University of Windsor

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Monday, May 31, 2021 at 9:00am-11:00am
MS Teams

AGENDA

Formal Business

1   Approval of Agenda

2   Minutes of Meeting of April 12, 2021

3   Business Arising from the Minutes

4   Outstanding Business

Item for Approval

5   Reports/New Business

    5.1   Certificate in Human Factors and Ergonomics (New Certificate program) (Form A)   PDC210531-5.1
        5.1.1   Letters of Support   **Kevin Milne**

    5.2   Certificate in Quantitative Economics (New Certificate Program) (Form A)   PDC210531-5.2
        Nurlan Turdaliev

    5.3   Certificate in Economic Analysis and Policy (New Certificate Program) (Form A)   PDC210531-5.3
        Nurlan Turdaliev

    *5.4   Business – Minor Program Changes (Form C)   PDC210531-5.4
        Fazle Baki

    *5.5   Business – Minor Program Changes (Form C)   PDC210531-5.5
        (Degree Completion Pathway with Chitkara University)   **Fazle Baki**

    *5.6   Nursing – Minor Program Changes (Form C)   PDC210531-5.6
        Sue Fox

    *5.7   Dramatic Art – Degree Completion Pathway (Form C1)   PDC210531-5.7
        (Graduates of 3 year Theatre Arts Ontario College Advanced Diploma)   **Tina Pugliese**

    *5.8   Dramatic Art - Degree Completion Pathway (Form C1)   PDC210531-5.8
        (Graduates of 3 year Music Theatre Performance Ontario College Advanced Diploma)   **Tina Pugliese**

    *5.9   Human Kinetics -Degree Completion Pathway (Form C1)   PDC210531-5.9
        (Graduates of St. Clair College's 2 year Diploma in Fitness Health and Promotion)   **Kevin Milne**
        5.9.1 Letter of Support

*5.10 Sociology, Anthropology and Criminology – Minor Program Changes (Form C)

PDC210531-5.10
Danielle Soulliere

*5.11 Physics – Minor Program Changes (Form C)

PDC210531-5.11
Steven Rehse

*5.12 History - New Course Proposals (Form C)

PDC210531-5.12
Rob Nelson

*5.13 History - New Course Proposals (Form C)

PDC210531-5.13
Rob Nelson

*5.14 Nursing - New Course Proposal (Form C)

PDC210531-5.14
Sue Fox

*5.15 Chemistry and Biochemistry - New Course Proposal (Form C)

PDC210531-5.15
Sirinart Ananvoranich

*5.16 Engineering (Graduate) - New Course Proposals (Form C)

PDC210531-5.16
Jill Urbanic

*5.17 Engineering (Graduate) - New Course Proposals (Form D)

PDC210531-5.17
Paul Henshaw

*5.18 Political Science - New Course Proposals (Form D)

PDC210531-5.18
John Sutcliffe

*5.19 Psychology (Graduate) New Course Proposals (Form D)

PDC210531-5.19
Dennis Jackson

*5.20 Human Kinetics – New Course Proposal (Form D)

PDC210531-5.20
Kevin Milne

*5.21 Human Kinetics – Minor Program Changes (Form C)
(Graduates of Durham College's 3 year Advanced Diploma in Sport Management)

PDC210531-5.21
Kevin Milne

*5.22 Human Kinetics – Minor Program Changes (Form C)
(Graduates of Lambton College's 3 year Sport and Recreation Management)

PDC210531-5.22
Kevin Milne

Items for Information

*5.23 Anthrozoology – Summary of Minor Course and Calendar Changes (Form E)

PDC210531-5.23
Beth Daly

*5.24 Business – Summary of Minor Course and Calendar Changes (Form E)

PDC210531-5.24
Fazle Baki

*5.25 Business (Graduate) – Summary of Minor Course and Calendar Changes (Form E)

PDC210531-5.25
Kent Walker

*5.26 Computer Science – Summary of Minor Course and Calendar Changes (Form E)

PDC210531-5.26
Imran Ahmad

*5.27 **Engineering – Summary of Minor Course and Calendar Changes (Form E)** PDC210531-5.27
Jill Urbanic

*5.28 **Law – Summary of Minor Course and Calendar Changes (Form E)** PDC210531-5.28
Beverly Jacobs

*5.29 **Philosophy – Summary of Minor Course and Calendar Changes (Form E)** PDC210531-5.29
Philip Rose

*5.30 **Psychology (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** PDC210531-5.30
Dennis Jackson

*5.31 **Psychology – Summary of Minor Course and Calendar Changes (Form E)** PDC210531-5.31
Dennis Jackson

*5.32 **Sociology, Anthropology and Criminology - Summary of Minor Course and Calendar Changes (Form E)** PDC210531-5.32
Danielle Soulliere

*5.33 **Women's and Gender Studies - Summary of Minor Course and Calendar Changes (Form E)** PDC210531-5.33
Betty Jo Barrett

*5.34 **Computer Science Course Learning Outcome** PDC210531-5.34
Imran Ahmad

Item for Approval

5.35 **University Program Review** *(CONFIDENTIAL)* Erika Kustra
   a) **Women's and Gender Studies – Summary and Analysis** PDC2105131-5.35a
   b) **Self Study, External Review, Director's Response, Dean's Response** PDC210531-5.35b

5.36 **Nursing – Proposal to Extend Degree Completion Pathway to St. Clair College** Debbie Sheppard-LeMoine
PDC210531-5.36

6 **Question Period/Other Business**
   6.1 **PDC Subcommittee Indigenous Question – Forms** Erika Kustra
PDC210531-6.1

7 **Adjournment**

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

4

University of Windsor
Program Development Committee

5.1   **Certificate in Human Factors and Ergonomics – New Program Proposal (Form A)**

Item for: **Approval**

MOTION: **That the Certificate in Human Factors and Ergonomics be approved.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪   The proposal has been approved by the Faculty of Human Kinetics Council and the Provost.
▪   *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

1. New Program Steering Committee/Provost Approval to Develop New Program Proposal

Prior to completing this form, proposers MUST complete a "New Program Notice of Intent Form" and obtain APPROVAL to proceed from the New Program Steering Committee and the Provost.

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	February 12, 2020

A. Basic Program Information

Faculty(ies)	Human Kinetics
Department(s)/School(s)	Kinesiology
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Certificate in Human Factors and Ergonomics
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2021
Mode of Delivery:	In-class, online, lecture
Planned steady-state Student Enrolment (per section B.4.2)	20
Normal Duration for Completion:	24 months
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

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

Please provide a brief statement about the direction, relevance and importance of the new program.

Describe the overall aim and intended impact of the proposed new program.

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

As defined by The Association of Canadian Ergonomists (ACE), "*Ergonomics and human factors is the scientific discipline concerned with the interactions between humans and other elements of a system (environment, people and objects) with the goal of optimizing human well-being and overall system performance.*"(ACE: What is Ergonomics/Human Factors?).

Human factors and ergonomic (HFE) specialists aid in the design of work and office stations, machines, tools, and other work equipment with the aim of ensuring that the workplace is one in which humans can perform their jobs safely, correctly, and remain healthy productive members of their organization or business. Further, those employed in HFE can aid in the design and user experience of products going to market, such as making a smartphone app or the dashboard display in a motor vehicle more user friendly. HFE specialists must understand how humans interpret the world and the objects with which they interact from biomechanical, physiological, cognitive and social aspects. When a machine's functions are not clear, causes discomfort during use, or is designed in such a way that humans will

not choose to use it correctly, numerous health and physical problems can occur that ultimately end up increasing labour costs (workplace insurance, lost days of work, etc.), reduced revenue, employee dissatisfaction, and increased stress on a government's healthcare system. Because of their important roles in the workplace, many ergonomists are employed full time by large manufacturing companies, such as automakers, aviation, and computer firms, while other may work as consultants for government agencies (e.g. military), in healthcare, academia, and service industries among many others (Oakman et al. 2020).

The ten course, **Certificate in Human Factors and Ergonomics**, is designed for Human Kinetics students and graduates holding a BHK (Honours Kinesiology - Movement Science) degree from the University of Windsor or equivalent Kinesiology degree who want to engage more substantively and meaningfully in the area of HFE. (Students must have completed at least the first year of the Bachelor of Human Kinetics, Honours Kinesiology - Movement Science major to be admitted into the program). The certificate highlights to potential employers, professional organizations, and other institutions that the holder of the certificate has received a foundational level of instruction and experience in the area of HFE that explores in depth such areas as physical demands, evaluation, human-machine/human-system/human-computer integration and interfacing, human performance, human factors, and workplace/tool/instrument design. Further, the experience-based program exposes students to each of the subdisciplines of ergonomics including physical, cognitive, and organizational ergonomics.

Human factors and ergonomics directly concern the health of humans, particularly from an organizational standpoint of health protection and wellness. For example, the National Institute for Occupational Safety and Health (NIOSH) which operates under the umbrella of the US Center for Disease Control, defines and promotes Total Worker Health® (TWH) as:

> "…policies, programs, and practices that integrate protection from work-related safety and health hazards with promotion of injury and illness prevention efforts to advance worker well-being. TWH is a holistic approach to worker well-being. It acknowledges risk factors related to work that contribute to health problems previously considered unrelated to work. The TWH approach seeks to improve well-being in the American workforce for the benefit of workers, employers, and the nation by protecting safety and enhancing health and productivity."

In short, TWH under NIOSH promotes the idea that safe workers remain healthy, and conversely, healthy workers contribute to a safe and productive workforce. Indeed, there is ample data to show that attention to the work environment alone or in concert with being physically active, physically conditioned, and/or mentally healthy are strongly associated with reduced costs (worker's compensation, lost injury/sick days, etc.) and the productivity of companies.

Ergonomists or human factors specialists are central in this regard, as they:

> "research, advise, and intervene in the physical, social and psychological interrelationships between persons, their equipment and working or living environments to ensure that the design, configuration and use of equipment, procedures and environmental conditions maximize safety, productivity and comfort." (Government of Canada, National Occupational Classification)

The Department of Kinesiology in the Faculty of Human Kinetics has a long-standing history of providing an outstanding ergonomics post-secondary education that includes partnerships with leading cross-border auto manufacturers and their related suppliers, as well as major hospitals, international technology companies, and other industries throughout North America and the world. Given the strength of our undergraduate program, a faculty complement that can provide the broad evidence-based foundational knowledge for a career in ergonomics and human factors, and the fact that many graduates of our Bachelor of Human Kinetics degree have gone on to successful careers in these industries, it is not surprising that we are recognized as a leader in this area and a key contributor to sustainable industry locally (i.e. healthy workers, lower operating costs, increased productivity, etc.).

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Given the above, the Certificate in Human Factors and Ergonomics aligns with the area of Health and Wellness within the University of Windsor's Strategic Mandate *Program Areas of Strength* and *Program Areas of Expansion*. However, links to the automotive industry, cross-border collaboration and research, and building healthy and safe communities, highlight the fit of this proposed certificate under the larger strategic mandate principles.

B.2 Program Content (QAF Section 2.1.4)

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

The HFE discipline requires foundational and specific knowledge in the sub disciplines of physical, cognitive, and organizational factors that rely on topics regularly found in a broader kinesiology curriculum such as anatomy, biomechanics, physiology, motor control, psychology, etc. (Figure 1).
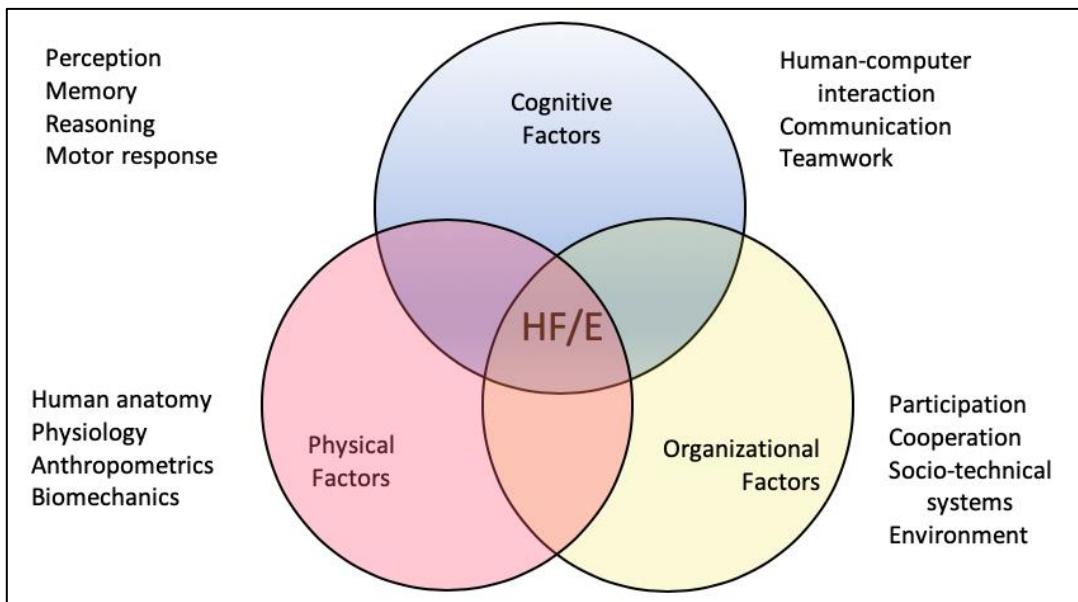

Figure 1. Elements of human factors and ergonomics (HFE). Adapted from https://iea.cc/what-is-ergonomics/.

These elements are captured in the Canadian College for the Certification of Professional Ergonomists (CCCPE) educational requirements for Canadian Certified Professional Ergonomists (CCPE). The Certificate in Human Factors and Ergonomics was designed to ensure that individuals who completed the certificate had achieved the foundational and specific knowledge associated with the educational requirements of the CCPE with the aim that these focused graduates could then apply for certification through the CCCPE.

To this end, we have arranged courses within the certificate that will capture all of the elements of HFE (noted below). Because the Certificate in Human Factors and Ergonomics is open to students pursuing a BHK or graduates of the BHK program, they will have foundational knowledge in courses such as anatomy, motor control, and physiology that will support learning within the certificate.

Required Kinesiology Courses (take all):
- KINE-3620-Human Factors and Work Performance
- KINE-4650-Ergonomics and Injury-Prevention
- KINE-3630-Fundamentals of Cognition for Ergonomics
- KINE-4670-User Experience for Ergonomics
- KINE-4980-Internship*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Kinesiology Electives (Select 1):
- KINE-4750-Individual Study*
- KINE-4910-Laboratory experiences in Biomechanics and Ergonomics

Kinesiology Electives (Select 3)
- KINE-3100-Motor Learning and Control
- KINE-3610-Musculoskeletal Physiology
- KINE-4000-Human Movement and Aging
- KINE-4080-Dynamics of Skill Acquisition
- KINE-4530-Perceptual-Motor Development
- KINE-4800-Advanced Biomechanics
- KINE-4640-Pathophysiology of Pain

Outside electives (Select 1)
- WORK-2000   Labour Law and Workers' Rights
- WORK-2500   Worker Health and Safety

Of the required courses in this certificate, the following topics are discussed which directly align with the study of human factors and ergonomics:
- an exploration of human performance as a function of a variety of factors which may include: how we process, store, and attend to information; the design of products, spaces and processes; how we communicate information and interface with displays and controls; environmental factors such as lighting, sound, and temperature; and how our work and daily lives are scheduled.
- the mechanisms of upper limb and low back injuries, the principles of redesigning operations to reduce injury risk, and techniques for optimizing the feasibility that ergonomic changes will be implemented. Includes experience in an occupational setting.
- discovering how cognition and perception affect the way we perceive objects, process relevant information, and produce adequate responses, and how cognition and perception can be measured when assessing and developing effective human-machine interactions.
- how to conduct usability assessments of interfaces, and how user assessment fits into the broader ergonomic design process.

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

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

While several post-secondary Kinesiology (or like) programs may offer access to one or two courses in human factors and ergonomics, there are few programs in Canada that offer a focused curriculum with the breadth of courses that we can offer within the Department of Kinesiology at the University of Windsor.   In fact, the closest standalone program is offered by Fanshawe College and is a 10 course, 3 semester graduate program in Advanced Ergonomics Studies. Unique highlights of the Department of Kinesiology Certificate in Human Factors and Ergonomics include specific courses in Cognitive Ergonomics and User Experience/Design that are possible because of a recent hire in the Faculty of Human Kinetics who specializes in these areas. Industry professionals have indicated these areas of growth in the HFE field (see B.4.4). Within our certificate, students can obtain significant research skills through independent study in the area, in addition to the core research backgrounds that BHK students possess.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Moreover, this certificate was designed to ensure that students completing the required and elective courses would meet the educational hour requirements mandated by the Canadian College for the Certification of Professional Ergonomists (CCCPE). While students outside of our programming can still apply for certification through the CCCPE, the curriculum in our Certificate in Human Factors and Ergonomics provides a road map for students interested in subsequent professional certification who have also obtained the necessary background provided in the Bachelor of Human Kinetics or equivalent Kinesiology degrees.

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

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

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health.

Faculty members who will be teaching the core courses in the Certificate in Human Factors and Ergonomics met to discuss the inclusion of Indigenous content within their courses, prior to the submission of this proposal. Our discussion included the principles of human movement, human anatomy/biology, and population and machine norms that make up fundamental components of the study of human factors and ergonomics and have general applicability. However, we are aware that there is a dearth of literature that examines the cultural exclusion of Racialized groups from normative data in this field. While there are no specific plans for the inclusion of Indigenous content within the core required courses of this Certificate, the Faculty of Human Kinetics has adopted a working group tasked with identifying how best to further include Indigenous perspectives into our BHK curriculum. In addition, specific to this certificate program, we have reached out to the Ontario Federation of Indigenous Friendship Centres to begin the dialogue in this regard, with an intent to discover and grow avenues for greater inclusion.

