- b) Business 6 courses towards specialization in Supply Chain and Business Analytics: MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230.
- c) Computer Science 14 courses: COMP-1000, COMP-1400, COMP-1410, COMP-2120, COMP-2540, COMP-2560, COMP-2650, COMP-3150, COMP-3300, COMP-3340, COMP-3670, COMP-4250 plus two 3000-level or above Computer Science courses
- d) Economics 2 courses: ECON-1100, ECON-1110
- e) Mathematics and Statistics 3 courses: MATH-1250, MATH-1720 (or MATH-1760), and STAT-2910.
- f) One additional course from Business or 3 course equivalents for Thesis Option: BUSR-4950, BUSR-4990 (6.0 credit course).

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

*Note: to be eligible for Supply Chain and Business Analytics specialization, students must receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, , MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, , MSCI-4230; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.*

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

#### **Bachelor of Commerce (Business Administration and Mathematics) with Specialization in Supply Chain and Business Analytics (with/without Thesis)**

##### *Degree Requirements*

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

- a) Business 15 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-2130, MSCI-2200, MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980;
- b) Business 5 courses towards Specialization in Supply Chain and Business Analytics: MSCI-4230 or MSCI-4310 or MSCI-4980 and any 4 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, , MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, , MSCI-4230.
- c) Mathematics and Statistics 16 courses: MATH-1250 or MATH-1260, MATH-1720 or MATH-1760, MATH-1730, MATH-1020, MATH-2780, MATH-2790, MATH-2250, MATH-2251, MATH-3580, MATH-3581, MATH-3590, MATH-3200, STAT-2920, STAT-2950; plus two courses from MATH-3980, MATH-4960, and STAT-3960.
- d) Economics 2 courses: ECON-1100, ECON-1110
- e) Computer Science 2 courses: COMP-1400, COMP-1410
- f) For Thesis students: BUSR-4950 (3 credits) and BUSR-4990 (6 credits)

*Note: to be eligible for Supply Chain and Business Analytics specialization, students must receive a minimum average grade of 65% in the gate-in courses MSCI-2200 and MSCI-2130; a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 4 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, , MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250**, MSCI-3110, MSCI-3120, MSCI-3230, , MSCI-4230; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.*

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

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

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

None

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

#### B. RATIONALE

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

MSCI-4200 has been deleted from the Supply Chain and Business Analytics (SCBA) curriculum and **MSCI-2250** has been created in its place. However, the SCBA requirement needs to change to reflect this.

#### 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?*

All course outlines of the Odette School of Business recognize that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomi. Odette has undertaken research to provide information upon which systematic indigenization will proceed in a transparent, and collegial manner to meet the needs of the stakeholders. Odette School of Business encourages course developers and instructors to incorporate Indigenous content, perspectives, and materials into the curriculum. Further actions arising in due course from Indigenization will be appropriately incorporated into a sustainable manner into Odette's current structure, which includes a First Nations, Metis and Inuit Advisory Council to the Dean, formal policies, procedures and processes.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The Odette School of Business faculty and staff are all committed to supporting the program. Appropriately qualified instructors will deliver courses in this program in compliance with not only University of Windsor but also AACSB requirements. Tenured and tenure track instructors are available and willing to teach these courses and no new staff resources are 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.*

All courses are currently offered.

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

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

The Odette School of Business generally employs full-time faculty members to teach courses. However, adjunct and/or sessional faculty members are regularly used to teach approximately 20% to 25% of course offerings. The appointment of any adjunct and/or sessional faculty is in keeping with all graduate faculty regulations related to the appointment of faculty to teach within the program. Instructors are sought in accordance with procedures agreed on by the Odette School of Business and may include advertising, both externally and internally in the appropriate AAU(s), and by direct solicitation. Those appointed will have relevant experience and qualifications. The appointments are, made by the Dean of Business following recommendation by the AAU appointments committee in the Faculty that is responsible for the academic aspects of the program.

###### 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.*

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

N/A. This is not a graduate program.

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

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A. This is not a graduate program.

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

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

The existing support services, space, equipment and facilities at Odette are sufficient to sustain the quality of scholarship.

**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 program changes have no influence on the existing resources of other campus units.

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

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

The program relies on existing resources.

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

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

N/A

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

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

<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

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

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

5.12           **School of Creative Arts (SoCA) - Summary of Minor Course and Calendar Changes (Form E)**

Item for:     **Information**

Forwarded by: **Visual Arts and the Built Environment**

<b>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.</b>	<b>Winter 2021</b>
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**A. Proposed Course Calendar Revisions**

***Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar ([www.uwindsor.ca/secretariat/calendars](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: CHEM-1001. University Senates –Role and Power*** This course explores the history, role, and power of Senates in Canadian universities. (Also offered as BIOC-1001.) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

**Visual Arts and the Built Environment: Courses**

**VABE-2130 Principles of Structural Behaviour**

An analysis of known structural systems in terms of spatial behavior in non-mathematical terms. The basic approaches to structure, proper scale of use and the effects of various materials, geometry and construction techniques are integrated into the course content. Illustrated lectures covering buildings from ancient to modern are used to demonstrate structural principles. (Open to VABE students only.)

**VABE-3000 Co-op Training Presentation**

This course prepares students for the co-op experience. Topics covered include the Career Development Model and the Cooperative Education Model including job search & job readiness, learning objectives, resume writing, and practice interviews. This course offers students the opportunity to learn about the profession of architecture and its practice. Students must also collaborate on a group exhibition in the School of Creative Arts Gallery and develop and deliver a hard copy individual portfolio documenting their pedagogical art and design work. (Open to 3rd year VABE students only) (Taken Course delivered at the University of Detroit Mercy with the full participation of a concluding exhibition at the University of Windsor.)

**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?***

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There is no significant overlap between course content and Indigenous subjects or concerns. The course instructor will review course materials and identify areas where Indigenous content can be integrated to provide a holistic perspective of a topic.

**B. Learning Outcomes for the Courses 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.*

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	VABE-2130 Principles of Structural Behavior
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted.  PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:  <hr/> (check CuMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<b>VABE-2130 Principles of Structural Behavior</b>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<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>	
A. identify and explain the various structural systems as they apply to building design and construction. Articulate the structural principles that have been applied in existing and historical buildings.	A. the acquisition, application and integration of knowledge
B. identify current and relevant research on structural systems.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Examine the range of approaches to architectural systems (membranes, thin shells, cables, pneumatic structures, etc.).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Discuss the appropriate tools and methods that have been used in architecture historically, and what technological innovations have evolved as a result of past events.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Identify and solve structural problems that will have an impact on the design and aesthetics of the building's final form.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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<b>COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.</b>	
<b>COURSE NUMBER AND TITLE:</b>	VABE-3000 Co-op Training Presentation
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CuMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Articulate the role of a practising architect and describe how their knowledge, skills and abilities meet those requirements.	A. the acquisition, application and integration of knowledge
B.  Identify and critically assess the current research on the profession of architecture.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.  Examine and describe the range of approaches (conceptual, perceptual, and analytical) used in the profession of architecture.	C. critical thinking and problem-solving skills
D.  Write clearly and concisely with well-developed ideas. Develop a professional and effective portfolio <u>[AS3]</u> that demonstrates their various skills and presents their design work.	D. literacy and numeracy skills

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Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
E. Apply the methodologies and practices of the architectural profession and meet clients' needs.	E. responsible behaviour to self, others and society
F. Express ideas coherently and confidently in public	F. interpersonal and communications skills
G. Describe how an architectural firm operates and explain how architects collaborate in the design and construction process of building.	G. teamwork, and personal and group leadership skills
H	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning