

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday, December 16, 2020 at 2:00pm-4:00pm
Location: MS Teams

AGENDA**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of November 23, 2020**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**

Items for Approval**5 Reports/New Business**

- | | |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 5.1 PDC Forms D and E – Revisions | Judy Bornais
PDC201216-5.1 |
| *5.2 Consecutive Bachelor of Education (2 year program) – Minor Program Changes (Form C) | Ken Montgomery
PDC201216-5.2 |
| *5.3 Bachelor of Education in Technological Studies/Diploma in Education – Minor Program Changes (Form C) | Ken Montgomery
PDC201216-5.3 |
| *5.4 Sociology, Anthropology, and Criminology – New Course Proposal (Form D) (SARC-1110) | Nick Harney
PDC201216-5.4 |
| *5.5 Music – New Course Proposal (Form D) (MUSC-3200) | Nick Papador
PDC201216-5.5 |
| *5.6 MA in Sociology – Minor Program Changes (Form C) | Nick Harney
PDC201216-5.6 |
| *5.7 Master of Applied Computing – Minor Program Change (Form C) | Ziad Kobti
PDC201216-5.7 |
| *5.8 Master of Education – Minor Program Changes (Form C) | Kara Smith
PDC201216-5.8 |
| *5.9 PhD in Education – Minor Program Changes (Form C) | Kara Smith
PDC201216-5.9 |
| *5.10 Kinesiology - Request for Waiver of Course Deletion (KINE-4020) | Kevin Milne
PDC201216-5.10 |

***5.11 Master of Engineering Management – Minor Program Changes
(Form C)**

**Ali Abdulhussein
PDC201216-5.11**

Items for Information

***5.12 Business/Engineering (Graduate) – Summary of Minor Course and
Calendar Changes (Form E)**

**Ali Abdulhussein
PDC201216-5.12**

***5.13 Engineering (Graduate)– Summary of Minor Course and Calendar Changes
(Form E)**

**Hoda ElMaraghy
PDC201216-5.13**

6 Question Period/Other Business

**6.1 Update from PDC Subcommittee Refining the Indigenous Question on the
Program/Course Change Forms**

Erika Kustra

6.2 University Calendars – Accessibility Compliance (PDF “Book”)

Greg Chung-Yan

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

**University of Windsor
Program Development Committee**

5.1: PDC Forms D and E – Revisions

Item for: **Approval**

MOTION: That the proposed revisions to the PDC Form D and PDC Form E be approved.

Proposed Revisions:

ADD to PDC Form D:

A.2 Experiential Learning Categories

Does the course include experiential learning? Check all that apply.

For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>

- | | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> applied research | <input type="checkbox"/> field work |
| <input type="checkbox"/> capstone | <input type="checkbox"/> industry/community consulting project |
| <input type="checkbox"/> clinic | <input type="checkbox"/> interactive simulations |
| <input type="checkbox"/> co-op | <input type="checkbox"/> internship – full-time |
| <input type="checkbox"/> community service learning | <input type="checkbox"/> internship – part-time |
| <input type="checkbox"/> creative performance or exhibit <i>(for visual and performing arts)</i> | <input type="checkbox"/> professional practicum |
| <input type="checkbox"/> entrepreneurship | <input type="checkbox"/> research project |
| <input type="checkbox"/> field experience or site visit | <input type="checkbox"/> study abroad |

☐ labs

☐ No experiential learning in this course

ADD to PDC Form E:

A.1 Experiential Learning Categories

Does the proposed course revision include the addition or deletion of an experiential learning component?

For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>

☐ **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (<i>for visual and performing arts</i>)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
labs	<input type="checkbox"/>	<input type="checkbox"/>

Rationale:

- Under Strategic Mandate Agreement 3 (SMA3) with the province, universities are to report on the number courses available to students which provide an experiential learning opportunity. The list will assist the proposer in identifying whether there is a Ministry-defined experiential learning component in the proposed course and enable the university to better tag and report on this SMA3 metric.
- The initial tagging of all existing courses is being currently undertaken. Because this is an administrative requirement under the SMA3, it is proposed that the initial submission of current courses be submitted via an omnibus document/motion, rather than a Form E as was done with the recent renumbering of courses.

**University of Windsor
Program Development Committee**

*5.2: **Consecutive Bachelor of Education (2 year program) – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the the admission requirements for the Consecutive Bachelor of Education (2 year program) 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 Faculty of Education Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Consecutive Bachelor of Education (2 year program)
DEPARTMENT(S)/SCHOOL(S):	
FACULTY(IES):	Faculty of Education

Proposed change(s) effective as of* [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) 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**.*

ADMISSION REQUIREMENTS

1) A candidate for admission to the two-year, pre-service program of study leading to the Bachelor of Education (General) Degree and the Ontario **College of Teacher's** Certificate of Qualification **and Registration** must submit proof of graduation with an approved degree from an accredited ~~university~~ **postsecondary institution**. The candidate's ~~university~~ degree program must include at least **three years of full-time study** or ninety academic credits or equivalent beyond the Ontario **School** Secondary Diploma (**OSSD**) or **its** equivalent.

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).

This change is to recognize that since 2002 Ontario Colleges have been granted Ministerial consent to offer baccalaureate degrees in Arts, Business, Health, Life sciences, and Technologies disciplines.

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

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

The Bachelor of Education degree program already contains a course specific to Indigenous content, perspectives and material. This course (EDUC-5206) is currently entitled Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts and is designed to help teacher candidates better support Aboriginal learners and increase awareness about First Nations, Métis and Inuit culture as well as the multicultural and inclusive classrooms.