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

> *Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline.*

According to the International Ergonomics Association (IEA), "the terms ergonomics and human factors are often used interchangeably or as a unit (e.g., human factors/ergonomics – HF/E or E/HF), a practice that is adopted by the IEA". Given that nearly every ergonomics association is guided by the IEA, the certificate name of **Human Factors and Ergonomics** will be recognized globally as pertaining to this important field.

B.4 DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand (MINISTRY section 5)

> *Describe the tools and methodology used to conduct the market assessment.*
>
> *Provide quantitative evidence of student and market demand both within and outside the local region (e.g., responses/statistics from surveys, etc.).*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

In the Fall of 2019, feedback on a proposed Certificate in Human Factors and Ergonomics was sought from current BHK students (in the form of a Qualtrics Survey) and industry professionals (by personal correspondence). Demographics of the student responses are shown in Figure 2.   Over a dozen industry professionals from companies such as Intel, FCA, GM, Siemens, Ergonow, Atlas Copco, and Unifor responded to questions about our current and future ergonomics programming.   Student responses to various questions were recorded and indicated below, while industry professional responses are highlighted in section B.4.4.   In general, we note that there is a healthy market in the field of Human Factors and Ergonomics with the third highest career interest in the occupation classification relevant to human factors and ergonomics (Figure 3), and with greater than 50% of all respondents either strongly or somewhat agreeing with questions favouring this proposal (Table 1).

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

PERCENTAGE OF RESPONDENTS BY MAJOR

A

137 Respondents
116 Complete Responses (Analyzed)

Undeclared 4%
SM 5%
MS 91%

PERCENTAGE OF RESPONDENTS BY YEAR OF STUDY

B

Fifth or Greater 7%
First 2%
Third 30%
Fourth 36%
Second 25%
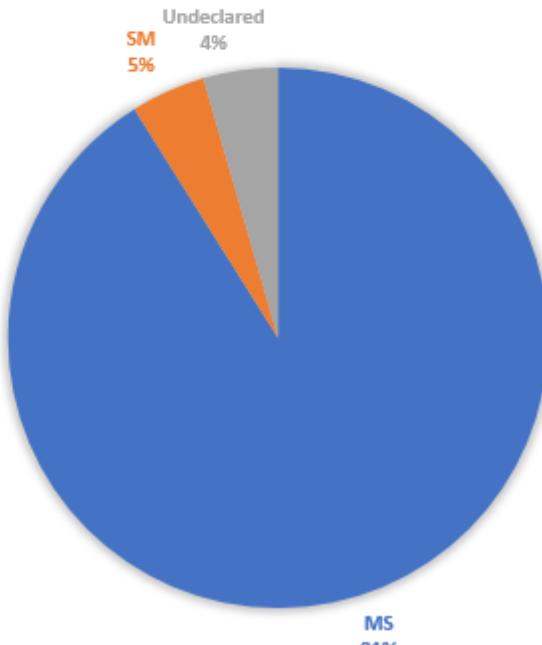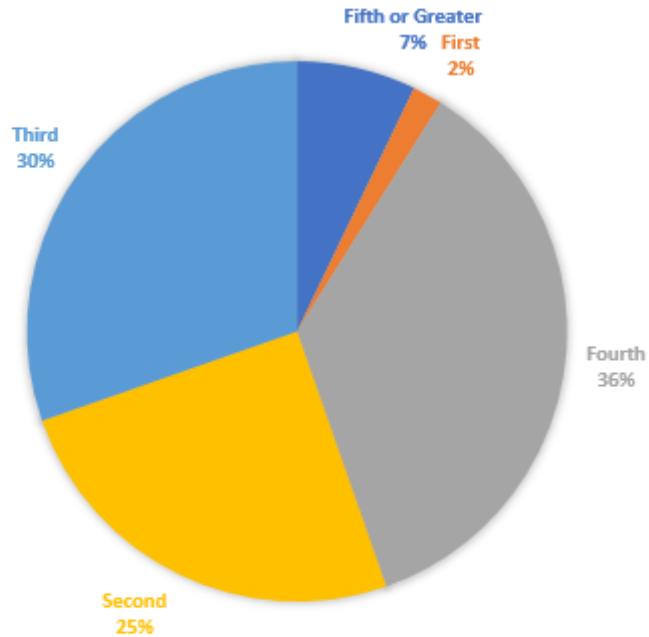
Figure 2. Demographics of student responses. A, respondents by major (SM = Sport Management major; MS = Kinesiology-Movement Science major). B, respondents by year of study.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A
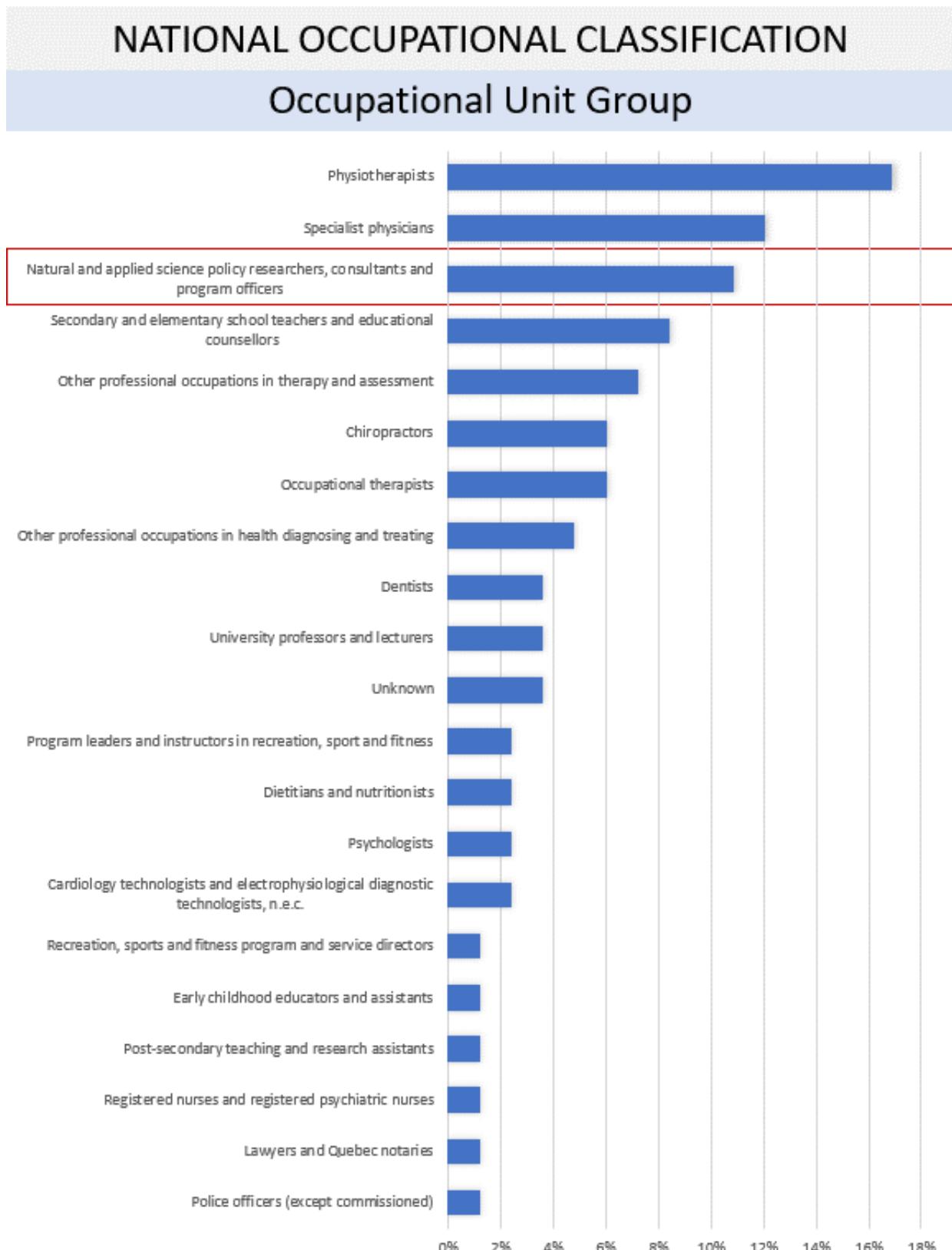
Figure 3. Preferred career classifications of current students.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Table 1: Student responses to survey questions.

#	Question	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	I am aware that Human Factors and Ergonomics is a career choice for many BHK graduates.	52.17%	35.65%	1.74%	5.22%	5.22%
2	I am interested in learning more about the field of Human Factors and Ergonomics.	21.05%	30.70%	18.42%	21.05%	8.77%
3	I am interested in learning more about a Certificate in Human Factors and Ergonomics.	27.83%	32.17%	11.30%	19.13%	9.57%
4	I plan to pursue a career in Human Factors and Ergonomics.	10.43%	7.83%	25.22%	24.35%	32.17%
5	I believe that a Certificate in Human Factors and Ergonomics would be beneficial to my future career plans.	19.13%	27.83%	23.48%	14.78%	14.78%
6	I would likely take the courses necessary to attain a Certificate in Human Factors and Ergonomics.	16.52%	25.22%	16.52%	23.48%	18.26%
7	I have already taken the courses listed for the Certificate in Human Factors and Ergonomics.	10.43%	14.78%	16.52%	27.83%	30.43%
8	I believe that the introduction of a Certificate in Human Factors and Ergonomics would be beneficial for students interested in that field.	62.64%	19.78%	7.69%	5.49%	4.40%

In addition to our survey, trends in the Ergonomist job market in Canada were observed using data from the Job Bank provided by the Government of Canada[1], Ontario labour market[2], and numerous career search websites (Indeed.com, LinkedIn, Workopolis, ZipRecruiter (US)). The median income for occupations under the NOC4161 scope in Ontario is $85,673 CAD/year with projected job growth that tracks those of all occupations[2] and which is listed as "fair" to "good" across Canada[1].   In Detroit, MI, there are over 80 active job listing under the term "ergonomist", with an average salary of $74,081 USD/year[3].   The total number of job openings in Ontario from 2017-2021 that fall under the NOC 4161 scope is projected to be between 1001-2000 with 34% of these jobs projected to be "new"[2].   It is important to note that income by educational attainment in this sector is greater for those individuals obtaining a University certificate, diploma, or degree than a Bachelor's degree alone[2]. This is directly related to those seeking a career in human factors and ergonomics as employment in the field typically requires at a minimum a bachelor's degree and often certification through the Canadian College of Certified Professional Ergonomists. With respect to the latter, the Certificate in Human Factors and Ergonomics directly aims to ensure that graduates have achieved the educational requirements for certification through the CCCPE.

Both the importance and growth in jobs in human factors, ergonomics, and other workplace safety careers is evidenced in Amazon's (one of the top 3 largest companies in the world) current employment opportunities that lists close to 700 jobs across North America alone in these fields (https://www.amazon.jobs/en/search?offset=0&result_limit=10&sort=recent&category[]=medical-health-

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

safety&distanceType=Mi&radius=24km&latitude=&longitude=&loc_group_id=&loc_query=&base_query=ergonomics&city=&country=&region=&county=&query_options=&) .

Given our student survey, industry feedback (see B4.4. below), and job outlook, we believe that this certificate will provide interested students with the required theoretical and technical skills necessary to compete in a stable job market.

[1](https://www.jobbank.gc.ca/marketreport/summary-occupation/3823/ON)
[2](https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4161)
[3](https://www.ziprecruiter.com/n/Ergonomist-Jobs-Near-Me/--in-Detroit,MI

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

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

The percentages of domestic and international students enrolling into the Certificate are likely to closely follow enrolment within the Department of Kinesiology. As such, we anticipate that there will be a strong domestic demand for this program that is even greater because of our geographical position on Canada's busiest border within one of North America's manufacturing hubs, the employment opportunities related to our position, and an already well respected faculty who teach, research, and consult within this area.

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

Provide details on projected enrolments in the following tables.

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

Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
In the regular program (non-co-op)	10	15	20	20	20
In the co-op/experiential learning stream (if applicable)					
For co-op option: projected number of international students enrolled in the co-op stream					

Annual projected student intake into the first year of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	*10*
Annual projected student intake into the first year of the co-op/experiential learning version of the program:	

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	

B.4.3 Collaborative Program (QAF section 1.6)

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

N/A

B.4.4 Societal Need (Ministry section 6)

Describe the tools and methodology used to assess societal need. *Elaborate on the* *1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),* *2) geographic scope of (e.g., local, regional, provincial, or national), and* *3) anticipated duration of, and trends in,* *societal need for graduates of the new program* *Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as a review of the proposed program by relevant experts in the field.*

HFE professional match people and machines to ensure optimal proper machine use, health, and productivity. As long as people use machines, whether that be for enjoyment or in the workplace, there will be a need for HFE professionals.

The University of Windsor is uniquely positioned in one of North America's major automobile manufacturing centres, and Windsor, ranked in the top 20 overall of Canadian cities, but in the top 10 for projected tech employment growth by a 2019 Scoring Tech Talent report by the CBRE (http://cbre.vo.llnwd.net/grgservices/secure/2019%20Canada%20Scoring%20Tech%20Talent%20EN-final.pdf?e=1587402888&h=954bef8374dd8d99e0b6bb1b14ccf4f1), borders Detroit, a city ranked by Forbes in 2019 to be among the top in technology growth (https://fortune.com/2015/04/07/why-detroit-could-be-the-next-silicon-valley-and-vice-versa/). These industries are ripe with jobs that require the skilled oversight of professional HFE practitioners and both projections go out 5 to 10 years for anticipated growth.

Before initiating this certificate, industry professionals, both within Canada and the United States, were surveyed to assess societal need in the area of the HFE using the following questions for guidance:
- What are the current trends and needs in your industry with respect to HFE/UI/UX? (e.g. Is there a job market for graduates interested in HFE/UI/UX positions?)
- Would a certificate indicating that students took a concentration in ergonomics courses from the University be meaningful? Or, is professional certification (e.g. CCPE or BCPE) important? If not, then what is?
- Is there a need for continuing education of current employees in HFE/UI/UX?

We solicited feedback from HFE professionals working at some of the largest companies in the world including Fiat-Chrysler Automobiles (FCA), General Motors (GM), the Ford Motors Company, Siemens Canada, and Intel Corporation among others about the scope of practice, educational and professional needs, and the usefulness of

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

focused instruction in HFE. Most of the respondents were graduates holding a BHK (Honours Kinesiology - Movement Science) degree from the University of Windsor, and therefore had intimate knowledge of the Bachelor of Human Kinetics degree, but they also had wide ranging experience in the industry that spanned 2 years to 2 decades. All the respondents were currently employed in the HFE field. Fourteen individuals provided feedback and selected responses are presented by question below.

What are the current trends and needs in your industry with respect to HFE/UI/UX? (e.g. Is there a job market for graduates interested in HFE/UI/UX positions?)

Generally, industry professionals reported that demand for HFE professional was strong, but highlighted that growth was especially promising for individuals with user interface and user experience training. For example, respondents made such comments as:

> "I think UX needs are growing in tech industry, probably other industries as well."

> "There seems to be a strong demand for anyone identifying with the user experience throughout the automotive industry, particularly Tier 1 suppliers and companies working on driving automation. This includes information designers, usability experts, and behavioral scientists as well as Human Factors."

> "[HFE] positions in my industry are usually steady. Considering that Ergonomic specialists are typically assigned to a production plant or vehicle, this number rarely fluctuates. However, these 3 individuals typically move on to more leadership/management positions so there is constant turn-over."

> "UI and UX is a leading area, but there is an overlap in the skillset for such positions, including; psychology, computer science, and ergonomics/human factors. So, people who demonstrate the right training could be hired from a variety of programs. HK students are at an advantage here because of the range of courses they typically take. I think that if Windsor was able to augment the current program with additional courses in Human Factors/UI/UX, their students would be ideal candidates."

> "The job market is large and wide open. The premier supplier to that market will be the one that offers the most seasoned candidates."

> "I do believe there is a growing job market. I was worried about the ~25 students coming out of Fanshawe the past couple years but, with their free internships, they have been convincing companies that they need to hire these students full time after they graduate and they now have no problem finding placements and they are just getting started."

As noted in B.2 above, a strength and unique part of our program are courses specific to cognitive ergonomics and user experience because of a recent tenure-track hire in this area. In Ontario, we would be leaders in offering this type of programming.

Would a certificate indicating that students took a concentration in ergonomics courses from the University be meaningful? Or, is professional certification (e.g. CCPE or BCPE) important? If not, then what is?

Respondents were generally in favour of programming specific to HFE and, highlighting to industry that students had achieved this focus in their education in addition to a Bachelor's degree. For example, one respondent noted:

> "… since degrees are called differently in the US it's hard to get them to understand what an HK degree is to begin with. I think that if there was some indication of someone specializing in Ergo or Human Factors it may be helpful though."

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

While others reported,

" Fanshaw[e] [College] has a one year program that they take students from ([UWindsor BHK] have students who go there to get there ergonomics certificate). Students from Windsor HK can come out with very different backgrounds. Consequently, there is VALUE in showing those students who have a concentration in certain courses."

"[a certificate] might be valuable if it was part of the degree description. My Master's and PhD from Virginia Tech are "Industrial Engineering - Human Factors Option". I always considered it a "Human Factors" Degree. For the positions I was interested in, this stood out more than if my degree had been just Industrial Engineering, and I had text beneath pointing out that I had a concentration in Human Factors."

"I can say that there have been challenges with the U Windsor degree, as there is no distinction between the Sport Management and Human Performance streams. The only way to demonstrate if someone has been trained to work in ergonomics is to request a transcript. Ideally, if the degree name was modified to reflect the stream, this would help."

"a BHK-E(rgo) would shine a lot brighter than a BHK on a resume for an ergo position. Your grads would have a leg up on graduates from other post-secondary institutions…"

Is there a need for continuing education of current employees in HFE/UI/UX?

Respondents were strongly in favour of continuing education for members of the HFE profession. In response to whether continuing education in the field was needed, respondents noted:

"Yes, especially when people are switching a career to Human Factors Engineering."

"Absolutely. I have taken continuing ed. at conferences, internal to my organization, at the University of Michigan, and online to keep my skills and my certification current. The majority of my colleagues do the same."

"… there is a definite need. The older science is being revisited, getting refined and improved and new science is always emerging. Effective ergonomists need to be up to speed on the latest research and advancements in software tools. In this world of the internet, an engaged ergonomist worth their salt is always keeping abreast of developments within the course of their day to day work."

"There is definitely a need of people with knowledge within "physical ergonomics" for supporting product development teams, even if the number of work opportunities are still limited. However, as I mentioned above there is a big need for UI/UX knowledge and also many work opportunities within that area."

"Absolutely."

While the current certificate is designed as an added-value opportunity for students pursuing the BHK Honours Kinesiology – Movement Science degree, it is also open to graduates holding a BHK (Honours Kinesiology - Movement Science) degree from the University of Windsor who did not have the opportunity to take the specialized courses listed in the curriculum. Moreover, as the certificate and course delivery evolves, we anticipate opportunities to offer programming that can satisfy outside professionals.

B.4.4.1 Societal Need – Letters, Surveys, Statistics

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

• *The development of this proposal included consideration of comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.*	__X_Yes	___No, explain below
• *The development of this proposal included consideration of comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.*	_X__Yes	___ No, explain below
• *The development of this proposal included a review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of anticipated new positions in the field, number of positions in the field current being advertised, etc.)?*	_X__Yes	___ No, explain below
• *The development of this proposal included a review of statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?*	___Yes	_X__ No, explain below

If yes, append letters, survey or statistics to proposal.

If no, explain:
Given the strength of our faculty who teach and research in HFE, and because this program is designed to be an added-value credential for students in our program that requires no new courses being offered, a full review of students leaving the province for study in this field elsewhere is not required. Demand for this program amongst our current student body, alignment with Canadian professional certification, and assessment of need from industry professionals provides us with support to initiate this program.

B.4.5 Duplication (Ministry section 7)

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

Institution	Program	Degree	Level
Fanshawe College	Advanced Ergonomics	Diploma	Graduate
University of Waterloo	Ergonomics and Injury Prevention	BSc - Minor	Undergraduate
University of Michigan	Occupational Safety Engineering/Ergonomics (OSE) option	MSc	Graduate
University of Michigan	Industrial and Operations Engineering - Ergonomics	BSE	Undergraduate

While all of the above programs offer courses in ergonomics, our proposed certificate makes use of the critical mass of ergonomics faculty we employ in Human Kinetics, along with a rich history of industrial partnership in research and internship placements. Moreover, one of our faculty members specializes in cognitive ergonomics, and we would be one of the only programs in Canada to offer a course specific to this field in a certificate. Our proposed certificate also makes use of established courses in our BHK curriculum, allowing students to achieve the requisite skills to enter and be productive members in the human factors and ergonomics field be that in industry or further research careers.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

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

As noted above (see B.4.4), the University of Windsor is uniquely positioned in one of North America's major automobile manufacturing centres, and Windsor, ranked in the top 20 overall of Canadian cities, but in the top 10 for projected tech employment growth by a 2019 Scoring Tech Talent report by the CBRE (http://cbre.vo.llnwd.net/grgservices/secure/2019%20Canada%20Scoring%20Tech%20Talent%20EN-final.pdf?e=1587402888&h=954bef8374dd8d99e0b6bb1b14ccf4f1), borders Detroit, a city ranked by Forbes in 2019 to be among the top in technology growth (https://fortune.com/2015/04/07/why-detroit-could-be-the-next-silicon-valley-and-vice-versa/). These industries are ripe with jobs that require the skilled oversight of professional HFE practitioners and both projections go out 5 to 10 years for anticipated growth.

Our BHK and MHK programs already train and produce students who are successful in HFE careers and we are recognized in this regard. The addition of this certificate allows our students to focus their degree and better align with requirements of employment, professional bodies and graduate programs, making us leaders in the HFE field.

While several post-secondary Kinesiology (or like) programs may offer access to one or two courses in human factors and ergonomics, there are few programs in Canada that offer a focused curriculum with the breadth of courses that we can offer within the Department of Kinesiology at the University of Windsor. In fact, the closest standalone program is offered by Fanshawe College and is a 10 course, 3 semester graduate program in Advanced Ergonomics Studies. Unique highlights of the Department of Kinesiology Certificate in Human Factors and Ergonomics include specific courses in Cognitive Ergonomics and User Experience/Design that are possible because of a recent hire in the Faculty of Human Kinetics who specializes in these areas. Industry professionals have indicated these areas of growth in the HFE field (see B.4.4). Within our certificate, students can obtain significant research skills through independent study in the area, in addition to the core research backgrounds that BHK students possess.

Moreover, this certificate was designed to ensure that students completing the required and elective courses would meet the educational hour requirements mandated by the Canadian College for the Certification of Professional Ergonomists (CCCPE). While students outside of our programming can still apply for certification through the CCCPE, the curriculum in our Certificate in Human Factors and Ergonomics provides a road map for students interested in subsequent professional certification who have also obtained the necessary background provided in the Bachelor of Human Kinetics or other Kinesiology degrees.

B.5 RESOURCES

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

B.5.1 Resources Available

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

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

The Faculty of Human Kinetics is committed to supporting this certificate. The courses within this certificate are regularly offered by tenured or tenure-track faculty members within the Department of Kinesiology.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

In the design of the certificate, the one outside elective choice was chosen from courses that are regularly offered with plans to do so in multiple semesters, without any additional prerequisites, and open to the entire University of Windsor student body to ensure the program could be run without the explicit commitment of other departments.

Student opting to pursue the certificate will have access to the resources that all Human Kinetics/Kinesiology students have including undergraduate student advising from our Undergraduate Coordinator, Experiential Learning Coordinator (or designate), Department Head, and Associate Dean of academic programs. Academic progress and tracking will be provided within the UWinsite system.

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

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

This certificate program is primarily made up of pre-existing courses of which the department has ample expertise. The faculty members who teach the core required courses are listed in the table below. All optional courses are also pre-existing courses regularly offered by existing units on campus.

Faculty Name and Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the NEW program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
Dr. David Andrews (Professor)		*Human Kinetics/Kinesiology*	*Human Kinetics/Kinesiology*
Dr. Joel Cort (Associate Professor)		*Human Kinetics/Kinesiology*	*Human Kinetics/Kinesiology*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Category 2: Tenure-track Professors teaching exclusively in this AAU			
Dr. Francesco Biondi (Assistant Professor)		*Human Kinetics/Kinesiology*	*Human Kinetics/Kinesiology*
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Ms. Adriana Duquette (Undergraduate Lab Coordinator)		*Human Kinetics/Kinesiology*	*Human Kinetics/Kinesiology*
Ms. Tiffany Martindale (Undergraduate Coordinator)		*Human Kinetics/Kinesiology*	*Human Kinetics/Kinesiology*
Mr. Chad Sutherland (Director Centre for Human Performance and Health, Experiential Learning Coordinator)		*Human Kinetics/Kinesiology*	*Human Kinetics/Kinesiology*
Category 4: Limited-term Appointments teaching exclusively in this AAU			
…			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
…			
Category 6: Sessionals and other non-tenure track faculty			
…			
Category 7: Others			
…			

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

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

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:
- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

As noted above, given the geographical location of the University of Windsor and its situation in the manufacturing hub of Canada, our researchers have had intimate access to the big 3 auto manufacturers (Ford, FCA, GM) as well as

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

a host of other industry leaders. Our internationally recognized faculty have in biomechanics and ergonomics have created long term industry partnerships that include millions of dollars' worth of research grants and contracts, but which have also provided numerous internship and research positions for our undergraduate students. Of the 4 faculty members (Drs. Andrews, Cort, and Biondi) who will provide required courses within the certificate, successful funding has come from:

- NSERC
- SSHRC
- MITACS
- ORF
- CFI
- USCAR
- AAA

Further, these faculty members have produced over 150 peer-reviewed publications, over 125 non-refereed publications, and over 20 technical reports for industry partners in the area of human factors, ergonomics, and the related field, biomechanics. They have served on editorial boards for major journals, hosted international conferences within our building, and supervised over 100 graduate students. The research productivity, grant capture, and student supervision are indicative of a program that can be sustained well into the future.

B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Program

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

The core courses within the Certificate in Human Factors and Ergonomics program are offered within the current undergraduate academic calendar in the Faculty of Human Kinetics, and consequently, there is no anticipated additional reliance on adjunct, limited-term, or sessional faculty.

For the 2 outside HK options (WORK-2000 and WORK-2500), both the current instructor and Department Head have been consulted on their addition as options to this certificate. It is important to note that these courses do not have any prerequisite requirements, have been consistently offered over the last several years, will be taught online in the Fall2021 semester, and BHK students have successfully completed these courses as electives in the past. Given the anticipated enrolment size of the proposed certificate, we do not anticipate adding significantly to student numbers in these courses. Moreover, both the current instructor and Department Head support our inclusion of the courses within the proposed certificate.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

N/A

B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

> *Provide evidence that there are adequate resources available and committed to the proposed 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 courses within the Certificate in Human Factors and Ergonomics are offered within the current undergraduate academic calendar. As such, current operation of the undergraduate BHK program provides sufficient resources to sustain the proposed certificate, and consequently, there are no anticipated new resources required to offer this certificate program.

The Undergraduate Coordinator is available on a full-time basis to all undergraduate students, regardless of year, to assist with career planning and academic concerns related to the majors in the BHK and the certificate in Human Factors and Ergonomics. Moreover, the Undergraduate Coordinator, Experiential Learning Coordinator (or designate), Department Head, and Associate Dean of Academic Programs within the Faculty of Human Kinetics will ensure that students are advised on matters related to completing this certificate including course sequencing and course selection.

The Applied Learning Coordinator and Laboratory Coordinator will oversee and provide support to students taking the lab or internship option courses.

B.5.1.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

> *Describe the proposed program's reliance on existing resources from <u>other</u> 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 Certificate in Human Factors and Ergonomics relies on the selection of 8 courses from within the Department of Kinesiology (5 required and 4 electives).   Students must also select 1 course from other campus units as noted in the program content (copied below):

10 Courses
Required Kinesiology Courses (take all):
- KINE-3620-Human Factors and Work Performance
- KINE-4650-Ergonomics and Injury-Prevention
- KINE-3630-Fundamentals of Cognition for Ergonomics
- KINE-4670-User Experience for Ergonomics

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

- KINE-4980-Internship*

Kinesiology Electives (Select 1):
- KINE-4750-Individual Study*
- KINE-4910-Laboratory experiences in Biomechanics and Ergonomics

Kinesiology Electives (Select 3)
- KINE-3100-Motor Learning and Control
- KINE-3610-Musculoskeletal Physiology
- KINE-4000-Human Movement and Aging
- KINE-4080-Dynamics of Skill Acquisition
- KINE-4530-Perceptual-Motor Development
- KINE-4800-Advanced Biomechanics
- KINE-4640-Pathophysiology of Pain

Outside electives (Select 1)
- WORK-2000   Labour Law and Workers' Rights
- WORK-2500   Worker Health and Safety

All of the elective courses in other units have regularly been offered within the past 3 years, and further, all instructors and Department Heads of the relevant program were consulted regarding offering these courses within the certificate.   Of the courses listed above, none require a prerequisite. BHK Kinesiology – Movement Science major students have 15 spaces for optional courses outside of Human Kinetics.   This provides ample opportunity to pursue elective courses and students choosing to attain the certificate in human factors and ergonomics will receive guidance about electives in updated program record forms for the certificate.

B.5.1.3   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

B.5.1.4   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

Cost savings for this certificate involve the packaging of courses currently offered within the Department of Kinesiology and at the University of Windsor.   Moreover, given the limited enrolment in this certificate and the fact that students can already take the courses listed in the curriculum, we believe that we have limited any strain this certificate would put on existing programs. Nonetheless, the certificate is also open to graduates of the BHK- Honours Movement Science program or graduate with equivalent Kinesiology degrees .   Because the certificate is made up of senior courses, historical data leads us to believe that there will be room in each course for any graduates choosing to attain this certificate.

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

Faculty:	None
Staff:	None
GA/TAs:	None

B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

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

Program-specific admission requirements:

Bachelor of Human Kinetics Honours Kinesiology – Movement Science major

4U English (70%),
One of [4U Biology (70%), **4U Chemistry (70%), or 4U Physics (70%)]**

Certificate in Human Factors and Ergonomics
All students who have met the entrance requirements for the Bachelor of Human Kinetics – Kinesiology-Movement Science major, who are in good standing and completed the core and major courses of the first 2 years, or who have successfully been awarded a BHK (Kinesiology-Movement Science major) or equivalent Kinesiology degree are eligible to register for the certificate program.

Exemptions and credit transfer will be handled as is the current practice for existing Kinesiology majors. Student counselling will be provided by the undergraduate coordinator in the Department of Kinesiology.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

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

All students who have met the entrance requirements for the Bachelor of Human Kinetics – Kinesiology-Movement Science major, who are in good standing and completed the core and major courses of the first 2 years, or have successfully been awarded a BHK (Kinesiology-Movement Science major) or equivalent Kinesiology degree, are eligible to register for the certificate program. It is important to note that for some students, the courses required may already have been completed as options in their degree program. Nonetheless, the first 2 years of the BHK Kinesiology-Movement Science degree provide a foundation in topics (notably biomechanics, psychology, anatomy, and physiology) that are important to this certificate and its intended learning outcomes.

Although none of the courses in the certificate currently require prerequisites, the Undergraduate Coordinator, Experiential Learning Coordinator (or designate), Department Head, and Associate Dean of Academic Programs within the Faculty of Human Kinetics will ensure that students are advised on matters related to completing this certificate including course sequencing and course selection.

Moreover, the Department of Kinesiology holds Academic Standing meetings twice a year in order to carefully track those students in the program who are struggling and may need additional support and academic advisement.

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

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

The program is intended as a value-added opportunity, but also serves as guided map towards a career in human factors and ergonomics.

Total courses: 10

Degree requirements:

The Certificate in Human Factors and Ergonomics is open to all students who have met the entrance requirements for the Bachelor of Human Kinetics – Kinesiology-Movement Science major, who are in good standing and completed the core and major courses of the first 2 years, or who have successfully been awarded a BHK (Kinesiology-Movement Science major) or equivalent Kinesiology degree are eligible to register for the certificate program.

- a) Required Kinesiology Courses (TAKE ALL):
  - o KINE-3620-Human Factors and Work Performance
  - o KINE-4650-Ergonomics and Injury-Prevention
  - o KINE-3630-Fundamentals of Cognition for Ergonomics
  - o KINE-4670-User Experience for Ergonomics
  - o KINE-4980-Internship[1]

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

b) Kinesiology Electives (SELECT 1):
   o KINE-4750-Individual Study[1]
   o KINE-4910-Laboratory experiences in Biomechanics and Ergonomics

c) Kinesiology Electives (SELECT 3)
   o KINE-3100-Motor Learning and Control
   o KINE-3610-Musculoskeletal Physiology
   o KINE-4000-Human Movement and Aging
   o KINE-4080-Dynamics of Skill Acquisition
   o KINE-4530-Perceptual-Motor Development
   o KINE-4800-Advanced Biomechanics
   o KINE-4640-Pathophysiology of Pain

d) Outside electives (SELECT 1)
   o WORK-2000-Labour Law and Workers' Rights
   o WORK-2500-Worker Health and Safety

NOTES:

[1]For KINE-4980 (Internship), and for students electing to take either KINE-4750 (Individual Study), students **MUST** pursue research or job placements related to the human factors and ergonomics field to be eligible towards this certificate.

[2]Students are also encouraged to pursue other research, volunteer, or shadowing opportunities under the mentorship or supervision of a Canadian College Certified Professional Ergonomist (CCPE), an individual certified through an International Ergonomics Association (IEA) accredited certification body, an Association of Canadian Ergonomists (ACE) Fellow, or Faculty member in the Faculty of Human Kinetics.

Courses used to calculate the major average are:

N/A

Description of thesis option (if applicable):

N/A

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

KINE-4980: Internship: A supervised, project-driven work experience in an approved setting. The experience will be expected to provide students with an enriched learning opportunity to integrate theory and practice. Internships are open to 4th year Kinesiology students from either major. (Offered on a Pass/Non-Pass basis.) (Prerequisite: consent of the experiential learning coordinator is required at least three weeks prior to the end of the Fall or Winter term preceding the term in which enrollment is anticipated.)

Please note that the internship is offered in each term.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.):

Credit is offered for the internship in a PASS/FAIL format that is primarily determined by the internship placement supervisor and the student's successful completion of the following:

- Safety Orientation Checklist
- Learning Objectives Form
- Internship Assignments (2 logs and 3 special topics)
- Mid-Term and Final Evaluations from placement supervisor
- Internship Final Report
- 108 hours of work for placement.

Guidelines for experiential learning/co-op work term reports:

KINE-4980 (Internship):
The Final assessment and report is a ~10 page document that includes a summary, impact questions, and student evaluation of the workplace as indicated below:
Final Report Assignment:
SUMMARY: (~2 pages)

- A description of your internship experience.

IMPACT: (~6 pages)

- What did you learn about yourself?
- In what areas did you experience the most professional growth?
- What skills would you like to develop in preparation for your career?
- How has the internship influenced your career goals?

EVALUATION: (~2 pages)

- Did the internship experience meet your personal expectations?
- How would you assess your performance at the agency?
- Would you recommend this site to future interns?

General length of experiential learning/co-op work term:

KINE-4980: Internship – one semester (108 hours)

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

KINE-4980: Internship is a requirement of the proposed certificate.