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While this proposed change is made necessary by Ministerial changes, it does provide an additional possible pathway into the B.Ed. program. Given the disproportionately low percentage of First Nations people, Métis and Inuit aged 25 to 64 who have attained a bachelor's degree (See Statistics Canada, Census of Population, 2006 and 2016), we see potential for this additional admission pathway to positively impact First Nations people, Métis and Inuit candidates.

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.

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

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

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MINOR PROGRAM CHANGES

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

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

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.*

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

**University of Windsor
Program Development Committee**

***5.3: Bachelor of Education in Technological Studies/Diploma in Education – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the the degree requirements for the Bachelor of Education in Technological Studies/Diploma in Education 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 Faculty of Education Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Education in Technological Studies/Diploma in Education - Technological Studies
DEPARTMENT(S)/SCHOOL(S):	
FACULTY(IES):	Faculty of Education

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2021
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A.1 PROGRAM REQUIREMENT CHANGES

<p>Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, WXYZ-1010, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the <u>3000-level or</u> 4000-level.</p>

Bachelor of Education in Technological Studies/Diploma in Education - Technological Studies

The Faculty of Education, in partnership with the Windsor-Essex Catholic School Board and the Greater Essex County District School Board, offers Technological Studies to those wanting to teach this subject in Ontario High Schools. The program is offered over the course of fourteen months, with course work being held **during** two semesters (July and August) in **both** Summer I **and** Summer II **and over the two semesters (fall and winter) between each summer**. A practicum (**minimum 80 days**) ~~/internship~~ at an Ontario High School and a service learning internship incorporating broad based technology skills **are offered between** ~~from~~ September to June (~~minimum of 80 days practicum~~) **and two semesters (July and August) in Summer II**. This program provides the preparation required for certification by the Ontario College of Teachers for teaching Technological ~~Education Studies~~ in Ontario High Schools. **Candidates may enter the program via one of four different pathways:**

- Trade (3 years wage-earning) + 2 year College degree/diploma
- Trade (2 years wage-earning) + 3 year College degree/diploma
- Trade (X years wage-earning) + University degree (for a total of 5 years)
- Trade (at least 5 years wage-earning experience) + Ontario School Secondary Diploma (OSSD) or its equivalent

Those candidates who enter the program with an acceptable university degree or college diploma will receive, upon successful completion of the program, a Bachelor of Education in Technological Studies. ~~Candidates with a Bachelor's degree receive a Bachelor of Education in Technological Studies and candidates with no degree~~ Those candidates who enter the program on the basis of 5 years wage-earning experience will receive, upon successful completion of the program, a Diploma in Education - Technological Studies. Graduates of the Diploma in Education – Technological Studies who later obtain an acceptable degree can apply to Registrar's to have the Diploma converted to a B.Ed. Successful completion of Summer I and a practicum of a minimum of ten days will qualify candidates to apply to the Ontario College of Teachers (OCT) for a Transitional Certificate of Qualification and Registration. Upon successful completion of the entire program, candidates are qualified to apply to the OCT for a Certificate of Qualification and Registration.

Candidates are required to make their application to one of the following broad-based technological education subjects.

BROAD-BASED TECHNOLOGICAL EDUCATION SUBJECTS - Intermediate (Grades 9-10) and Senior (Grades 11-12)

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Communications Technology
Computer Technology
Construction Technology
Green Industries
Hairstyling and Aesthetics
Health Care
Hospitality and Tourism
Manufacturing Technology
Technological Design
Transportation Technology

Application and Admission:

Applications are made through the Teacher Education Application Services (www.ouac.on.ca/teas/)

Technological Competency Requirements (as per *OCT Registration Guide for Technological Education*)

Documents required:

1. A resume providing an overview of your academic background and work experience. **The resume should provide a clear and concise overview of your work experience, including employer, start and end dates, and a brief description of the position. A record of secondary and postsecondary education should be provided, including start and end dates, degrees, diplomas, certificates and/or trade licences. It is important that the resume reflect experience in the Broad-Based Technological Education subject area to which application is being made.**

2. Copies of your **Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q)** certificate(s) of qualification and/or certificate(s) of apprenticeship (if applying to teach to a regulated trade). To be a teacher in automotive (Transportation), electrical (Construction) or hairstyling, the applicant must hold a valid trade license. As applicable, candidates must submit a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least 70% (B-) standing. ~~If accepted, you will be required to bring the original documents for validation on your first day of classes.~~

3. Letters of wage-earning experience.

a) You will need to show that you have accumulated **the required number of five years** of work experience, outside of teaching, in your trade (1,700 hours equals one year). **The number of years must correspond the appropriate pathway for admission:**

- Trade (3 years wage-earning) + 2 year College degree/diploma
- Trade (2 years wage-earning) + 3 year College degree/diploma
- Trade (X years wage-earning) + University degree (for a total of 5 years)
- Trade (at least 5 years wage-earning experience) + Ontario School Secondary Diploma (OSSD) or its equivalent.

a) **If you worked for an employer or through a union hall, submit a copy of a signed letter on official company or union letterhead. It must be written by a supervisor familiar with your work and must include the supervisor's name, title, address and contact information provided.** The letter(s) must include your name, your position(s) in the company, the length of work experience(s), with start and end dates, typical hours of work per week, indication as to full or part-time employment, a brief description of the work, a detailed description of duties and skills used in the position. ~~These letters must be original signed letters on official company letterhead, with the supervisor's name, title, address and contact information provided.~~ **If you acquired experience as a manager or supervisor, specific statements of the knowledge and skills used in the position must be in the letter.** We cannot return letters to you, so it is recommended that you ask for additional original copies for your future use.