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

C.3.1.1 Normal Duration for Completion

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

N/A

C.3.1.2 Program Research Requirements

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

> *For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.*

N/A

C.3.1.3 Fields in a Graduate Program (optional)

> *Where fields are contemplated, provide the following information:*
> *The master's program comprises the following fields: ...[list, as applicable]*
> *The PhD program comprises the following fields: ...[list, as applicable]*

N/A

C.3.2 For All Program Proposals

C.3.2.1   Standing Required for Continuation in Program

> *Minimum average requirements for continuation in the program*
> *Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*
>
> *Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.*

Good standing within the program includes a minimum of 60% in all courses taken for the certificate.

C.3.2.2   Standing Required for Graduation

> *Minimum average requirement to graduate in the program*
> *Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*
>
> *Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.*

Good standing within the program includes a minimum of 60% in all courses taken for the certificate.

C.3.2.3   Suggested Program Sequencing

> *Provide suggested program sequencing for each year of the program, ensuring that all pre-requisites are met in the sequencing.*
>
> *Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure that all pre-requisites are met in the sequencing.*
>
> *For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

The certificate in Human Factors and Ergonomics makes use of senior Kinesiology courses that expose students to each of the subdisciplines of ergonomics including physical, cognitive, and organizational ergonomics. Student with a background in Kinesiology possess the foundational knowledge to be successful in this type of certificate. Given that the certificate will require that students take senior courses that are currently offered without pre-requisites (other than completion of the first 2 years of the BHK program), there is no further scaffolding of courses.   Students may take courses as they are available. This allows flexibility in student schedules and consequently, the suggested sequencing below may be different for each student in the program.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Suggested course sequencing:

Year 1

Fall

Take*:*
- o KINE-3630-Fundamentals of Cognition for Ergonomics

Take 1 of:
- o WORK-2000-Labour Law and Workers' Rights
- o WORK-2500-Worker Health and Safety

Take 1 or 2 of (depending on electives):
- o KINE-3100-Motor Learning and Control
- o KINE-3610-Musculoskeletal Physiology
- o KINE-4080-Dynamics of Skill Acquisition
- o KINE-4640-Pathophysiology of Pain

Winter

Take:
- o KINE-3620-Human Factors and Work Performance
- o KINE-4650-Ergonomics and Injury-Prevention

Take 1 of:
- o KINE-4910-Laboratory experiences in Biomechanics and Ergonomics
- o KINE-4750-Individual Study

Take 1 or 2 of (depending on electives):
- o KINE-4000-Human Movement and Aging
- o KINE-4530-Perceptual-Motor Development
- o KINE-4800-Advanced Biomechanics

Year 2

Winter

Take:
- o KINE-4670-User Experience for Ergonomics

NOTE: KINE-4980 Internship can be taken in any term.

This is suggested course sequencing only, and some students may require more than 40 courses that are part of the BHK honours degree in order to complete the Certificate in Human Factors and Ergonomics.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

For programs with an Experiential Learning or Co-op Option: *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. Describe and interpret government policies specific to occupational health and safety Distinguish between the physical, cognitive, and macro (organizational) subdisciplines of ergonomics. Apply biomechanical and ergonomic concepts to human performance in and out of the work place (also relevant to C.)	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Retrieve and interpret normative data and compare against newly collected measurements and observations of human movement. (also relevant to C. and D.) Collect, analyze, and evaluate measurements and observations from human movement tasks using manual, multimedia, and/or computerized (software) techniques (also relevant to C. and D.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
C. Use biomechanical, ergonomic and human factors principles to assess, evaluate, and correct human movement patterns and/or redesign workplace and non-work-related tasks and tools to improve task outcomes (e.g. reduce injury, increase task performance, etc.) (also relevant to A. and B.)	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Use guidelines to document concise and detailed human performance under different conditions and in various tasks in and out of the workplace. (also relevant to F.) Retrieve relevant equations and perform calculations necessary to analyze human movement.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Follow academic, institutional, professional, and organizational ethical and safe standards of practice in the assessment of human performance (also relevant to F.) Recognize the various motivations of individuals, employees, unions, organizations, and stakeholders in the workforce as they relate to human performance assessment	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Work with peers to carry out human performance assessment (also relevant to E. and G.) Create oral and written presentations relevant to human factors and ergonomics individually and in teams (also relevant to D., G. and H.)	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
H. Describe the complexity of human movement both within and between individuals	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify different scholastic and career options related to human factors and ergonomics	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

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

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

As noted in C3.2.3 (suggested sequencing), the certificate in Human Factors and Ergonomics makes use of senior Kinesiology courses that expose students to each of the subdisciplines of ergonomics including physical, cognitive, and organizational ergonomics. Student with a background in Kinesiology possess the foundational knowledge to be successful in this type of certificate. Given that the certificate will require that students take senior courses that are currently offered without pre-requisites (other than completion of the first 2 years of the BHK program), there is no further scaffolding of courses.   Students may take courses as they are available. This allows flexibility in student schedules and consequently, the suggested sequencing below may be different for each student in the program.

As such, introduction, reinforcement and mastery of the learning outcomes noted below may take place at different times in a student's completion of the certificate courses. The courses listed below "reinforce" and allow mastery of concepts learned in the core of a Kinesiology bachelor's degree, which dictates the necessity of a Kinesiology (first 2 years of a BHK or equivalent) background for admission.

The Certificate in Human Factors and Ergonomics is embedded within the BHK Kinesiology-Movement Science major program and as such, includes instruction and assessment that is typical of the program. Likewise, students will demonstrate their knowledge of the learning outcomes for this certificate through various teaching and evaluation methods, such as written examinations, writing assignments, class participation and discussion, student presentations, group participation and peer assessments.

Learning Outcomes:
LO 1.   Describe and interpret government policies specific to occupational health and safety
LO 2.   Distinguish between the physical, cognitive, and macro (organizational) subdisciplines of ergonomics.
LO 3.   Apply biomechanical and ergonomic concepts to human performance in and out of the work place
LO 4.   Retrieve and interpret normative data and compare against newly collected measurements and observations of human movement.
LO 5.   Collect, analyze, and evaluate measurements and observations from human movement tasks using manual, multimedia, and/or computerized (software) techniques

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

LO 6.   Use biomechanical, ergonomic and human factors principles to assess, evaluate, and correct human movement patterns and/or redesign workplace and non-work-related tasks and tools to improve task outcomes (e.g. reduce injury, increase task performance, etc.)

LO 7.   Use guidelines to document concise and detailed human performance under different conditions and in various tasks in and out of the workplace.

LO 8.   Retrieve relevant equations and perform calculations necessary to analyze human movement.

LO 9.   Follow academic, institutional, professional, and organizational ethical and safe standards of practice in the assessment of human performance

LO 10. Recognize the various motivations of individuals, employees, unions, organizations, and stakeholders in the workforce as they relate to human performance assessment

LO 11. Work with peers to carry out human performance assessment

LO 12. Create oral and written presentations relevant to human factors and ergonomics individually and in teams

LO 13. Describe the complexity of human movement both within and between individuals

LO 14. Identify different scholastic and career options related to human factors and ergonomics

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12	LO13	LO14
TAKE ALL OF:														
KINE-3620	R	M[A]	R[AH]	R[AH]		M[AH]			M[A]	R[A]	M[AH]	M[AH]	M[A]	M
KINE-3630	R	M[A]	M	R	M	M[AH]	M	R	M	R	M[AH]	M[AH]	M	M
KINE-4650	R	M[A]	M[AH]	M[A]	M[AH]	M[AH]	M[AH]	R[A]	M	R	M[AH]	M[A]	M	M
KINE-4670	M	M[A]	M	R	M[A]	M[A]	M	R	M[A]	R	M[AH]	M[A]	M	M
KINE-4780	M[H]	M[H]	M[AH]	M[AH]	M[AH]	M[AH]	M[AH]	M[AH]	M[AH]	M[AH]	M[AH]	M[AH]	M	M[AH]
TAKE 1 OF:														
KINE-4750	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	M[AH]	R[AH]	R[AH]	R[AH]
KINE-4910	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	R[AH]	M[AH]	R	M[AH]	R[AH]	R	R
TAKE 3 of:														
BHK electives							R[A]		R[A]				R[A]	R
TAKE 1 OF:														
WORK-2000	M[A]													R
WORK-2500	M[A]													R

Table 2. Curriculum Map of Core Courses and Learning Outcomes. As described above, introduction (I), reinforcement (R), and mastery (M) of the listed learning outcomes take place on the background of a standard honours Human Kinetics (Kinesiology) degree. Moreover, these categories provide knowledge attainment with respect to requirements in an entry level position in human factors and ergonomics. Consequently, mastery and reinforcement of outcomes may take place at various times within the certificate sequencing. Assessed (A) and high impact practices (H) are indicated n superscript.

The curriculum map of core courses in the certificate offered by the Faculty of Human Kinetics show that student will achieve all learning outcomes by taking these courses. Assessments within the core courses include group and individual assignments, exams, workplace assessments, practical applications (in labs associated with the core courses and individual study or biomechanics/ergonomics lab), and guest speakers. Elective courses in this certificate offered within the Department of Kinesiology provide additional material that strengthens a student's ability to be successful in a human factors and ergonomics career. Moreover, human factors and ergonomics professionals must establish and maintain good working relationships with both the unions and administration of the organizations under their charge. Although students learn the science, techniques, and assessments in human factors and ergonomics in our core courses, a course in labour relations would provide an additional benefit to those

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

students looking to pursue this type of career.   Consequently, the outside kinesiology electives (WORK-2000 or WORK-2500) would provide this type of information and add to learning outcomes 1 and 10.

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

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

The internship is intended to provide students with an enriched learning opportunity to integrate theory and practice in applied settings. The individual study course (if applicable) must be completed in the field of human factors and ergonomics and will entail hands on experience in a research lab in these fields.   Both courses are 12 weeks in duration and will require significant independent work allowing students within the certificate to "Apply biomechanical and ergonomic concepts to human performance in and out of the workplace." (Learning Outcome 3).

C.4.3 Mode of Delivery (QAF section 2.1.5)

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

Similar to the normal undergraduate program, certificate courses will rely on traditional offerings (i.e. face-to-face and online, particularly given the adaptation of courses in the 2020/2021 academic year), but delivery may vary according to instructor. Courses within the certificate will employ standard lectures, discussion, tutorials, laboratories, field work, research paper review, presentations, and written assignments. Laboratory experiences will familiarize students with the industry standards and assessment techniques necessary for a career in the field of human factors and ergonomics. The Internship course (KINE-4980) will consist of a 12-week (9 hours/week) work placement (if applicable) and the elective independent study course (KINE-4750) will require that students employ critical thinking and the scientific method of discovery into practice (if applicable). As such, students will experience various types of teaching methods throughout the certificate by faculty experts that will allow them to meet the learning outcomes associated with the certificate.

C.5 Student Workload

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

Expected Workload per 3.0 Course Credit/Week	Average Time *per week* the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	2-3
Tutorials	1-2
Practical experience	0-3
Service or experiential learning	9
Independent study	2-9
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	2-3
Studying for tests/examinations	1-2
Other: *[specify]*	
Compare the student workload for this program with other similar programs in the AAU:	

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

The workload in this certificate is consistent with the workloads required of other courses in the BHK program.

D.   MONITORING AND EVALUATION (QAF section 2.1.6)

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

The current assessment methods used within our existing Kinesiology-Movement Science major plan to be used in the modified program. We conduct bi-annual academic standing consideration for students in our majors at which we assess current trends in student achievement. Additional monitoring will occur in the certificate programs through the efforts of the undergraduate committee, Undergraduate Coordinator, Department Head, and Associate Dean of Academic Programs.

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

The certificate is designed to allow students to attain the theoretical and technical skills related to the field of human factors and ergonomics as they align with the certificate learning outcomes. Given the proposed admission requirements to the certificate, students will enter with the foundational knowledge in biomechanics, psychology, anatomy, and physiology While there is flexibility in course selection, all courses will provide foundational knowledge and test to what extent students have achieved the learning outcomes through a variety of evaluation formats.

The Faculty of Human Kinetics has an Associate Dean of Academic Programs who will work in conjunction with the Department Head and Undergraduate Coordinator to advise on different aspects of the students' academic needs and monitor their progress and performance. This assessment will be multifaceted and include feedback from students currently registered in and who have completed the certificate, monitoring of enrolment in certificate courses, students grades, and ongoing consultation with industry professionals and our core group of instructors in the human factors and ergonomics field.

E.   EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)
[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience

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

KINE-4980: Internship is a supervised, project-driven work experience in an approved setting. The experience is expected to provide students with an enriched learning opportunity to integrate theory and practice. Internships are open to 4th year students and in the case of this certificate must be completed in the field of human factors and ergonomics (including health and safety). It is offered as a one course equivalent on a Pass/Non-Pass basis. Student are required to work 9 hours per week over the 12-week period.

E.2 Knowledge and Skills Brought to the Workplace

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Students completing the Certificate in Human Factors and Ergonomics will bring a range of skills to their internship (if applicable). Through completing the certificate courses, student will gain an in-depth understanding on topics related to anatomy, physiology, occupational health and safety, biomechanics, physical ergonomics, cognitive ergonomics, and organizational ergonomics. This foundational knowledge will ensure students are well equipped to complete the tasks assigned by their internship supervisor, but the hands-on experiences and learning of technical skills in laboratories will also strengthen students' ability to put their training into practice in the human factors and ergonomics industry. Most courses in the senior part of the BHK undergraduate education assess students through written and oral assignments that require independent research components.   Research and group work during projects are a hallmark of our Faculty's education and will again strengthen the communication, critical thinking, problem solving, and interpersonal skills obtained by graduates of this certificate that can be used in their placements.

E.3 Evidence of Availability of Placements

> *Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).*
>
> *Provide a summary of the types of positions that would be suitable at each level of work-term.*
>
> *How will these placements/opportunities be developed?*
>
> *[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]*

As noted in B4.4, consultation with human factors and ergonomics professionals garnered the following feedback with respect to the job market when asked "**What are the current trends and needs in your industry with respect to HFE/UI/UX? (e.g. Is there a job market for graduates interested in HFE/UI/UX positions?)**"

Generally, industry professionals reported that demand for HFE professional was strong, but highlighted that growth was especially promising for individuals with user interface and user experience training. For example, respondents made such comments as:

"I think UX needs are growing in tech industry, probably other industries as well."

"There seems to be a strong demand for anyone identifying with the user experience throughout the automotive industry, particularly Tier 1 suppliers and companies working on driving automation. This includes information designers, usability experts, and behavioral scientists as well as Human Factors."

"[HFE] positions in my industry are usually steady. Considering that Ergonomic specialists are typically assigned to a production plant or vehicle, this number rarely fluctuates. However, these 3 individuals typically move on to more leadership/management positions so there is constant turn-over."

"UI and UX is a leading area, but there is an overlap in the skillset for such positions, including; psychology, computer science, and ergonomics/human factors. So, people who demonstrate the right training could be hired from a variety of programs. HK students are at an advantage here because of the range of courses they typically take. I think that if Windsor was able to augment the current program with additional courses in Human Factors/UI/UX, their students would be ideal candidates."

"The job market is large and wide open. The premier supplier to that market will be the one that offers the most seasoned candidates."

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

"I do believe there is a growing job market. I was worried about the ~25 students coming out of Fanshawe the past couple years but, with their free internships, they have been convincing companies that they need to hire these students full time after they graduate and they now have no problem finding placements and they are just getting started."

We firmly believe that there is a growing demand for students with this training and this is highlighted by a search for ergonomics, human factors, and/or health and safety in job ads across North America. With a long history of partnership with industry in human factors and ergonomics, we believe that there will be enough positions to satisfy the needs of limited amount of students taking this certificate (see Appendix A – Support Letters). Moreover, given the well-established labs and expertise of our faculty researchers in these fields, we will always have our own departmental positions available for students. The faculty of Human Kinetics has a long history of supporting undergraduate internship positions in various subdisciplines of Kinesiology and Sport Management and Leadership. Within that history, there have been numerous positions in human factors and ergonomics. With the implementation of this certificate, we believe that we will be able to train students for positions that in the past may have went unfilled, but to also create new opportunities that can lead to further research, scholarship, and community partnerships.

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

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

The Experiential Learning Coordinator (or designate) within the Department of Kinesiology will be responsible for the enrolment, progression and attainment of learning outcomes throughout the internship course. Industry placement supervisors will help the students to create learning goals, and these supervisors will provide mid-term and final evaluations of those students completing an internship. This information will be documented through:

- Satisfactory completion of an Internship Weekly Log Book.
- Satisfactory completion of the Internship Learning Objectives Form.
- Satisfactory completion of an Internship Final Report.
- Submission of an Undergraduate Internship Mid-Term Performance Appraisal Form
- Satisfactory grade on the Undergraduate Final Evaluation Form.

E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the experiential learning component, if applicable.
NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

There are no additional fees associated with this certificate.

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

Please obtain signatures for the following statement.

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Name of AAU Head (typed or e-signature):_____

[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

Name of Director of the Co-op Services (typed or e-signature):_____

[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

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

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

Does the proposal:
- □   include the endorsement of/involvement by the Centre for Career Education?
- □   adequately describe the academic program?
- □   include a strong rationale for co-operative education?
- □   list the types of positions suitable to students at the junior, intermediate and senior work-term?
- □   articulate the possibility for international placements at a later point?
- □   provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
- □   include a plan to monitor the availability of work placements on an ongoing basis?
- □   articulate specific learning outcomes (degree level expectations) and co-op requirements?
- □   include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
- □   include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:
- □   attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
- □   be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
- □   provide year-round availability of students to the workplace in some manner?
- □   meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

APPENDIX A

FACULTY CURRICULA VITAE
(not required for undergraduate diploma or certificate proposals)

[Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program. Faculty CVs should be in a standardized format - contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils]

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

APPENDIX B – BUDGET SUMMARY SHEET

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

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	**1**	**2**	**3**	**4**	**5**	**Total**
Revenue						
Tuition income*	8*$2985= $23880	16*$2985 = $47760	20*$2985 = $59700	20*$2985 = $59700	20*$2985 = $59700	$ 250,740.00
Potential Provincial funding**	8*$3000 = $24000	16*$3000 = $48000	20*$3000 = $60000	20*$3000 = $60000	20*$3000 = $60000	$ 252,000.00
Other sources of funding *(please list)*						
Total Revenue	$ 47,880.00	$ 95,760.00	$ 119,700.00	$ 119,700.00	$ 119,700.00	
Expenses						
Additional Faculty member	0	0	0	0	0	0
Additional Staff/Technician	0	0	0	0	0	0
GA/TA***	0	0	0	0	0	0
External Examiners *(for graduate programs)*						
Library Resources	0	0	0	0	0	0
New Facilities/Equipment	0	0	0	0	0	0
Facilities/Equipment Maintenance	0	0	0	0	0	0
Technology/CTL resources	0	0	0	0	0	0
Other expenses0 *(please list)*						
Total Expenses	0	0	0	0	0	0
Net Income						

*Estimate $2985 per full-time equivalent domestic undergraduate student; $xxx per full-time equivalent international undergraduate student; $xxxx per full-time equivalent domestic Masters student; $xxxx per full-time equivalent international Masters student; $xxxx per full-time equivalent domestic doctoral student; $xxxx per full-time equivalent international doctoral student.

**Estimate $3000 per full-time equivalent domestic undergraduate student; $xxx per full-time equivalent international undergraduate student; $xxxx per full-time equivalent domestic Masters student; $xxxx per full-time equivalent international Masters student; $xxxx per full-time equivalent domestic doctoral student; $xxxx per full-time equivalent international doctoral student.

***Estimate $xxx per GA/TA allocation

Note: these course are all taught already and have not had over-enrolment in the past. Consequently, there is room for any added students as a result of this certificate.

Occupational Health Clinics for Ontario Workers Inc.
Centres de santé des travailleurs (ses) de l'Ontario Inc.

Windsor Clinic
3129 Marentette Ave. Unit #1
Windsor, ON N8X 4G1
Tel: (519) 973-4800 or 1-800-565-3185
Fax: (519) 973-1906
E-mail: windsor@ohcow.on.ca
www.ohcow.on.ca

May 5, 2021

University of Windsor
Department of Kinesiology
401 Sunset Ave.
Windsor, ON

Attn: Dr. David Andrews
RE: Internship Students

The Occupational Health Clinics for Ontario Workers located in Windsor would be interested in supporting students with an internship opportunity in the field of Ergonomics. This would provide the students enrolled in the Certificate of Human Factors and Ergonomics at the Department of Kinesiology an opportunity to gain work experience and knowledge in ergonomics while being mentored by a Canadian Certified Professional Ergonomist (CCPE).

Sincerely,

Melissa Statham, MHK, CCPE
Ergonomist – OHCOW Windsor
Tel: 519-551-4557
Email: mstatham@ohcow.on.ca

iNAGO corporation

May 7, 2021

To whom it may concern,

We confirm that iNAGO Corporate, which is involved in software development of intelligent assistants for the automotive and consumer electronics industries, is interested in supporting the creation of the University of Windsor's Human Factors and Ergonomics certificate, and the offering of internship opportunities to the students enrolled in the certificate.

iNAGO Corporation highly values its work with the University of Windsor under the guidance of Professor Francesco Biondi, and would be highly supportive of an internship program that allowed students to do an internship at our company to learn about user experience with respect to intelligent assistant interaction for the next generation of connected cars and other connected products, and to share their knowledge and ideas with our team.

We look forward to hearing more about this internship opportunity.

Regards,

Ron Di Carlantonio
President
iNAGO Corporation

PINNACLE
PHYSIOTHERAPY

May 10, 2021

Kevin Milne, PhD
Associate Dean – Academic Programs
Department of Kinesiology
Faculty of Human Kinetics
University of Windsor
Windsor, ON | Canada | N9B3P4

Dear Kevin,

Please accept this letter as a confirmation of support for the Human Factors and Ergonomics certificate program outlined in your e-mail.

Our organization could provide internships for students in the field of ergonomics giving real world experiencer in a variety of settings. We have offered internships as well as Co-op placements in the past and look forward to assisting in this new endeavour.

As details become more available to not hesitate to reach out.

If you require additional information, feel free to contact me at your convenience.

Regards,

Ritch Coughlin, President
Pinnacle Physiotherapy and Ergonomics

University of Windsor
Program Development Committee

5.2 **Certificate in Quantitative Economics – New Program Proposal (Form A)**

Item for: **Approval**

MOTION: **That the Certificate in Quantitative Economics be approved.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by the Science Program Development Committee (SPDC) delegated on behalf of the Faculty of Science Coordinating Council and the Provost.
- Provost's Comments: "*I support the Certificate in Quantitative Economics. It is a logical extension of current offerings, incorporating a flexible cross-disciplinary component.*"
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

1. New Program Steering Committee/Provost Approval to Develop New Program Proposal

Prior to completing this form, proposers MUST complete a "New Program Notice of Intent Form" and obtain APPROVAL to proceed from the New Program Steering Committee and the Provost.

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	November 1, 2020

A. Basic Program Information

Faculty(ies)	Science
Department(s)/School(s)	Economics
Name of Program as it Will Appear on the Diploma (*e.g.,* Bachelor of Arts Honours Psychology with thesis)	Certificate in Quantitative Economics
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2021
Mode of Delivery:	Classroom (face-to-face)
Planned steady-state Student Enrolment (per section B.4.2)	25
Normal Duration for Completion:	Within a 4-year degree
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

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

Please provide a brief statement about the direction, relevance and importance of the new program.

Describe the overall aim and intended impact of the proposed new program.

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

Relevance and Importance: Economics has been transformed in recent decades. With the ever-increasing availability of datasets of diverse types, statistical analysis and numerical simulation have been adopted more often to make economic analysis more evidence based. Quantitative economics provides students with an intensive grounding in the mathematical and statistical tools of economics. It is the part of economics that applies methods in statistics, mathematics, and computer science, such as regression analysis, optimization theory, algorithms and numerical simulation, to rigorously evaluate governmental programs and/or private projects, explain economic phenomena, and predict future economic events. The development of modern economics relies substantially on quantitative methods. Mathematical models help us build theories to more accurately explain the economic events and predicts the future. Econometric and statistical methods allow us to tap into the ever-increasing availability of datasets of diverse types to test these theories.

Aim and Impact: Empirical skills for working with data sets are in demand by employers. Econometrics and quantitative economics are among the most sophisticated empirical skills. Businesses and organizations across many industries use econometric analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. Demand for economists with such skills comes from the increasing complexity of the global economy and ever-increasing volume of data (Bureau of Labor Statistics, U.S. Department of Labor,

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

2019). The **Certificate in Quantitative Economics** will provide students with an in-depth understanding of mathematical and statistical tools of economics. These skills will prepare students for positions in consulting, investment banking, actuarial science, financial operations, among others, as well as provide specialized knowledge for graduate programs in economics, statistics, business administration, and finance. Many of these careers have steady job outlooks and low unemployment rates (see section B.4.1). To the best of our knowledge, there is no other certificate in Quantitative Economics within Ontario. As such, the proposed certificate addresses a gap in curricula.

This certificate is to be based on an 8-course structure with 5 compulsory courses and 3 courses selected from optional offerings (more information can be found in C.2). Please see section 'C.4 Learning Outcomes' for a detailed description of the knowledge, skills, and abilities students will have gained upon successful completion of the certificate.

The Department of Economics has been successfully preparing students for the careers that require quantitative skills such as economics, finance, actuarial science, and consulting by offering specific quantitatively intensive economics courses; however, this has not been through a formalized program. Instead, students often completed a Bachelor of Science (Honours Economics) degree. By formalizing the **Certificate in Quantitative Economics**, using resources that already exist (e.g., courses and faculty), we believe this new certificate will attract students to the University of Windsor by allowing students to earn two credentials- a honours degree and certificate in a four-year time span. The certificate program is designed for economics students, but it is available to any student with an interest in economics (especially business, math, and computer science majors) who has available electives. Students in degree programs outside of economics will likely be required to take additional courses beyond what is included in their degree program, should they wish to complete this Certificate.

The **Certificate in Quantitative Economics** would be attractive to students who want to obtain positions focused on advanced quantitative skills; for example, these students could seek positions in research departments of corporations and government agencies and work with large administrative data sets on consumers or firms. In particular, these students would have the preparation to perform more advanced market analyses and policy evaluations. These students would also be well-prepared for positions in consulting and financial firms. Many companies look for economics graduates with a strong quantitative background (see monster.com; DeZube, n.d.), and the **Certificate in Quantitative Economics** will provide these students with this skillset. Furthermore, through careful degree planning, students with an interest in economics can gain advanced knowledge and training in econometrics and quantitative methods by completing this concentration of courses. This will provide specialized training that may be beneficial for students interested in pursuing graduate programs in economics or finance.

Consistency with Institutional Goals: This certificate aligns with several Strategic Areas of Program Strength and Expansion within the SMA by addressing 'Business' (i.e., point 1 within program areas of strength), 'Humanities' (i.e., point 7 within program areas of strength), and 'Business, Cultures and Governance' (i.e., point 5 within program areas of expansion). Beyond the program areas of strength and expansion within the SMA, this certificate program will significantly enhance student employment opportunities and contributes to the University of Windsor's commitment to providing learning experiences that will prepare students for life after graduation. The proposed certificate will contribute to the University of Windsor's mission, goals, and objectives through improving the student learning experience in the area of career preparation and innovations in teaching and learning excellence, through the provision of high impact learning experiences.

References

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* Economists, Retrieved from https://www.bls.gov/ooh/life-physical-and-social-science/economists.htm

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

DeZube, D. (n.d.). Careers in quantitative finance. Monster. Retrieved from https://www.monster.com/career-advice/article/careers-in-quantitative-finance

B.2 Program Content (QAF Section 2.1.4)

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

Undergraduate degree programs in Economics are available at most institutions across Ontario, with various specialization/concentration options (e.g., finance, public policy, econometrics, etc.). Within Ontario, there are no comparable certificates being offered in Quantitative Economics. Therefore, the proposed certificate program will address a gap in curricula and offer UWindsor students a unique opportunity to complete their degree while simultaneously earning a certificate. There is a certificate program at Rutgers University (in the United States). They offer a certificate in Quantitative Economics which consists of courses in economics, mathematics, and statistics.

The proposed certificate program includes eight courses (5 required and 3 electives) in the subject areas of economics, statistics, mathematics, business, and computer science, which is consistent with the area of study. These courses will provide the necessary knowledge and technical skills to prepare students for careers in consulting, investment banking, actuarial science, financial operations, among others, as well as for graduate programs in economics, statistics, business administration, and finance. The proposed certificate program in **consistent with the current state of the discipline** but offers a unique emphasis on quantitative economics.

The instructors involved in the program are research-active in their fields of expertise and are well-positioned to deliver course material on the newest innovations in their respective areas.

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

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

The proposed **Certificate in Quantitative Economics** is *unique in Ontario* as it allows UWindsor students to complete the certificate while simultaneously completing their honours degree program. It is *innovative* as, to the best of our knowledge it is the only certificate program in Ontario to focus on Quantitative Economics, giving our students added value by enhancing their employability in an industry with growing demands. This program is distinct from a general Economics program in that it allows students to specialize in the quantitative aspects of economics (optimization theory and econometrics) whereas in a general economics program, students gain knowledge and skills from both qualitative and quantitative aspects of economics.

The curriculum for the proposed certificate has two major components that will allow students to gain expertise in quantitative economics. Students in the BA and BSc Economics programs are required to take four of the eight certificate courses as part of their degree program. The remaining certificate courses will be complete careful selection of remaining economics and science courses. In most cases, students completing this certificate in programs outside of economics, will complete these certificate courses as electives which will require careful and detailed planning. The selected courses will allow students to progress from introductory to mastery level of the certificate learning outcomes. The major components and constitutive courses are:

Required courses: (5 courses)
- ECON-1100 Introduction to Economics I
- ECON-2120 Intermediate Statistical Methods (or STAT-2950 Introduction to Statistics)
- ECON-3060 Mathematical Economics I
- ECON-3130 Introduction to Econometric Methods I
- ECON-4600 Cost-Benefit Analysis

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Electives: (3 courses)
- ECON-3850 Public Sector Economics: Expenditure
- ECON-4860 Public Sector Economics: Finance
- ECON-3730 International Economics: Trade Theory and Policy
- ECON-3740 International Economics: Exchange Rates and Balance of Payments
- ECON-4140 Introduction to Econometric Method II
- MSCI-1000. Introduction to Business Data Analysis
- MKTG-3370. Quantitative Analysis for Marketing Decisions
- FINA-2700. Business Finance I
- COMP-2067 Programming for Beginners
- COMP-1400. Introduction to Algorithms and Programming I
- COMP-1410. Introduction to Algorithms and Programming II
  - COMP-1400 is a prerequisite and thus should be taken before enrolling in COMP-1410

The required courses will provide students with intensive grounding in the mathematical and statistical tools of economics. The elective courses will allow students to apply the statistical and mathematical methods to various areas of study (e.g., public sector, international, business) as well as provide opportunities for advanced learning of econometrics.

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

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

The Faculty of Science has implemented a Common Ground strategy in the Faculty of Science to provide support to faculty in how to incorporate Indigenous content, perspectives, and material into the curriculum in an authentic and sustainable manner. Indigenous content, perspectives, and material may be included in various certificate courses based upon the discretion of the instructor, who will be provided with access to the resources developed as part of this strategy. Individual instructors will review course materials and identify areas where indigenous content can be integrated to provide a holistic perspective of a topic. Courses may include opportunities to discuss: the cost-benefit analysis (CBA) of securing Indigenous land rights; correction of traditional CBA to include wellbeing based on value judgements of Indigenous people; content related to government grants and economic development of Indigenous people; tax policies that promote economic development of Indigenous people.

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

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

The University of Windsor defines a certificate to be "a non-degree program that… recognizes special sets of skills and knowledge not necessarily based in a single discipline…" Through its breadth, range of courses, and focus on economics modeling (optimization theory) and econometrics, the **Certificate in Quantitative Economics** fulfils this definition.

B.4 DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand (MINISTRY section 5)

Describe the tools and methodology used to conduct the market assessment.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

The proposed Certificate in Quantitative Economics will recognize students who complete eight courses in economics, including electives in economics, business, statistics and computer science, that will equip students with skills necessary for positions in consulting, investment banking, actuarial science, financial operations, among others, as well as provide specialized knowledge for graduate programs. As a result, there is a plethora of fields that graduates can explore for employment. LinkedIn data indicates that because of the rise of the digital world, strengths in business analysis, scientific computing, and data science were three of the most needed skills by employers in 2019 (Petrone, 2019). Similarly, employers predicted that over the next three years there will be a shortage of individuals with experience in analytics, statistics, and quantitative analysis (Business Council of Canada, 2018). Within Canada, there is also a predicted shortage of individuals available who can work with large datasets and who have deep data and analytical skills. This talent gap is estimated between 10,500 and 19,000 professionals (Canada's Big Data Consortium, 2015).

Labour Market:
Multiple job searches were conducted on job posting websites using key words such as 'economist', 'economics', 'economic analyst', and 'economic researcher' (searches were performed on March 1st, 2020). Below is a summary of the number of postings by search and source:

- Indeed Canada: 138 jobs (keyword 'economist'); 5,968 jobs (keyword 'economics'), 434 jobs (keyword 'quantitative economics')
- LinkedIn: 378 jobs (keyword 'economist'); 494 jobs (keyword 'economic analyst'); 46 jobs (keyword 'economic researcher'); 374 jobs (keyword 'quantitative economics')
- Workopolis: 121 jobs (keyword 'economist')

Based on these searches, there appears to be a number of positions available for graduates of economics.

Similarly, within Ontario, labour market information suggests that there are current and projected job opportunities within a number of careers that would require knowledge of quantitative economics (Ministry of Labour, Training and Skills Development, 2017; see Table 1 for examples). Notably, these job profiles have low unemployment rates, are well paying, and many have stable job outlooks.

Table 1. Employment statistics

Job profile	Median income	Projected number of job openings (2017-2021)	Job outlook (2017-2021)^	Number of job postings	Unemployment rate
Economists and economic policy researchers and analysts	$88,421	1,001-2,000	Average	1184	2.9%[+]
Banking, credit and other investment managers	$87,210	5,001-6,000	Average	6,640	2.5%[+]
Banking, insurance and other financial clerks	$47,542	3,001-4,000	Average	766	4.1%[+]
Supervisors, finance and insurance office workers	$62,973	6,001-7,000	Undetermined	0	2.3%[+]
Government managers-economic analysis, policy development and program administration	108,669	501-600	Undetermined	0	1%[+]

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Senior government manager and officials	$122,657	701-800	Undetermined	0	1.6%
Mathematicians, statisticians and actuaries	$89,737	801-900	Undetermined	2,479	3.2%[+]
Statistical officers and related research support occupations	$61,786	501-600	Above average	14	6%

Note: These data were gathered from the Ministry of Training, Colleges and Universities Ontario's labour market website for the aforementioned job profiles.

^Job outlook ratings can tell you how future demand for this job is expected to compare with other jobs across Ontario.

[+]Unemployment rate is below the National unemployment rate (5.5% as of June 2019) within Canada:
https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410028703

Banking, credit and other investment managers: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0122

Baking, insurance and other financial clerks: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=1434

Supervisors, finance and insurance office workers: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=1212

Government managers- economic analysis, policy development and program administration:
https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0412

Economists and economic policy researchers and analysts:
https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4162

Senior government manager and officials: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0012

Mathematicians, statisticians and actuaries: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=2161

Statistical officers and related research support occupations:
https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=1254

The labour data from job searches and the Ministry of Training, Colleges and Universities Ontario's labour market analysis provide support that there are current and projected job openings in banking, finance, and policy development that students with knowledge of quantitative economics would be well-suited for. This certificate will facilitate recognition of students' knowledge of the mathematical and statistical tools of economics (e.g., regression analysis, optimization theory). By offering students an opportunity to earn a degree and certificate focused on economics, students will be attractive candidates for these jobs.