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- b) Self-employed applicants or applicants employed in a family business are required to submit an original sworn statement, signed by a commissioner of oaths, that indicates the applicant was self-employed or employed in a family business. If you have been self-employed or in a family business: i) a sworn statement or solemn affirmation made before a commissioner of oaths indicating that you were self-employed is acceptable. The statement should include the duration of employment, the actual start and end dates and the nature of duties (providing specific statements of the skills used in the position). In addition, to validate the applicant's sworn statement, the following supporting documentation must be submitted: ii) a copy of business license or registration supporting the duration of employment noted in the sworn statement; iii) copies of income tax assessments (which indicate self-employment/family business employment) supporting the duration of employment noted in the sworn statement, or a statement from an accountant, confirming income, or an annual report; iv) At least one letter from a major supplier attesting to materials purchased and/or a client attesting to the work completed. It is important that these documents reflect work experience in the Broad-Based Technological Education subject area to which application has been made.**

We recognize that it is sometimes impossible to provide original and appropriate documentation for wage-earning experience, for instance in cases of bankruptcy or the death or retirement of an owner, or where you have worked in a family business or when you do not want to reveal that you may be leaving your place of employment. In these exceptional circumstances you must provide: i) a sworn statement or solemn affirmation made before a commissioner of oaths indicating the reason(s) why this information is not available; ii) copies of T-4 tax forms or a statement from an accountant to confirm the income and dates of employment.

Please visit the [Ontario College of Teachers website regarding wage-earning work experience requirements](#) .

4. Official secondary and postsecondary academic transcripts

Official postsecondary academic transcripts/diploma, bearing the original seal and/or signature of the institution, must be sent directly by the issuing institution. Photocopies and student copies are not acceptable. Applicants applying for the Diploma in Education - Technological Studies are required to submit evidence of the Ontario School Secondary Diploma (OSSD) or its equivalent.

Required Documentation prior to receiving a practicum:

The following are required of all accepted applicants:

(a) birth certificate and Social Insurance Number (S.I.N.);(b) proof of Canadian Citizenship or permanent residency as defined by the Immigration Act (Canada), or of eligibility for employment in Canada (if the Ontario Certificate of Qualification or a Temporary Letter of Standing is to be awarded);(c) legal proof of change of name must be submitted where the name being used differs from that shown on the birth certificate.

Additional requirements:

(a) Prior to September, the candidate must present proof of a tuberculin test as required by the Ontario Ministry of Health. The test must have been administered during the previous twelve months.(b) An official police criminal record check. The check must have been obtained within the previous six months.(c) A recent photograph (passport-size) for identification purposes within the Faculty of Education.(d) Candidates are advised that they are responsible for their own transportation to and from field placements.

Credits Required for the program: 60

Required courses:

EDUC-5203 Educational Psychology (3.0); EDUC-5204 Differentiated Instruction (3.0); EDUC-5205 Educational Foundations, Law and Ethics (3.0); EDUC-5206 Aboriginal Ways of Knowing (1.5); EDUC-5208 Assessment and

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Evaluation (1.5); EDUC-5332 Digital Technology (3.0); EDUC-5334 Language Across the Curriculum (1.5); EDUC-5339 Career and Guidance (1.5); EDUC-5386 Curriculum Development for Technological Studies Pt. 1 (4.5); EDUC-5387 Principles & Methods of Teaching Technological Studies Pt. 1 (4.5); EDUC-5388 Curriculum Development for Technological Studies Pt. II (4.5); EDUC-5389 Principles and Methods of Teaching Technological Studies Pt. II (4.5); EDUC-5497 Internship (7.5); EDUC-5498 Practicum (12.0) plus three additional courses: EDUC-5201 Foundations of Practice Part I (philosophical orientation) (1.5), EDUC-5202 Foundations of Practice Part II (classroom practice) (1.5) and, EDUC-5209 Critical Analysis of Social, Global and Cultural Issues in Education (1.5).

Standing Required for Continuation in Program

70% major average. Candidates who obtain a grade below 50% in any course will be required to withdraw from the program.

Standing Required for Graduation

70% major average.

Course used to calculate the major average are: all required courses.

The Faculty of Education does not issue a teaching certificate. The Ontario Certificate of Qualification **and Registration** is issued by the Ontario College of Teachers upon recommendation of the Dean of the Faculty of **Education**. **To teach technological education you need to satisfy the Ontario College of Teachers' academic, professional, technological, language proficiency, Ontario Mathematics Proficiency Test and professional suitability requirements. The OCT's requirements may change without notice and it is your responsibility to be informed of such changes:** <https://www.oct.ca/becoming-a-teacher/requirements>.

~~Only Canadian citizens or Permanent Residents of Canada qualify for this certificate. Under certain conditions, the Ontario College of Teachers may grant a non-Canadian citizen an Interim Certificate of Qualification. Candidates who obtain three or more final course grades below 65% will not be recommended for certification. Candidates who are unsuccessful in the internship or the practicum will not be recommended for either a diploma/degree or certification~~

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 Ontario College of Teachers recommends multiple pathways for admission to a technological studies education program, including all four contained in this proposal. When this program was initiated in 2017, we opted to include only one of these pathways (5 years of work experience). Following a memo from the OCT on the matter during the summer of 2020, we are moving to open up all available pathways for admission. Additionally, we are proposing to award B.Ed. degrees to those successful candidates who enter the program with a college or university diploma or degree. This is congruent with what our competitors at Brock, York, and Queen's University are doing.