Student Interest:
Course enrollment data suggest existing interest among UWindsor students to complete the courses offered within the certificate program (see Table 2.).

Table 2. University of Windsor Course Enrollment Data for Courses within the Proposed Certificate Program

Course	Student Enrolment Units (SEU) for 2017-2018 Academic year	SEU for 2016-2017 Academic year	SEU for 2015-2016 Academic year
ECON-1100 Introduction to Economics I	920	904	948
ECON-2120 Intermediate Statistical Methods (or STAT-2950 Introduction to Statistics)	34 (29)	25(23)	34(25)
ECON-3060 Mathematical Economics I	9	16	7
ECON-3130 Introduction to Econometric Methods I	27	31	53
ECON-4600 Cost-Benefit Analysis/Excel application in Economics	8	N/A	N/A
ECON-3850 Public Sector Economics: Expenditure	21	18	13
ECON-4860 Public Sector Economics: Finance	N/A	19	26
ECON-3730 International Economics: Trade Theory and Policy	30	N/A	N/A
ECON-3740 International Economics: Exchange Rates and Balance of Payments	57	47	22

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

ECON-4140 Introduction to Econometric Method II	N/A	31	39
MSCI-1000. Introduction to Business Data Analysis	N/A	N/A	N/A
MKTG-3370. Quantitative Analysis for Marketing Decisions	10	29	48
FINA-2700. Business Finance I	395	402	407
COMP-2067 Programming for Beginners	122	103	76
COMP-1400. Introduction to Algorithms and Programming I	371	332	268
COMP-1410. Introduction to Algorithms and Programming II	288	253	186

*These data were gathered from the Office of Institutional Analysis at the University of Windsor. SEU is number of students in the course.

The Department of Economics has packaged a unique set of existing courses will provide students with sought after skills in quantitative economics. This program seeks to enhance career preparation of economics students. This certificate program will add significant value to students already enrolled in degree programs as it will allow them to develop job-ready skills while concurrently completing their degree. Based upon the review of market demand, literature, and course enrolment data, the proposed certificate program will assist students with the development of quantitative economics skills, addressing a current gap in the labour market.

References
- Business Council of Canada. (2018). Navigating change: 2018 Business Council Skills Survey. Retrieved from: https://thebusinesscouncil.ca/wp-content/uploads/2018/04/Navigating-Change-2018-Skills-Survey-1.pdf
- Canada's Big Data Consortium. (2015). Closing Canada's big data talent gap. Retrieved from https://www.ryerson.ca/content/dam/provost/PDFs/Big_Data_Talent_Gap.pdf
- Ministry of Labour, Training and Skills Development. (n.d.). Ontario's labour market. Retrieved from https://www.iaccess.gov.on.ca/labourmarket/search.xhtml
- Petrone, P. (2019). The skills companies need most in 2019-And how to learn them. Retrieved from https://learning.linkedin.com/blog/top-skills/the-skills-companies-need-most-in-2019--and-how-to-learn-them

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

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

The percentages of domestic and international students enrolling into the certificate are likely to represent the range of students already enrolled at the University of Windsor's Economics undergraduate program.

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

Provide details on projected enrolments in the following tables.

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
In the regular program (non-co-op)	5	10	15	25	25
In the co-op/experiential learning stream (if applicable)					
For co-op option: projected number of international students enrolled in the co-op stream					

Annual projected student intake into the first year of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	5
Annual projected student intake into the first year of the co-op/experiential learning version of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	

B.4.3 Collaborative Program (QAF section 1.6)

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

N/A

B.4.4 Societal Need (Ministry section 6)

Describe the tools and methodology used to assess societal need.
Elaborate on the
1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),
2) geographic scope of (e.g., local, regional, provincial, or national), and
3) anticipated duration of, and trends in, societal need for graduates of the new program
Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as a review of the proposed program by relevant experts in the field.

Economics is an interdisciplinary field that includes the study of scarcity, how people use resources and respond to incentives, or make decisions. Ranging from the study of individuals (microeconomics) to the economy as a whole (macroeconomics), the field of economics affects everyone's life (American Economic Association, n.d).

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

In an era where the volume of data has expanded exponentially through an array of sources (e.g., web, phones, sensors, cameras), organizations are turning to these data to inform decision making (McKinsey & Company, 2016). Data is being used in many capacities: to gain customer insights, for production and service innovation, better decision making, to improve health care, social services, public safety and infrastructure, to improve productivity and performance, and to strengthen research and development, commercialization and economic growth (Canada's Big Data Consortium, 2015). With ever-increasing availability of datasets of diverse types, statistics analysis and numerical simulation have been adopted more often to make economic analysis more evidence based. As such, there is an emphasis on economics graduates to have a strong quantitative background, and the Quantitative Economics Certificate will support students in their development of these sought-after skills (e.g., Conerly, 2015; Pinsker, 2016; Pomorina, n.d.). Beyond the need for this skill set, the Labour Market analysis section above (B.4.1), highlights a number of employment opportunities for economists, with many of these sectors having stable job outlooks and low unemployment rates.

The Department of Economics can offer this certificate without additional resources expenses; therefore, the benefits of this program far outweigh any potential cost and will contribute to societies need for individuals skilled in quantitative economics.

References:
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- McKinsey & Company. (2016). The age of analytics: Competing in a data-driven world. Retrieved from https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/McKinsey%20Analytics/Our%20Insights/The%20age%20of%20analytics%20Competing%20in%20a%20data%20driven%20world/MGI-The-Age-of-Analytics-Full-report.ashx
- Pinsker, J. (2016). Ask an economist: How can today's college students future-proof their careers? Retrieved from: https://www.theatlantic.com/business/archive/2016/09/how-can-todays-college-students-futureproof-their-careers/499244/
- Pomorina, I. (n.d.). Economics graduates' skills and employability. Retrieved from https://www.economicsnetwork.ac.uk/sites/default/files/Ashley/EN%20Employers%20Survey%202012%20-%20Full%20Report%282%29.pdf

B.4.4.1 Societal Need – Letters, Surveys, Statistics

• *The development of this proposal included consideration of comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.*	___Yes	__X_No, explain below
• *The development of this proposal included consideration of comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.*	___Yes	_X__ No, explain below
• *The development of this proposal included a review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of anticipated new positions in the field, number of positions in the field current being advertised, etc.)?*	___Yes	_X__ No, explain below

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

• *The development of this proposal included a review of statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?*	___Yes	_X__ No, explain below

If yes, append letters, survey or statistics to proposal.

If no, explain:
We have not undertaken a full consultation with industry and community partners regarding this certificate. Given that this undergrad certificate is dependent on enrollment in other programs at the University of Windsor and there are no new courses being offered, a full external review of societal need was not required. However, based upon the review of the literature there is evidence of societal need for the program.

B.4.5 Duplication (Ministry section 7)

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

Degree programs in Economics (and related topics) are available at most institutions across Ontario. The Bachelor of Economics Honours Concentration in Mathematics and Quantitative Economics offered by Department of Economics at Carleton University is similar to this proposed certificate program. However, the course requirements of such a program are much more than the course requirements of this proposed certificate program. Furthermore, this concentration consists primarily of courses in mathematics (e.g., calculus, linear algebra, mathematical reasoning) with far fewer courses in economics than the proposed certificate.

To the best of our knowledge, within Ontario there are no certificates available in Quantitative Economics making the proposed certificate unique in Ontario because of the subject matter and by allowing UWindsor students to complete their degree while simultaneously earning a certificate. Therefore, the proposed certificate program addresses a significant gap in curricula related to Quantitative Economics designed to prepare students for industry positions.

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

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

An undergraduate concurrent certificate that focuses directly on Quantitative Economics does not exist in Ontario; therefore, we anticipate minimal duplication in curricula.

B.5 RESOURCES
*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the **Budget Summary** (Appendix B) with the new program proposal.]*

B.5.1 Resources Available

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

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

The Department of Economics is committed to supporting this certificate. Aside from three **elective** courses (MSCI-1000, MKTG-3370, FINA-2700), all required and elective courses are offered by Economics or other departments within the Faculty of Science (mathematics and statistics, computer science). All courses within this certificate program are offered within the current academic calendar so there are no additional resources required. Faculty leading courses in this certificate have expertise that are central to this program.

Administrative tracking will be provided within the UWinsite system. The academic advisor within the Department of Economics will advise students interested in this certificate. The program is intended as a value-added opportunity, and as part of a suite of certificate programs that will enhance overall enrolment in Economics.

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

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

This certificate program is comprised of pre-existing courses and therefore have appropriate faculty expertise. Students may choose to complete courses in computer science, statistics, and business. The most recent faculty member who has taught these elective courses is listed in the table below.

Faculty Name and Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the NEW program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
Dr. Marcelo Aarestrup Arbex, Professor	N/A	Economics	Economics
Dr. Vladimir Bajic, Associate Professor	N/A	Economics	Economics
Dr. Tarek Jouini, Associate Professor	N/A	Economics	Economics
Dr. Dingding Li, Associate Professor	N/A	Economics	Economics
Dr. Jay (Hyuk-jae) Rhee, Professor	N/A	Economics	Economics
Dr. Sang-Chul Suh, Professor	N/A	Economics	Economics
Dr. Christian Trudeau, Professor	N/A	Economics	Economics
Dr. Nurlan Turdaliev, Professor and Head	N/A	Economics	Economics
Dr. Yuntong Wang, Professor	N/A	Economics	Economics
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Dr. Yahong Zhang, Assistant Professor	N/A	Economics	Economics
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
…			
Category 4: Limited-term Appointments teaching exclusively in this AAU			

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Dr. Jinyue Li, Assistant Professor	N/A	Economics	Economics
Dr. Charlie Xu, Assistant Professor	N/A	Economics	Economics
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
…			
Category 6: Sessionals and other non-tenure track faculty			
…			
Category 7: Others			
Dr. Abdulkadir Hussein, Mathematics and Statistics (teaches STAT-2950)	N/A	Mathematics and Statistics	Mathematics and Statistics
Dr. Robert Kent, Computer Science (Teaches COMP-1410)	N/A	Computer Science	Computer Science
Dr. Kevin Li, Business (Teaches MSCI-1000)	N/A	Business	Business
Prof. Peter Miller, Business (Teaches MSCI-1000)	N/A	Business	Business
Dr. Chike Okechuku, Business (Teaches MKTG-3370)	N/A	Business	Business
Dr. Saeed Samet, Computer Science (Teaches COMP-1400)	N/A	Computer Science	Computer Science
Dr. Rajeeva Sinha, Business (FINA-2700)	N/A	Business	Business

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

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

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:
- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

Department of Economics is committed to supporting this certificate. Aside from three **elective** courses (MSCI-1000, MKTG-3370, FINA-2700), all required and elective courses are offered by the Department of Economics or other departments within the Faculty of Science (Mathematics and Statistics and Computer Science). All courses listed in the program and these courses are led by specialists in the area who have expertise in the subjects that are central to this program.

Given that all courses are already listed within the current academic calendar there are enough highly qualified faculty to support this proposed certificate program. These expert faculty have active research programs and publish in high quality peer-reviewed journals.

B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Program

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

The courses within the certificate program are offered within the current undergraduate academic calendar. As such, there is no anticipated additional reliance on adjunct, limited-term, or sessional faculty.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

> *Provide evidence that there are adequate resources available and committed to the proposed 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 courses within the certificate program are offered within the current undergraduate academic calendar. As such, there is already adequate resources available and commitment to sustaining the educational experience of undergraduate students. There are no anticipated new resources required to offer this certificate program.

B.5.1.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

> *Describe the proposed program's reliance on existing resources from <u>other</u> 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 courses within the certificate program are offered regularly within the current undergraduate academic calendar. For some science students, the courses within the certificate are already part of their degree program, and enrolment in these science courses are not expected to increase due to the certificate.

Aside from three elective courses (from a list of 12) offered in Business, courses within the program are offered within the Faculty of Science, specifically the Department of Economics, Department of Mathematics and

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Statistics, and School of Computer Science, therefore there is very minimal reliance on existing resources from other campus units. The Odette School of Business and School of Computer Science have been consulted about this program and have expressed their support (see Appendix B).

B.5.1.3   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

   N/A

B.5.1.4   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

N/A

B.5.1.5a 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 proposed program.*

Faculty:	No change
Staff:	No change
GA/TAs:	No change

B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

Library Resources and Services:	No change
Teaching and Learning Support:	No change
Student Support Services:	No change
Space and Facilities:	No change
Equipment (and Maintenance):	No change

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe
- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

> - *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

Open only to students currently enrolled in a degree program and in good academic standing in their program.

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

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

All students who have met the entrance requirements for Economics, or who are in good standing are eligible to register for the certificate program. For some science students, the courses required are already part of their degree program; therefore, these students should be able to meet the intended learning outcomes for the certificate program. For those students who complete these courses as electives within their degree program, proper completion of pre-requisite courses and sequencing will ensure students will be prepared for the successful attainment of the intended learning outcomes.

The academic advisor within the Department of Economics will advise students interested in this certificate.

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

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

The program is intended as a value-added opportunity, and as part of a suite of certificate programs that will enhance enrolment in science overall.

Total courses: 8

Degree requirements:

This certificate requirements are as follows:

Required courses: (5 courses)
- ECON-1100 Introduction to Economics I
- ECON-2120 Intermediate Statistical Methods (or STAT-2950 Introduction to Statistics)
- ECON-3060 Mathematical Economics I
- ECON-3130 Introduction to Econometric Methods I
- ECON-4600 Cost-Benefit Analysis/Excel application in Economics

Electives: (3 courses)
- ECON-3850 Public Sector Economics: Expenditure
- ECON-4860 Public Sector Economics: Finance
- ECON-3730 International Economics: Trade Theory and Policy
- ECON-3740 International Economics: Exchange Rates and Balance of Payments
- ECON-4140 Introduction to Econometric Method II
- MSCI-1000. Introduction to Business Data Analysis

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

- MKTG-3370. Quantitative Analysis for Marketing Decisions
- FINA-2700. Business Finance I
- COMP-2067 Programming for Beginners
- COMP-1400 Introduction to Algorithms and Programming I
- COMP-1410 Introduction to Algorithms and Programming II
  - COMP-1400 is a prerequisite and thus should be taken before enrolling in COMP-1410

While this certificate program is designed for economics students, it is available to any student with an interest in quantitative economics who has available electives (particularly mathematics, computer science, and business students). However, students in degree programs outside of science will likely be required to take additional courses beyond what is included in their degree program.

Courses used to calculate the major average are:
N/A

Description of thesis option (if applicable):
N/A

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

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.):

N/A

Guidelines for experiential learning/co-op work term reports:

N/A

General length of experiential learning/co-op work term:

N/A

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

N/A

C.3.2 For All Program Proposals

C.3.2.1 Standing Required for Continuation in Program

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

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Minimum of 60% in all courses taken for the certificate.

C.3.2.2   Standing Required for Graduation

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

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

Minimum of 60% in all courses taken for the certificate.

C.3.2.3   Suggested Program Sequencing

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

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

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

YEAR 1: ECON-1100
YEAR 2: ECON-2120, Elective
YEAR 3: ECON-3060, Elective
Year 4: ECON-3130, ECON-4600, Elective

The necessary suite of prerequisite courses (excluded from the certificate) for the **required** certificate courses are: STAT-2920, MATH-1720 (or MATH-1760), MATH-1250 (or MATH-1260 or MATH-1270), ECON-2210, and ECON-2310. For economics students, all of these prerequisite courses are required within their degree program. Many of these prerequisite courses are also required for students in other science programs. In addition, the following elective courses have other prerequisites (indicated in parentheses): ECON-4860 (ECON-2220), ECON-3740 (ECON-2310), MSCI-1000 (corequisite: MATH-1720 or MATH-1760), MKTG-3370 (MSCI-2020 and MKTG-1310), FINA-2700 (ACCT-1510, MATH-1720 or MATH-1760, MSCI-1000 and STEN-1000).

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]

For programs with an Experiential Learning or Co-op Option: Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Explain economic concepts, problems, and solutions.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Collect and integrate information from a variety of sources, assessing its meaning, accuracy, and timeliness (also relevant to C and D).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Identify, compile, interpret, and analyze quantitative economic data by expressing relationships between concepts through graphs, statistical or econometric analysis (also relevant to D).	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Evaluate the bias and variance of possible measurement and estimation procedures (also relevant to D).	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
F. Communicate the results of quantitative economics problems using written, spoken, numerical, and visual formats to a range of audience (also relevant to D).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Use evidence-informed approaches when applying quantitative methods to solve economic problems (also relevant to E).	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Identify and apply innovative techniques for the processing of large datasets and computer programming of complex economic problems (also relevant to A, C and I).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

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

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

Through the completion of the certificate's courses, students will be equipped for careers (e.g., investment banking, financial operations, actuarial science, consulting) that require knowledge of quantitative analysis in economics. Students will also integrate knowledge of statistics, mathematics, and computer science that are required to rigorously evaluate governmental programs and/or private projects, explain economic phenomena, and predict future economic events. The Department of Economics will ensure that certificate requirements are being met.

Course specific assessments will be used to evaluate students' mastery of the certificate learning outcomes. These assessments may include, though are not limited to examinations, papers, presentations, assignments, and projects. The structure of the certificate program is scaffolded to ensure students can meet the learning outcomes as well as progress from 'introduction' to 'mastery' of the certificate learning outcomes. There will also be many opportunities for students to practice these skills. Please see Table 3 for a summary of the certificate curriculum map.

The required courses will provide students with an introduction to the field of economics, including how to understand and evaluate how resources are allocated in a market economy as well as how to apply statistical methods and mathematical principles to solve economic problems and create predictive models. Students will

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

gain experience with software commonly used by economists. There are a considerable number of electives for students to choose from. These courses will expose students to different sectors of economics (e.g., finance, trade), programming, advanced quantitative analysis, and econometrics methods.

There are many pathways to earn this certificate as students have are able to select three elective courses. The structure of the stream is scaffolded to ensure students can meet the learning outcomes as well as progress from 'introduction' to 'mastery' of the stream learning outcomes regardless of their individual pathway. There will also be many opportunities for students to reinforce and practice these skills through both the required and elective courses within economics.

Table 3. Curriculum Map

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
ECON-1100	I		I		I		
ECON-2120 or STAT 2950	R	I	R	R	R	I	I
ECON 3060		R	R	R	R	R	R
ECON-4600	M	R	R	R	R	R	
ECON-3130		M	M	M	M	M	M

LO = learning outcome
I = Introduction
R = Reinforce
M = Mastery

Notes: Pre-requisite courses will also ensure students have an introductory level understanding of many of the certificate program learning outcomes. Elective courses were not included in the curriculum map as there are a variety of courses that students can choose from. Regardless of the pathway chosen, elective courses will offer students additional opportunities to introduce, reinforce, and master the LOs. Given that students will be completing this certificate concurrently with this degree, there will be additional opportunities for students to reinforce and master these learning outcomes through meeting their degree requirements.

PLO1: Explain economic concepts, problems, and solutions.
PLO2: Collect and integrate information from a variety of sources, assessing its meaning, accuracy, and timeliness
PLO3: Identify, compile, interpret, and analyze quantitative economic data by expressing relationships between concepts through graphs, statistical or econometric analysis.
PLO4: Evaluate the bias and variance of possible measurement and estimation procedures.
PLO5: Communicate the results of quantitative economics problems using written, spoken, numerical, and visual formats to a range of audience.
PLO6: Use evidence-informed approaches when applying quantitative methods to solve economic problems.
PLO7: Identify and apply innovative techniques for the processing of large datasets and computer programming of complex economic problems.

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

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

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

Courses primarily rely on face-to-face offerings and delivery may vary according to instructor. Approaches may include: standard lectures with active learning techniques embedded (e.g., discussions), tutorials, integrative review of research papers, presentations, and written assignments.

The modes of delivery and the teaching methods used will provide students with a variety of learning experiences and assist them in developing the knowledge, skills, and abilities to meet the learning outcomes.

C.5 Student Workload

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

Expected Workload per 3.0 Course Credit/Week	Average Time *per week* the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	1-3
Tutorials	0-1
Practical experience	
Service or experiential learning	
Independent study	2-3
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	2-3
Studying for tests/examinations	1
Other: *[specify]*	
Compare the student workload for this program with other similar programs in the AAU:	
All of the courses in the certificate program are offered as courses for all students with the prerequisites so that the workload is consistent with the level of efforts required in any Economics program	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

Curriculum mapping was undertaken to ensure assessments were sufficiently measuring students' ability to meet the intended learning outcomes. These planned assessment activities are intended to focus on achievement of knowledge, skills, and methods in quantitative economics. These include examinations (e.g., quizzes, midterms, final exams) and assignments of various formats related to course content (e.g., data analysis, characterization of economic equilibrium and its stability, etc.) that are consistent with the certificate learning outcomes. Following the completion of curriculum mapping, it is evident that assessments adequately align with, and measure students' achievement of the program learning outcomes.

For an overview of assessment methods that may be used to evaluate students' achieving the learning outcomes, please see Table 4: Alignment of assessments & learning outcomes.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

The academic advisor within the Department of Economics will be responsible for overseeing that requirements are being met as well as how student process through the program. As questions arise students can consult the academic advisor.

Table 4. Alignment of assessments & learning outcomes

Courses	Assessments*	Alignment with Learning Outcomes (LO)	Sequence
• ECON-1100 Introduction to Economics I	• Examinations, assignments	PLO1, PLO3, PLO5	Year 1
• ECON-2120 Intermediate Statistical Methods (or STAT-2950 Introduction to Statistics)	• Examinations	PLO1-PLO7	Year 2
• ECON-3060 Mathematical Economics I	• Examinations, assignments	PLO2-PLO7	Year 3
• ECON-3130 Introduction to Econometric Methods I	• Examinations, assignments	PLO1-PLO6	Year 4
• ECON-4600 Cost-Benefit Analysis	• Examinations, assignments, in-class activities	PLO2-PLO7	Year 4

*Note: This is not a comprehensive list of assessments as there may be additional assessments used within courses that test students' achievement of certificate LOs. Optional courses were not included as there are a variety of courses that students can choose from. Optional courses as well as other economics courses that are required for degree completion will provide additional opportunities for students to introduce, reinforce, and master the LOs.

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

Students will work towards the mastery of certificate learning outcomes through the completion of eight courses. Planned assessment activities are intended to focus on achievement of knowledge and skills in quantitative economics (e.g., mathematical and statistical theories, econometric methods, data analysis techniques). As the certificate evolves, student success and performance level will be tracked through consultation, student feedback, and grades. The academic advisor within the Department of Economics will be responsible for monitoring student progression and responding to student questions regarding the certificate. All courses will contribute to students' attainment of the program learning outcomes.

Please see Table 3 for the curriculum map and Table 4 for how course assessments may align with program learning outcomes.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)
[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience

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

N/A

E.2 Knowledge and Skills Brought to the Workplace

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

N/A

E.3 Evidence of Availability of Placements

> *Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).*
>
> *Provide a summary of the types of positions that would be suitable at each level of work-term.*
>
> *How will these placements/opportunities be developed?*
>
> *[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]*

N/A

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

> *Describe the mechanism that will be established for the supervision of experiential learning placements.*

N/A

E.5 Fees Associated with Experiential Learning Component

> *Provide information on the fees associated with the experiential learning component, if applicable.*
>
> *NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.*

N/A

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

> *Please obtain signatures for the following statement.*

N/A

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Name of AAU Head (typed or e-signature):_____

[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

Name of Director of the Co-op Services (typed or e-signature):_____

[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

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

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

N/A

Does the proposal:
□ include the endorsement of/involvement by the Centre for Career Education?
□ adequately describe the academic program?
□ include a strong rationale for co-operative education?
□ list the types of positions suitable to students at the junior, intermediate and senior work-term?
□ articulate the possibility for international placements at a later point?
□ provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
□ include a plan to monitor the availability of work placements on an ongoing basis?
□ articulate specific learning outcomes (degree level expectations) and co-op requirements?
□ include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
□ include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:
□ attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
□ be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
□ provide year-round availability of students to the workplace in some manner?
□ meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

APPENDIX A: FACULTY CURRICULA VITAE
This is not required for this certificate proposals.

APPENDIX B – BUDGET SUMMARY SHEET
Given that this certificate is only open to current students and it consists of existing courses, we anticipate there being no resource implications; therefore, the budget summary sheet was not completed.

University of Windsor
Program Development Committee

5.3   **Certificate in Economic Analysis and Policy – New Program Proposal (Form A)**

Item for: **Approval**

MOTION: That the Certificate in Economic Analysis and Policy be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by the Science Program Development Committee (SPDC) delegated on behalf of the Faculty of Science Coordinating Council and the Provost.
- Provost's Comments: "*I support the Certificate in Economic Analysis and Policy. It is a logical extension of current offerings, incorporating a flexible cross-disciplinary component.*"
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

1. New Program Steering Committee/Provost Approval to Develop New Program Proposal

Prior to completing this form, proposers MUST complete a "New Program Notice of Intent Form" and obtain APPROVAL to proceed from the New Program Steering Committee and the Provost.

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	November 1, 2020

A. Basic Program Information

Faculty(ies)	Science
Department(s)/School(s)	Economics
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Certificate in Economic Analysis and Policy
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2021
Mode of Delivery:	Classroom (face-to-face)
Planned steady-state Student Enrolment (per section B.4.2)	30
Normal Duration for Completion:	Within a 4-year degree
Will the program run on a cost-recovery basis?	No

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

Please provide a brief statement about the direction, relevance and importance of the new program. Describe the overall aim and intended impact of the proposed new program. Describe the consistency of the proposed new program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

Relevance and Importance: Economics is an interdisciplinary field that includes the study of scarcity, how people use resources and respond to incentives, or make decisions. Ranging from the study of individuals (microeconomics) to the economy as a whole (macroeconomics), the field of economics affects everyone's life (American Economic Association, n.d.). Economic analysis for public policy applies economic tools to evaluate public policy and help design better policies. This includes analyzing the impact of public policy on the application of resources and distribution of income in the economy.

Within Canada, there a number of employment opportunities for graduates of economics programs, many of which have promising job outlooks (see section B.4.1). The proposed **Certificate in Economic Analysis and Policy** will recognize students who have rigorous analytical and professional skills that can be applied to a variety of policies related to labor, health, taxation, the environment, economic equality, and other economic issues. This certificate also provides the necessary multidisciplinary approaches to deal with economic policy problems.

Aim and Impact: The proposed **Certificate in Economic Analysis and Policy** is designed for economics students, but it is available to any student with an interest in economics who has available electives. However, students in degree programs outside of economics will likely be required to take additional courses beyond what is included in their degree program. This certificate program aims to provide UWindsor economics students and other

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

interested students at the University of Windsor, with the knowledge, skills and tools to analyze the impact of public policy projects on the allocation of resources and the distribution of income in the economy and help design better policies. The proposed certificate will recognize students who complete eight courses (4 required and 4 electives courses) in areas of economics, with the option to complete political science courses as electives, that will equip students with rigorous analytical skills necessary for employment in state and federal government agencies, in non-profit or non-governmental organizations as well as provide specialized knowledge for graduate study in economics or public policy (more information can be found in C.2). Please see section 'C.4 Learning Outcomes' for a detailed description of the knowledge, skills, and abilities students will have gained upon successful completion of the certificate.

This certificate is intended for students with an interest in working on fundamental policy issues related to labor, health, taxation, the environment, economic equality and other economic issues. Many of these careers have steady job outlooks and low unemployment rates (see section B.4.1). To the best of our knowledge, there is no other undergraduate **Certificate in Economic Analysis and Policy** within Ontario. As such, the proposed certificate addresses a gap in curricula.

The Department of Economics has been successfully preparing students for the careers in government agencies and non-governmental organizations by offering specific policy-oriented economics courses; however, this has not been through a formalized certificate program. Instead, students often completed a Bachelor of Arts or Bachelor of Science (Honours Economics) degree. By formalizing this certificate program using resources that already exist (e.g., courses and faculty), we believe it will attract students who specifically want a focus in economic analysis and policy, thus enhancing the overall enrollment within the Department of Economics. This includes not only students in an economics major, but also students from other areas especially majors in business, political science, and sociology who are interested in the subject area. Students will have the added benefit of earning two credentials: an honours degree and certificate in a four-year time span.

Consistency with Institutional Goals: This certificate aligns with several Strategic Areas of Program Strength and Expansion within the SMA by addressing 'Business', 'Environment and Ecosystem Adaptation and Recovery', 'Health and Wellness', 'Humanities', 'International Borders', 'Law' (points 1, 5, 6, 7, 8, and 9, respectively within program areas of strength), 'Engineering, Science and Computing', and 'Business, Cultures and Governance' (i.e., points 3 and 5, respectively within program areas of expansion). The Department of Economics is already teaching the courses needed to offer this program but has not previously formalized it as a certificate. Creating this new certificate will permit growth and increased enrollment within an existing program area of strength in the SMA.

Beyond contributing to many areas of growth and expansion within the SMA, this new certificate will significantly enhance student employment opportunities, in a field with growing need for trained individuals and contributes to the University of Windsor's commitment to providing learning experiences that will prepare students for life after graduation. This program will contribute to the University of Windsor's mission, goals and objectives through improving the student learning experience in the area of career preparation and innovations in teaching and learning excellence, through the provision of high impact learning experiences.

B.2 Program Content (QAF Section 2.1.4)

> *Evidence that the proposed curriculum is consistent with the current state of the discipline or area of study.*

Degree programs in Economics are available at most institutions across Ontario, with various specialization/concentration options (e.g., finance, public policy, econometrics, etc.). There are also graduate programs in economic analysis and policy (e.g., Rotman) and graduate certificates (e.g., University of Saskatchewan). Within Ontario, there are no comparable undergraduate certificates being offered in **Economic Analysis and Policy**. York University offers a Public Policy Analysis certificate that includes courses in public

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

administration, the Canadian government, social policy, and regional economic development. The University of Saskatchewan's graduate certificate includes courses in public policy analysis, microeconomics, macroeconomics, health economics, and statistics.

The proposed certificate program includes eight courses (4 required and 4 electives) in economics (e.g., microeconomics, environmental and resource economics, health economics) which is consistent with the area of study. These courses will provide the necessary analytical and professional skills applied to a variety of policies related to labor, health, taxation, the environment, and economic equality that are beneficial for careers in state and federal government agencies or in non-profit or non-governmental policy organizations. The proposed certificate program in **consistent with the current state of the discipline** but offers a unique emphasis on economic analysis.

The instructors involved in the program are research-active in their fields of expertise and are well-positioned to deliver course material on the newest innovations in their respective areas.

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

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

The distinguishing feature of the proposed **Certificate in Economic Analysis and Policy** is that it allows economics students to complete their degree while simultaneously earning the certificate. It is **innovative** as, to the best of our knowledge it is the only certificate program in Ontario to focus on how economics can be used to analyze policy, giving our students added value by enhancing their employability in an industry with growing demands.This program is distinct from a general Economics program in that it allows students to specialize in economic analysis of public policy whereas in a general economics program, students apply economic analysis to both public and private sectors.

The curriculum for the proposed certificate includes four required courses and four electives that allow students to customize and gain expertise in a subject matter. The selected courses will allow students to progress from introductory to mastery level of the certificate learning outcomes. The major components and constitutive courses are:

Required courses: (4 courses)
- ECON-1100 Introduction to Economics I
- ECON-2210 Intermediate Microeconomics
- ECON-3100 Environmental and Resource Economics
- ECON-4600 Cost Benefit Analysis

Electives: (4 courses)
- ECON-2900 Health Economics
- ECON-3850 Public Sector Economics: Expenditure
- ECON-3730 International Economics: Trade Theory and Policy
- ECON-4160 Urban and Regional Economics
- ECON-4860 Public Sector Economics: Finance (prerequisite is 2220)
- ECON-3310 The Economics of Legal Procedures, Crime and Punishment
- ECON-4300 Economic Analysis of Law
- ECON-3530 Labour Institutions
- POLS-3540. Political Problems of Economic Development
- POLS-3550. Political Economy of International Trade

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

- POLS-2120. Environmental Policy and Politics

The required courses will provide students with an introduction to the field of economics, including how to understand and evaluate how resources are allocated in a market economy, theory of markets, and consumer behaviour. Students will also be exposed to economic behaviour in renewable and non-renewable resource markets, and techniques and application of a cost benefit analysis. There is a considerable number of electives for students to choose from. These courses will expose students to different sectors of economics (e.g., health, public, labour institutions, trade, legal procedures, etc.) and political science.

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

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

The Faculty of Science has implemented a Common Ground strategy in the Faculty of Science to provide support to faculty in how to incorporate Indigenous content, perspectives, and material into the curriculum in an authentic and sustainable manner. Indigenous content, perspectives, and material may be included in various certificate courses based upon the discretion of the instructor, who will be provided with access to the resources developed as part of this strategy. Individual instructors will review course materials and identify areas where indigenous content can be integrated to provide a holistic perspective of a topic. Courses may include opportunities to discuss: the environmental impact of oil exploration and resource extraction on lands of Indigenous people; the rights of Indigenous people; importance of land for Indigenous economic development; and economic impact of Indigenous land settlements.

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

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

The University of Windsor defines a certificate to be "a non-degree program that… recognizes special sets of skills and knowledge not necessarily based in a single discipline…" Through its breadth, range of courses, and focus on economic analysis of public policy, the **Certificate in Economic Analysis and Policy** fulfils this definition.

B.4   DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand (MINISTRY section 5)

Describe the tools and methodology used to conduct the market assessment. Provide quantitative evidence of student and market demand both within and outside the local region (e.g., responses/statistics from surveys, etc.).

The proposed **Certificate in Economic Analysis and Policy** will recognize students who complete eight courses in economics, with some choices in political science that will equip students with rigorous analytical skills necessary for employment in state and federal government agencies, in non-profit or non-governmental organizations. As a result, there is a plethora of fields that graduates can explore for employment. Given that students will complete this certificate concurrently with their degree, there are also a number of other careers related to economics that they would be well-suited for (e.g., finance). LinkedIn data indicates that business analysis was one of the most needed skills by employers in 2019 (Petrone, 2019). Similarly, employers predicted that over the next three years there will be a shortage of individuals with experience in analytics (Business Council of Canada, 2018). Students graduating with this certificate will have experience with analytics and have the ability to apply this skill to a business context.

Labour Market:

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Multiple job searches were conducted on job posting websites using key words such as 'economist', 'economics', 'economic analyst', 'economic analysis for public policy' and 'economic researcher' (searches were performed on March 1st, 2020). Below is a summary of the number of postings by search and source:

- Indeed Canada: 138 jobs (keyword 'economist'); 5,968 jobs (keyword 'economics'), 215 jobs (keyword 'economic analysis for public policy')
- LinkedIn: 378 jobs (keyword 'economist'); 494 jobs (keyword 'economic analyst'); 46 jobs (keyword 'economic researcher'); 72 jobs (keyword 'economic analysis for public policy')
- Workopolis: 121 jobs (keyword 'economist')

Based on these searches, there appears to be a number of positions available for graduates of economics.

Similarly, within Ontario, labour market information suggests that there are current and projected job opportunities within a number of careers that would require knowledge of economic analysis (Ministry of Labour, Training and Skills Development, 2017; see Table 1 for examples). Notably, these job profiles have low unemployment rates, are well paying, and many have stable job outlooks.