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

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

The Bachelor of Education in Technological Studies/Diploma in Education - Technological Studies already contains a course specific to Indigenous content, perspectives and material. This course (EDUC-5206) is currently entitled Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts and is designed to help teacher candidates better support Aboriginal learners and increase awareness about First Nations, Métis and Inuit culture as well as the multicultural and inclusive classrooms. One of the aims of providing more pathways into the program is to diversify our student body by recognizing the educational value of work experiences and thus opening up possibilities for individuals and groups who might not otherwise qualify for university admission. Given the disproportionately low percentage of First Nations people, Métis and Inuit aged 25 to 64 who have attained a bachelor's degree (See Statistics Canada, Census of Population, 2006 and 2016), we see potential for these additional admission pathways to positively impact First Nations people, Métis and Inuit candidates.

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 resources for the revised admission requirements.

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

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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.*

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.*

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

**University of Windsor
Program Development Committee**

*5.4: **Sociology, Anthropology, and Criminology – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course be approved:^
 SACR-1110. Introduction to Family and Social Relations

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Family and Social Relations
DEPARTMENT(S)/SCHOOL(S):	Sociology, Anthropology, and Criminology
FACULTY(IES):	Arts, Humanities, and Social Sciences

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

Course # and Title: SACR-1110. Introduction to Family and Social Relations

A.1 Calendar Description

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

This course introduces students to the field of family and social relations. It includes introduction to family processes, the legal and social contexts of family life, and definitional issues related to family, childhood, and an ageing population.

A.2 Other Course Information

Please complete the following tables.

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

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

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

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

In compliance with the strong recommendations of the Review of the Family and Social Relations Program conducted by Workforce Windsor-Essex, an introductory course is necessary in order to bolster recruitment for the degree

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

program as well as providing support to the Social Work program. The Family and Social Relations degree is already a multi-departmental program composed principally of courses from sociology and psychology with some support from Women and Gender Studies and has the potential to expand to other disciplines.

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

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

The course will address the issue of what constitutes an Indigenous family, and the relationship between traditional family processes and structures and the Canadian state.

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. appraise the study of the family as a field of academic inquiry.	A. the acquisition, application and integration of knowledge
B. evaluate theoretical and methodological approaches to the study of the family; locate, evaluate, and cite relevant sources using APA or ASA style requirements.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D. provide thoughtful and constructive reflections about family life based on theoretical approaches as well as personal experiences.	D. literacy and numeracy skills
E. identify and analyze ethical considerations in both personal and professional areas of family life.	E. responsible behaviour to self, others and society

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. articulate complex ideas clearly and concisely, both orally and in writing. Also applies to D.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. propose avenues for future research based on the work they have accomplished.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	30	35	40	40	50

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?

The course will bolster enrolment in second, third, and eventually fourth year courses in the Family and Social Relations degree program. This program is currently under extensive redesign as per the Workforce Windsor Essex program review recommendations. The redesign is largely predicated on the advice of sector employers who recognize the potential of FSR students as future employees. It is not anticipated that this new course will affect other programs because within SAC, students will still be required to take the introductory courses at the first-year level.

B.5 Student Workload

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

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

2	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Comparable	

C. RESOURCES

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

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

The course is an additional course to the regular departmental offerings. Ideally, in its initial stages it will be taught by a tenured senior faculty member. Should enrolment exceed 50, then a GA will be requested.

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.

At the present time, there are two faculty members qualified to teach this course.

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

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

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

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

The immediate implication is that the faculty member teaching this course will not be able to teach another course within SAC. It is anticipated, however, that this course will stimulate enrolment in the FSR program and thereby increase departmental funding.

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

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**

***5.5: Music – New Course Proposal (Form D)**

Item for: **Approval**

**MOTION: That the following course be approved:^
MUSC-3200. Music and Politics**

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

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

Course # and Title: MUSC-3200. Music and Politics

A.1 Calendar Description

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

This course will focus on the intersection of music and politics. Students will deconstruct and analyze music in order to understand its political meaning and effect. We will examine music in various social, ideological and political formations, while also dealing with themes that concern musical nationalism, censorship, artistic freedom, ideological domination, propaganda. The course will explore genres such as protest songs, film scores, symphonic and other art music genres as well as various popular music forms. Finally, we will examine audience perception and identification, study the contributions of various composers and explore their political motivations while pursuing the structures and political interests behind music's production. (Prerequisite: MUSC-1260 and MUSC-1270).

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning
3.0	36	20-36	0-16	0-16	n/a	1-3	0-1	0-3	0-1

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
MUSC 1260, MUSC 1270	n/a	n/a	n/a	n/a	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.**

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

NEW COURSE PROPOSALS

FORM D

B. RATIONALE

B.1 Course Goal(s)

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

The underlying thrust of the course will be to develop the students' interpretive and intellectual skills while learning to articulate ideas in more precise and deeper ways. Students will develop the ability to listen, interpret, write, present and speak about music in a critical and analytical ways. By the end of the course, the student will discover how music means, how it reflects and is shaped by society, and how it can be used as a powerful force in politics, in direct and indirect ways.

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

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

The existing courses in Musicology/Music History are largely focused on the Western art music canon. This course and other possible theme-oriented Musicology courses open up opportunities to include non-Western and Indigenous content.

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

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

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

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

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 and describe a wide range of cultural, critical, and technical structures in diverse music styles and time periods.	A. the acquisition, application and integration of knowledge
B. Access, retrieve, and evaluate musicological information through written analysis and criticism as well as through independent, collaborative work and presentations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D. Develop and situate critical theory skills in music through the cross-disciplinary study of musicology in relationship to politics and cultural dynamics. (also relevant to H.)	D. literacy and numeracy skills

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
E. Proficiently engage in collaborative research projects and/or cultivate team building/experiential learning for professional music career settings. Identify a substantial repertoire of musics from diverse settings, time periods, and intents of expression.	E. responsible behaviour to self, others and society
F. Effectively communicate both verbally and musically. (also relevant to G).	F. interpersonal and communications skills
G..	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Recognize and catalogue interactions between music and politics to apply in future research and performance practice.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20-50	20-50	20-50	20-50	20-50

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 will streamline and enhance SoCA|Music's musicology offerings by creating a theme-based course that crosses disciplines, styles, time periods, genres, and varied roles and functions for music.

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:	
1-3	Lectures
0-1	Tutorials
0-1	Labs
0-1	Practical experience

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

0-3	Independent Study
1-3	Reading for the course
1-3	Work for assessment (essays, papers, projects, laboratory work)
1-3	Meeting with others for group work/project assignments
1-3	Studying for tests/examinations
	Other: <u>[specify]</u>
How does the student workload for this course compare with other similar courses in the department/program area?	
Similar, no significant changes.	

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.

This course is intended to be taught by full-time Music faculty, but may be taught by Sessional faculty with appropriate expertise.

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 may be taught by select Sessional faculty, but the addition of the course has no required reliance on additional resources.

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

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

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

No resource implications for other campus units.

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

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

No anticipated new resources required for this course. Students in SoCA|Music have a required number of Musicology courses, but the actual course selections are flexible. This course, when offered, would take the place of another course within the teaching loads of the faculty. SoCA|Music will likely take other courses out of rotation to offer this one which is deemed of higher student interest, currency, and impact in the area of Musicology.

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

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

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 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.

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

**University of Windsor
Program Development Committee**

*5.6: **MA in Sociology – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Master of Arts in Sociology (Course-based stream) 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 Sociology, Anthropology, and Criminology Council, the FAHSS Coordinating Council, and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Masters in Sociology, Course Stream
DEPARTMENT(S)/SCHOOL(S):	Sociology, Criminology, Anthropology
FACULTY(IES):	FAHSS

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

Masters of Arts (Sociology)

Course Stream

Successful completion of seven graduate courses within 12 months (3 consecutive semesters):

- SACR-8000 OR SACR-8010
- SACR-8050 OR SACR-8060
- Three graduate courses which must be selected from SACR-8020, SACR-8200, SACR-8210, SACR-8250, **SACR-8270**, SACR-8300, SACR-8400, SACR-8500, SACR-8550, SACR-8690, **SACR-8710** and/ or SACR-8800
- Two graduate level courses from any SACR-8xxx course *

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).

For the Sociology Masters course stream, 3 of the required courses should be from a list of Sociology courses that are offered regularly by full time faculty with expertise in the area. These two courses below already exist, fulfill these criteria, reflect current faculty expertise and are added to broaden the available course options for the course stream MA Sociology.

- SACR 8270 The Unruly City: Urban analysis and ethnography was introduced into our graduate programs recently and it is now taught yearly and should be included in the list of course options to meet the degree requirements for the MA course stream, Sociology.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

- SACR 8710-Critical Cultural Studies is a course (already in place) that meets the criteria as a course that fulfills the requirements for the MA course stream Sociology. Both courses are added to the required course list to provide additional breadth, and to reflect current faculty expertise.

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?

In each of these courses, there is a commitment to include indigenous content where 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.

N/A

C.1.1 Faculty Expertise in Support of the Revised Program

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

Both courses already exist and will be taught by regular full-time faculty. There is currently full-time faculty in Sociology with expertise in the area to teach SACR-8270 The Unruly City: Urban analysis and ethnography. There are full-time faculty in Sociology with expertise in the area to teach SACR-8710 Critical Cultural Studies.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

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

**University of Windsor
Program Development Committee**

***5.7: Master of Applied Computing – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Master of Applied Computing 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 Department of Computer Science Council, the Faculty of Science Coordinating Council, and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Applied Computing
DEPARTMENT(S)/SCHOOL(S):	Computer Science
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Spring 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) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or 400-level**.

Master of Applied Computing

Degree Requirements

Total courses: 30 credit hours (~~8 courses – 3 credit hours each~~; plus COMP-8997 (Project/Internship), which is worth ~~6 credit hours~~ **10 courses – 3 credit hours each**)

(a)

COMP-8117. Advanced Software Engineering Topics
 COMP-8157. Advanced Database Topics
 COMP-8347. Internet Applications and Distributed Systems
 COMP-8547. Advanced Computing Concepts
 COMP-8567. Advanced Systems Programming
 COMP-8677. Networking and Data Security
 COMP-8967. Internship/Project I
 COMP-8977. Internship/Project II

NOTE: The above courses, except COMP-8967 and COMP-8977, may be offered in an accelerated 4 or 6 week format.

(b) Two of the following:

BSMM-8120. Finance in a Global Perspective
 BSMM-8140. Marketing
 BSMM-8130. Managing Employees

*COMP-8XXX: Any graduate level lecture course offered by the School of Computer Science, excluding COMP-8100 (Literature Review and Survey) and COMP-8900 (Directed Special Studies).

ESCI-8818. Special Topics

***Stream:** students may specialize in Artificial Intelligence, if **(1)** they successfully complete ~~COMP-8700, COMP-8790~~ **two courses from the following list:**

COMP 8790 Topics in Applied Artificial Intelligence

COMP 8590 Statistical Learning

COMP 8610 Neural Networks and Deep Learning

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

COMP 8700 Introduction to Artificial Intelligence

COMP 8740 Machine Learning and Pattern Recognition

COMP 8720 Topics in Artificial Intelligence

COMP 8730 Natural Language Processing and Understanding

COMP 8750 Knowledge Representation and Reasoning

COMP 8760 Advanced Search Methods

And, **(2)** they **successfully complete their** COMP-8977 project/internship course **to be** on an approved topic in Artificial Intelligence. For these students, a special annotation will be made on their transcripts, stating that they were in the Artificial Intelligence stream.

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

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

None

B. RATIONALE

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

The proposed change provides more opportunity for MAC students to complete the Artificial Intelligence stream. Although the School of Computer Science offers a decent number of courses within Artificial Intelligence (AI), MAC students, wishing to be enrol in the AI stream, had to complete two mandatory courses. This has made it very difficult for these students for multiple reasons: 1) These two courses have limited capacity and could not accommodate the high numbers coming from the MAC program; and, 2) Many of the students have already taken some senior undergraduate courses that are similar to COMP 8700 Introduction to Artificial Intelligence and/or COMP 8790 Topics in Applied Artificial Intelligence. The change allows student to choose two (2) courses out of a list of nine (9).

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

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

The AAU in partnership with the Career Development and Experiential Learning office, will seek to enlist projects and internship opportunities from the Indigenous community.

C. RESOURCES

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

C.1.1 Faculty Expertise in Support of the Revised Program

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

This minor revision does not cause any change in the already available faculty expertise.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

None

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

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

N/A

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

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

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

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

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

**University of Windsor
Program Development Committee**

***5.8: Master of Education – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the admission requirements for the Master of Education 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 Faculty of Education Council (October 22, 2020) and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Education (MEd) (All programs)
DEPARTMENT(S)/SCHOOL(S):	Education
FACULTY(IES):	Education

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

Master of Education (MEd)

Admission Requirements

Preference will be given to candidates who exceed the minimum requirements as listed below. Applicants should have at least one year of successful professional experience in educating. These requirements are already in line with the minimum requirements for students entering into the other Master of Education programs. Confirmation of successful completion of a Bachelor of Education (or equivalent) from an academic institution approved the University of Windsor. Applicants with a four year honours degree in related fields may be considered Evidence of having obtained a cumulative grade point average in the B range overall and at least a B standing in the last two years of your academic studies (when converted to Ontario standards)

Demonstrated English proficiency by meeting or exceeding a 7.0 score in the IELTS test or a TOEFL score of 100 (ibt), or successful completion of the ICEAP program

Three letters of reference (should address the applicant's ability to engage in academic work and scholarly study)

A successful interview with a representative from the University of Windsor

A personal statement discussing why you wish to do graduate studies in the area of educational studies and how it fits into your plan for entry into the workforce as a working professional and / or scholar.

The Centre for English Language Development (CELD) offers an English Language Improvement Program that will be made available to students who are academically qualified but must demonstrate higher English language proficiency prior to the start of their academic program. English language training is at an additional. Students who demonstrate sufficient language proficiency but experience difficulties with language will be referred to CELD which offers additional student support programs in English Pronunciation and English Writing Development. Enrolment is limited.

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

B. RATIONALE

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

The September 21, 2020 Memorandum of Understanding (MOU) between the Faculty of Education and ICEAP Toronto establishes a partnership to recognize the Level 7.0 IELTS training the institution provides to EAL and international graduate students. (Non monetary).

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 is not applicable as the revision is specific to admission requirements for international students. The change is to allow more flexibility and learning opportunities, pre-program, for international students.

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.

No additional resources are required.

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 (Pre-program admission, similar to taking the IELTS or TOEFL)

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

FORM C

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

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

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**.*

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

**University of Windsor
Program Development Committee**

***5.9: PhD in Education – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the residency requirements for the PhD in Education 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 Faculty of Education Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Doctor of Philosophy (PhD Education)
DEPARTMENT(S)/SCHOOL(S):	Education
FACULTY(IES):	Education

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

Residency

~~Candidates must meet a minimum residency of four terms. Two terms of residency may be fulfilled by completion of the Core Seminars I and II. The other two terms of residency must be consecutive. It is strongly recommended that candidates complete two of the terms of residency after they have defended their comprehensive portfolio and are authorized to commence their doctoral research. Credit for residency may be given, with the approval of the Program Committee and the home university, for research carried out off campus.~~

Candidates are required to maintain continuous registration. They shall complete the requirements for the degree within a minimum of three years and a maximum of six years.

Recommendations for a time extension or leave of absence are subject to the regulations and procedures at the home university and must be approved in advance by the supervisor and the Joint Program Committee.

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 Joint PhD in Education program is run in partnership with Lakehead University and Brock University. This deletion brings the program language in line with Windsor's partner institutions. (There is no mention of a four term residency at Lakehead or Brock University.)

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 is not applicable as the revision is specific to residency requirements. The change makes the program more accessible for study.

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.

No additional resources are required.

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

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.).

Streamlining this language will bring it into line with Graduate Studies and save administrative time.

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**.*

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

**University of Windsor
Program Development Committee**

*5.10: **Kinesiology – Request for Waiver of Course Deletion (KINE-4020)**

Item for: **Approval**

**MOTION: That the Request for Waiver of Course Deletion for the following course, be approved:
KINE-4020. Sport Tourism**

Rationale/Approvals:

- The proposal has been approved by the Faculty of Human Kinetics Council.
- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.

1. Faculty, Department, and Program Title

Human Kinetics, Kinesiology, Sport Management

2. Course Number and Title

KINE-4020. Sport Tourism

3. Credit hours, Total Contact hours and Delivery format

3.0 credit hours

4. Calendar Description

Sport tourism is one of the largest and most important segments of the travel and tourism industry. With a focus on the global sports environment, this course will introduce students to the fundamentals of sport tourism, including the creation, impacts, and future trends of sport tourism development. Students will critically examine the economic, socio-cultural, and environmental impacts of sport tourism as well as the motivations of sport tourists. Finally, this course will instruct students on marketing and development principles of sport tourism products and services. (Prerequisite: Open to Kinesiology students in the Sport Management stream; open to Kinesiology students in the Sport Studies and Movement Science streams provided they have at least 3rd year standing; also open to all other students provided they have at least 3rd year standing and permission of instructor)

5. Pre/co/anti-requisites

Prerequisite: Open to Kinesiology students in the Sport Management stream; open to Kinesiology students in the Sport Studies and Movement Science streams provided they have at least 3rd year standing; also open to all other students provided they have at least 3rd year standing and permission of instructor)

6. RATIONALE FOR KEEPING THE COURSE

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

KINE-4020 Sport Tourism is an upper year optional Sport Management stream course.

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

Generally speaking, we have approximately 10 students who choose the Sport Management stream after a general first year. These students must take 12 electives (of a list of 23 classes) in years 3-4, however, students in the Movement Science stream can also take this class. Over the most recent decade, this course has been taught 4 times:

- F2012 – 23 students
- F2013 – 32 students
- F2015 – 32 students
- F2016 – 43 students

Beginning in Fall 2021, the Faculty of Human Kinetics will be starting a direct entry program into Sport Management and Leadership (no more general first year and then major). As such, we expect that this course will become more in demand as the numbers in this program grow.

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

The Department of Kinesiology's mission is to *advance the multi-disciplinary study of human movement through the integration of innovative research, teaching and learning practices, and by fostering collaborative community partnerships to enhance human performance and quality of life*. With a focus on the global sports environment, this course introduces students to the fundamentals of sport tourism, including the creation, impacts, and future trends of sport tourism development. Students critically examine the economic, socio-cultural, and environmental impacts of sport tourism as well as the motivations of sport tourists. As such, the course aligns with the Department's strategic plan and overall academic goals.

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

The course was originally delivered by one of our tenure-track faculty members, who left the University of Windsor for another academic position. At present, we do not have anyone on faculty with expertise to teach this course, but we may be able to offer it on a sessional basis until such time as we do.

6.5 Whether the course will be offered in Fall 2021. If not, why will it not be offered?

While the 2021-22 schedule isn't set yet, the new direct entry programming (for both Kinesiology-Movement Science and Sport Management and Leadership) does present some changes to our schedule. As such, KINE 4020 Sport Tourism will be a priority as none of the current student cohort have taken this course and would be of interest to them.

7. RESOURCE IMPLICATIONS

At present, in order to teach this course, it will need to be taught by a sessional instructor.

**University of Windsor
Program Development Committee**

***5.11: Master of Engineering Management – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Master of Engineering Management 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, the Faculty of Engineering Coordinating Council, and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Engineering Management
DEPARTMENT(S)/SCHOOL(S):	Faculty of Engineering/Odette School of Business
FACULTY(IES):	Faculty of Engineering/Odette School of Business

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

A: Core Business Courses:

BUSI-8310. Financial and Managerial Accounting

BUSI-8300. Applied Finance

STEN-8980. Strategic Management

B: Core Engineering Courses

INDE-8430. Product Innovation and Design Management

~~INDE-8390. Work Organization: Analysis and Design~~ **INDE-8340. Engineering Design, Methodology and Applications**

GENG-8020. Engineering Project Management

C: Non-Core Engineering Courses "Choose one of:"

~~INDE-8340. Engineering Design, Methodology and Applications~~ **INDE-8390. Work Organization: Analysis and Design**

INDE-8420. Supply Chain Management and Logistics

ENVE-8500. Sustainability: Principles and Practice

ELEC-8900-2. Electronic Commerce

ELEC-8900-40. Technology Entrepreneurship

D: Non-Core Business Courses: "Choose one of:"

MSCI-8040. Operations Management

BUSI-8050. Marketing Management

STEN-8820. Manufacturing Strategy

BSMM-8130. Managing Employees

STEN-8920. Special Topics (depending on semester)

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

N/A

B. RATIONALE

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

The proposed replacement course offers an incremental benefit by delivering a higher cognitive competence to students in line with the following MEM program learning outcome: “H. Identify and convey effective, innovative and feasible alternatives to address issues arising from business activities of research, development and commercialization.” The proposed replacement course was also a highly demanded elective course within the MEM curriculum.

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?

Based on ongoing discussions and access to resources provided to members of standing committees at the Odette School of Business, a process is being undertaken to inform faculty engaged in the MEM program of how to systematically incorporate First Nations, Metis and Inuit (FNMI) perspectives into the program. In consultation with FNMI partners, ongoing consideration is being given to opportunities such as innovation and design to solve real world problems and sound business management practices in an FNMI environment. Collaborative efforts are ongoing between the Faculty of Engineering and the Odette School of Business to determine how best to incorporate an FNMI pedagogy and content (e.g. CTL’s Nanadagikenim Grant Application). In addition, consideration is being given to how to recruit, retain and deliver online courses to overcome limitations imposed by the current infrastructure to provide equal access to qualified students.

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.

It is expected that a full-time faculty member at the Faculty of Engineering will deliver the replacement course. In some cases, qualified and experienced sessional instructors or limited-term appointments may deliver the class.

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.

It is expected that a full-time faculty member at the Faculty of Engineering will deliver the replacement course. In some cases, qualified and experienced sessional instructors or limited-term appointments may deliver the class.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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.

The replacement course relies on existing resources. No further resources are required.

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

The replacement course relies on existing resources. No further resources are required.

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

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

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

The replacement course relies on existing resources. No further resources are required.

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 replacement course will utilize the resources available at the Faculty of Engineering.

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.).

The replacement course will utilize the resources available at the Faculty of Engineering.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

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.

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

University of Windsor
Program Development Committee

*5.12: Business/Engineering (Graduate) – Summary of Minor Course and Calendar Changes (Form E)

Item for: Information

Forwarded by: Faculty of Graduate Studies

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

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

ALL SECTIONS OF THIS FORM **MUST** BE COMPLETED. LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE:

I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at <https://ctl2.uwindsor.ca/cuma/public/>)

OR

II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**

OR

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 <https://ctl2.uwindsor.ca/cuma/public/>)

Confirmation of Consultation with AAUs That Will Be Affected, in Major Ways, by the Changes

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
Odette / Accounting	Dr. Donald Jones	Jan 2020	X	
Odette / Finance	Dr. Nancy Ursel	Jan 2020	X	

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.

Graduate Calendar
Winter 2021

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: 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****

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

BUSI-8310 Financial and Managerial Accounting **for Engineers**

It is designed to provide engineers with a robust understanding of the core concepts and procedures of financial and management accounting which engineers need to enhance their capabilities as informed future managers and decision makers. It concentrates on financial reporting and interpretation to internal and external stakeholders of the organization. Issues of income determination, asset and liability recognition, measurement and reporting will be addressed. It also offers an introduction to management's use of internal accounting information for planning, managing, controlling and evaluation of business operations. Topics include cost concepts (including activity based costing), budgeting, cost-volume-profit analysis, standard costing, performance evaluation and product pricing. (Anti-requisites: BUSI-8020 and BUSI-8120)

BUSI-8300 ~~Applied Finance~~ **Finance for Engineering Managers**

The course covers the fundamental principles of financial management of business enterprises within the global financial environment. It also includes introduction to financial analysis, planning and models with applications for new ventures and corporations. There will also be specific focus on the entrepreneurial process, start-up finance, venture math, business valuation methods and new venture fundraising techniques. (Anti-requisites: BUSI-8030 and BUSI-8120)

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?

Based on ongoing discussions and access to resources provided to members of standing committees at the Odette School of Business, a process is being undertaken to inform faculty engaged in the MEM program of how to systematically incorporate First Nations, Metis and Inuit (FNMI) perspectives into the program. In consultation with FNMI partners, ongoing consideration is being given to opportunities such as innovation and design to solve real world problems and sound business management practices in an FNMI environment. Collaborative efforts are ongoing between the Faculty of Engineering and the Odette School of Business to determine how best to incorporate an FNMI pedagogy and content (e.g. CTL's Nanadagikenim Grant Application). In addition, consideration is being given to how to recruit, retain and deliver online courses to overcome limitations imposed by the current infrastructure to provide equal access to qualified students.

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.

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	BUSI-8310 Financial and Managerial Accounting for Engineers
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<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 https://ctl2.uwindsor.ca/cuma/public/)	<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 checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 24, 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	BUSI-8300 Applied Finance Finance for Engineering Managers
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<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 https://ctl2.uwindsor.ca/cuma/public/)	<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 checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 24, 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.13: Engineering – Summary of Minor Course and Calendar Changes (Form E)

Item for: Information

Forwarded by: Faculty of Graduate Studies

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

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

ALL SECTIONS OF THIS FORM **MUST** BE COMPLETED. LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE:

I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at <https://ctl2.uwindsor.ca/cuma/public/>)

OR

II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**

OR

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 <https://ctl2.uwindsor.ca/cuma/public/>)

Confirmation of Consultation with AAUs That Will Be Affected, in Major Ways, by the Changes

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
n/a				

Please specify to which calendar [Undergraduate or Graduate] the changes will be made.
Include the effective date* [Fall, Winter, Spring, 20XX].

Winter 2021.

*(subject to timely and clear submission) These changes require no new resources.

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: 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**

INDE-8320. Manufacturing Systems Paradigms

Manufacturing systems paradigms (including DML, Batch, Cells, FMS & RMS), components, characteristics, automation, operation, planning and control. Changeability and mass customization. Integrated products/systems design, process planning, GT & CIM. Special topics: Assembly, Robotics, Inspection, Quality and Cost. (3 lecture hours a week) **The evolution of manufacturing systems paradigms, their drivers, characteristics, prerequisites and**

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

operation principles. Variant-oriented systems including Flexible (FMS) and Reconfigurable (RMS) Manufacturing Systems. Industrial revolutions, including I4.0, and future manufacturing systems paradigms. (3 lecture hours / week). (Pre-requisite INDE-4310 or equivalent with instructor permission).

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?

Principles of student-centered education are applied throughout the course with focus on the learners, learning outcomes and learning abilities. Every effort is made to create opportunities that promote student success including Indigenous students.

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:	INDE-8320. Manufacturing Systems Paradigms
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<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 checked="" 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 https://ctl2.uwindsor.ca/cuma/public/)	<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: <input type="text"/> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Use library resources, on-line search engines and patents search to identify relevant methods to solve manufacturing systems problems. Review scientific and engineering articles, synthesize and apply acquired knowledge to solve product design problem.	A. the acquisition, application and integration of knowledge
B. Analyze the drivers, characteristics, prerequisites and operation principles of evolving manufacturing systems and the pre-requisites of successful implementation of FMS, RMS and CMS. Research and investigate enablers and characteristics of intelligent manufacturing systems (IMS) and evaluate their impact .	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Model manufacturing systems using analytical and discrete event simulation models. Design, evaluate, and re-design systems for optimal manufacturing systems performance. Analyze industrial case studies and identify areas for design improvement.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate ideas and findings logically, clearly and effectively, both orally and in writing	F. interpersonal and communications skills
G. Collaborate effectively with a diverse team.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Independently apply knowledge discovery methods in research.	I. the ability and desire for continuous learning