Table 1. Employment statistics

Job profile	Median income	Projected number of job openings (2017-2021)	Job outlook (2017-2021)^	Number of job postings	Unemployment rate
Economists and economic policy researchers and analysts	$88,421	1,001-2,000	Average	1184	2.9%[+]
Banking, credit and other investment managers	$87,210	5,001-6,000	Average	6,640	2.5%[+]
Baking, insurance and other financial clerks	$47,542	3,001-4,000	Average	766	4.1%[+]
Supervisors, finance and insurance office workers	$62,973	6,001-7,000	Undetermined	0	2.3%[+]
Government managers- economic analysis, policy development and program administration	$108,669	501-600	Undetermined	0	1%[+]
Government managers- health and social policy development and program administration	$110,789	701-800	Undetermined	0	0.4%[+]

Note: These data were gathered from the Ministry of Training, Colleges and Universities Ontario's labour market website for the aforementioned job profiles.

^Job outlook ratings can tell you how future demand for this job is expected to compare with other jobs across Ontario.

[+]Unemployment rate is below the National unemployment rate (5.5% as of June 2019) within Canada: https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410028703

Banking, credit and other investment managers: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0122

Baking, insurance and other financial clerks: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=1434

Supervisors, finance and insurance office workers: https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=1212

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Government managers- economic analysis, policy development and program administration:
https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0412
Government managers-health and social policy development and program administration:
https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0411
Economists and economic policy researchers and analysts:
https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4162

The labour data from job searches and the Ministry of Training, Colleges and Universities Ontario's labour market analysis provide support that there are current and projected job openings in state and federal government agencies, in non-profit or non-governmental organizations that students who have economic analytical skills would be well suited for. By offering students an opportunity to earn a degree and certificate focused on economic analysis for public policy, students will be attractive candidates for these jobs.

Student Interest:
Course enrollment data suggest existing interest among UWindsor students to complete the courses offered within the certificate program (see Table 2.).

Table 2. University of Windsor Course Enrollment Data for Courses within the Proposed Certificate Program

Course	Student Enrolment Units (SEU) for 2017-2018 Academic year	SEU for 2016-2017 Academic year	SEU for 2015-2016 Academic year
ECON-1100 Introduction to Economics I	920	904	948
ECON-2210 Intermediate Microeconomics	146	151	146
ECON-3100 Environmental and Resource Economics	31	20	26
ECON-4160 Urban and Regional Economics	23	12	5
ECON-2900 Health Economics	N/A	26	12
ECON-4600 Cost-Benefit Analysis/Excel application in Economics	8	N/A	N/A
ECON-3850 Public Sector Economics: Expenditure	21	18	13
ECON-4860 Public Sector Economics: Finance	N/A	19	26
ECON-3730 International Economics: Trade Theory and Policy	30	N/A	N/A
ECON-3740 International Economics: Exchange Rates and Balance of Payments	57	47	22
ECON-3310 The Economics of Legal Procedures, Crime and Punishment	36	27	12
ECON-4300 Economic Analysis of Law	29	33	16
ECON-3530 Labour Institutions	22	25	21
POLS-3540. Political Problems of Economic Development	52	N/A	41
POLS-3550. Political Economy of International Trade	N/A	51	51
POLS-2120. Environmental Policy and Politics	N/A	N/A	79

*These data were gathered from the Office of Institutional Analysis at the University of Windsor. SEU is number of students in the course.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

The Department of Economics has packaged a unique set of existing courses that will provide students with sought after skills in economic analysis and policy. This program seeks to enhance career preparation of economics students. This certificate program will add significant value to students already enrolled in degree programs as it will allow them to develop job-ready skills while concurrently completing their degree. Based upon the review of market demand, literature, and course enrolment data, the proposed certificate program will assist students with the development of analytical and professional skills, addressing a current gap in the labour market.

References

- Business Council of Canada. (2018). Navigating change: 2018 Business Council Skills Survey. Retrieved from: https://thebusinesscouncil.ca/wp-content/uploads/2018/04/Navigating-Change-2018-Skills-Survey-1.pdf
- Ministry of Labour, Training and Skills Development. (n.d.). Ontario's labour market. Retrieved from https://www.iaccess.gov.on.ca/labourmarket/search.xhtml
- Petrone, P. (2019). The skills companies need most in 2019-And how to learn them. Retrieved from https://learning.linkedin.com/blog/top-skills/the-skills-companies-need-most-in-2019--and-how-to-learn-them

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

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

The percentages of domestic and international students enrolling into the certificate are likely to represent the range of students already enrolled at the University of Windsor's Economics undergraduate program.

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

Provide details on projected enrolments in the following tables.

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

Projected enrolment levels for the first five years of operation. *(If the program is in operation, use actual and projected data.)*	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
In the regular program (non-co-op)	5	10	20	30	30
In the co-op/experiential learning stream (if applicable)					
For co-op option: projected number of international students enrolled in the co-op stream					

Annual projected student intake into the first year of the program: *(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)*	5
Annual projected student intake into the first year of the co-op/experiential learning version of the program:	

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	

B.4.3 Collaborative Program (QAF section 1.6)

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

   N/A

B.4.4 Societal Need (Ministry section 6)

Describe the tools and methodology used to assess societal need. *Elaborate on the* *1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),* *2) geographic scope of (e.g., local, regional, provincial, or national), and* *3) anticipated duration of, and trends in,* *societal need for graduates of the new program* *Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as a review of the proposed program by relevant experts in the field.*

Economics is an interdisciplinary field that includes the study of scarcity, how people use resources and respond to incentives, or make decisions. Ranging from the study of individuals (microeconomics) to the economy as a whole (macroeconomics), the field of economics affects everyone's life (American Economic Association, n.d).

The Economic Analysis and Policy as a subject helps to re-orient the perception of economics from a field concerned mostly with labour markets and industry, to one that touches upon a wide variety of topics of great societal importance, such as environmental policy, healthcare, and education. Analyzing public policies from an economic perspective can assist in determining the viability of important social programs. As the variety of policy proposals across different topics are limited only by one's imagination, possessing the tools and framework for evaluating the relative costs and benefits of such policy proposals can greatly assist in focusing public discourse on those solutions which are achievable and sustainable. Economic analysis contributes to setting priorities and plans, identifying the best way of achieving strategic outcomes, the development of cost-effective plans, informing users of the most cost-effective plan, determining returns on investment, and documenting decision making (Manning, Johnson, Tilley, Wong, & Vorsina (2016). Needless to say, economic analysis impacts all avenues of society from climate change, to saving for retirement, health, and education. As such, it is critically important for economics graduates to have strong analytical and professional skills in order to be prepared to assess the viability of future policies, evaluate their strengths and weaknesses, and assess their impact on citizens.

Beyond the need for this skill set, the Labour Market analysis section above (B.4.1), highlights a number of employment opportunities for economists, with many of these sectors having stable job outlooks and low unemployment rates.

The Department of Economics can offer this certificate without additional resources expenses; therefore, the benefits of this program far outweigh any potential cost and will contribute to societies need for individuals skilled in economic analysis.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

References:
- American Economic Association. (n.d.). What is economics? Retrieved from https://www.aeaweb.org/resources/students/what-is-economics
- Manning M., Johnson S.D., Tilley N., Wong G.T.W., Vorsina M. (2016) Economic Analysis and Public Policy. In: *Economic Analysis and Efficiency in Policing, Criminal Justice and Crime Reduction: What Works?.* Palgrave Macmillan, London

B.4.4.1 Societal Need – Letters, Surveys, Statistics

• *The development of this proposal included consideration of comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.*	___Yes	__X_No, explain below
• *The development of this proposal included consideration of comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.*	___Yes	_X__ No, explain below
• *The development of this proposal included a review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of anticipated new positions in the field, number of positions in the field current being advertised, etc.)?*	___Yes	_X__ No, explain below
• *The development of this proposal included a review of statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?*	___Yes	_X__ No, explain below
If yes, append letters, survey or statistics to proposal.		
If no, explain: We have not undertaken a full consultation with industry and community partners regarding this certificate. Given that this undergrad certificate is dependent on enrollment in other programs at the University of Windsor and there are no new courses being offered, a full external review of societal need was not required. However, based upon the review of the literature there is evidence of societal need for the certificate.		

B.4.5 Duplication (Ministry section 7)

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

Degree programs in Economics are available at most institutions across Ontario. The Honours BSocSc in Economics and Public Policy, offered by the Department of Economics at the University of Ottawa is similar to this proposed certificate program. However, this is a full degree program and therefore the course requirements of such a program are much more than the course requirements of this proposed certificate program.

To the best of our knowledge, within Ontario there is no undergraduate certificates available in Economic Analysis for Public Policy making the proposed certificate unique in Ontario because of the subject matter and by allowing UWindsor students to complete their degree while simultaneously earning a certificate. York University offers a Public Policy Analysis certificate (24 credits with 3-6 credit courses) which may cover some similar topics but this curriculum generally focuses on public policy (e.g., public administration, the Canadian Government, social policy, and regional economic development) rather than an emphasis on the application of economic analysis to policy.Therefore, the proposed certificate program addresses a significant gap in curricula designed to prepare students for positions in public policy design and evaluation.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

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

There are no undergraduate certificates that focus on economic analysis for public policy offered at Ontario universities; therefore, duplication is minimal.

B.5 RESOURCES
*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the **Budget Summary** (Appendix B) with the new program proposal.]*

B.5.1 Resources Available

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

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

The Department of Economics is committed to supporting this certificate. Aside from three **elective** courses (POLS-3540, POLS-3550, POLS-2120), all required and elective courses are offered by the Department of Economics. All courses within this certificate program are offered within the current academic calendar so there are no additional resources required. Faculty leading courses in this certificate have expertise that are central to this program.

Administrative tracking will be provided within the UWinsite system. The academic advisor within the Department of Economics will advise students interested in this certificate. The program is intended as a value-added opportunity, and as part of a suite of certificate programs that will enhance overall enrolment in Economics.

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

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

This certificate program is comprised of pre-existing courses and therefore have appropriate faculty expertise. Students may choose to complete courses in political science. The most recent faculty member who has taught these elective courses is listed in the table below.

Note: The most recent instructors for POLS-3540 and POLS-2120 were not available online.

Faculty Name and Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the NEW program
Category 1*: Tenured Professors teaching exclusively in the AAU offering the program			

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Dr. Marcelo Aarestrup Arbex, Professor	N/A	Economics	Economics
Dr. Vladimir Bajic, Associate Professor	N/A	Economics	Economics
Dr. Tarek Jouini, Associate Professor	N/A	Economics	Economics
Dr. Dingding Li, Associate Professor	N/A	Economics	Economics
Dr. Jay (Hyuk-jae) Rhee, Professor	N/A	Economics	Economics
Dr. Sang-Chul Suh, Professor	N/A	Economics	Economics
Dr. Christian Trudeau, Professor	N/A	Economics	Economics
Dr. Nurlan Turdaliev, Professor and Head	N/A	Economics	Economics
Dr. Yuntong Wang, Professor	N/A	Economics	Economics
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Dr. Yahong Zhang, Assistant Professor	N/A	Economics	Economics
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
…			
Category 4: Limited-term Appointments teaching exclusively in this AAU			
Dr. Jinyue Li, Assistant Professor	N/A	Economics	Economics
Dr. Charlie Xu, Assistant Professor	N/A	Economics	Economics
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
…			
Category 6: Sessionals and other non-tenure track faculty			
Dr. Imran Abdool	N/A	Economics	Economics
Category 7: Others			
Dr. Anna Lanoszka, Political Science (teaches POLS-3550)	N/A	Political Science	Political Science

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

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

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:
- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

The Department of Economics is committed to supporting this certificate. Aside from three **elective** courses (POLS-3540, POLS-3550, POLS-2120), all required and elective courses are offered by the Department of Economics. All courses listed in the program are led by specialists in the area who have expertise in the subjects that are central to this certificate. Given that all courses are already listed within the current academic calendar, there are enough highly qualified faculty to support this proposed certificate program. These expert faculty have active research programs and publish in high quality peer-reviewed journals.

The following instructors typically teach the required courses included in this certificate:
Dr. Charlie Xu, (ECON-1100; ECON-3100): Research areas: Environmental economics, development economics
Dr. Yuntong Wang (ECON-2210): Research areas: Microeconomic theory, game theory, and cost sharing.
Dr. Imran Abdool (ECON-4600): Research Areas: Applied cost-benefit analysis, financial economics

B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Program

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

The courses within the certificate program are offered within the current undergraduate academic calendar. As such, there is no anticipated additional reliance on adjunct, limited-term, or sessional faculty.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

Provide evidence that there are adequate resources available and committed to the proposed 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*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

The courses within the certificate program are offered within the current undergraduate academic calendar. As such, there is already adequate resources available and commitment to sustaining the educational experience of undergraduate students. There are no anticipated new resources required to offer this certificate program.

B.5.1.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the proposed program's reliance on existing resources from underlined 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 courses within the certificate program are offered regularly within the current undergraduate academic calendar. For some science students, the courses within the certificate are already part of their degree program, and enrolment in these science courses are not expected to increase due to the certificate.

Aside from three elective courses (from a list of 10) offered in Political Science, courses within the program are offered by the Department of Economics; therefore, there is very minimal reliance on existing resources from other campus units. The Department of Political Science has been consulted about this program and has expressed their support (see Appendix B).

B.5.1.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

B.5.1.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

N/A

B.5.1.5a 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 proposed program.*

Faculty:	No change
Staff:	No change
GA/TAs:	No change

B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Library Resources and Services:	No change
Teaching and Learning Support:	No change
Student Support Services:	No change
Space and Facilities:	No change
Equipment (and Maintenance):	No change

C. Program Details

C.1   Admission Requirements (QAF section 2.1.2)

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

Open only to students currently enrolled in a degree program and in good academic standing in their program.

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

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

All students who have met the entrance requirements for Economics, or who are in good standing are eligible to register for the certificate program. For some science students, the courses required are already part of their degree program; therefore, these students should be able to meet the intended learning outcomes for the certificate program. For those students who complete these courses as electives within their degree program, proper completion of pre-requisite courses and sequencing will ensure students will be prepared for the successful attainment of the intended learning outcomes.

The academic advisor within the Department of Economics will advise students interested in this certificate.

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

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NB: For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course titles.

The program is intended as a value-added opportunity, and as part of a suite of certificate programs that will enhance enrolment in science overall.

Total courses: 8

Degree requirements:

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

This certificate requirements are as follows:

Required courses: (4 courses)
- ECON-1100 Introduction to Economics I
- ECON-2210 Intermediate Microeconomics
- ECON-3100 Environmental and Resource Economics
- ECON-4600 Cost Benefit Analysis

Electives: (4 courses)
- ECON-2900 Health Economics
- ECON-3850 Public Sector Economics: Expenditure
- ECON-3730 International Economics: Trade Theory and Policy
- ECON-4160 Urban and Regional Economics
- ECON-4860 Public Sector Economics: Finance (prerequisite is 2220)
- ECON-3310 The Economics of Legal Procedures, Crime and Punishment
- ECON-4300 Economic Analysis of Law
- ECON-3530 Labour Institutions
- POLS-3540. Political Problems of Economic Development
- POLS-3550. Political Economy of International Trade
- POLS-2120. Environmental Policy and Politics

While this certificate program is designed for economics students, it is available to any student with an interest in economic analysis for public policy who has available electives. However, students in degree programs outside of economics will likely be required to take additional courses beyond what is included in their degree program.

Courses used to calculate the major average are:
N/A

Description of thesis option (if applicable):
N/A

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

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.):

N/A

Guidelines for experiential learning/co-op work term reports:

N/A

General length of experiential learning/co-op work term:

N/A

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

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

N/A

C.3.2 For All Program Proposals

C.3.2.1   Standing Required for Continuation in Program

> *Minimum average requirements for continuation in the program*
> *Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*
>
> *Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.*

Minimum of 60% in all courses taken for the certificate.

C.3.2.2   Standing Required for Graduation

> *Minimum average requirement to graduate in the program*
> *Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*
>
> *Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.*

Minimum of 60% in all courses taken for the certificate.

C.3.2.3   Suggested Program Sequencing

> *Provide suggested program sequencing for each year of the program, ensuring that all pre-requisites are met in the sequencing.*
>
> *Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure that all pre-requisites are met in the sequencing.*
>
> *For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

YEAR 1: ECON-1100
YEAR 2: ECON-2210, Elective
YEAR 3: ECON-3100, Elective
Year 4: ECON-4600, Elective, Elective

Some courses have as a prerequisite either ECON-1100 or ECON-2210, which are required certificate courses. In addition, ECON-2220 is a prerequisite for ECON-4860 and POLS-1600 is a prerequisite for POLS-3540 and POLS-3550.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the <u>Characteristics of a University of Windsor Graduate"</u> by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]

For programs with an Experiential Learning or Co-op Option: Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Apply economic theory to analyze social problems and evaluate alternative public policy choices (also relevant to C).	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Use economic analysis to communicate to a lay audience the importance of public policy debates on topics such as environmental protection and globalization (also related to A, D, E).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Apply tools of cost-benefit analysis to activities of both the government sector and private sector (also related to D).	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge

Page 18 of 26

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
		5. Awareness of Limits of Knowledge
D.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Advocate for evidence-based economics solutions to a range of social and environmental issues (also relevant to G).	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Effectively communicate economic analysis of public policy to a range of audiences (also relevant to D).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Formulate recommendations relevant to public policy formation (also relevant to G, E).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Monitor and identify advances in economic knowledge and theory.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

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

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

Through the completion of the certificate's courses, students will be equipped with the knowledge, skills and tools to analyze the impact of public policy projects on the allocation of resources and the distribution of income in the economy as well as help design better policies. These rigorous analytical skills will prepare students for employment in state and federal government agencies, in non-profit or non-governmental policy organizations, or graduate study in economics. The Department of Economics will ensure that certificate requirements are being met.

Course specific assessments will be used to evaluate students' mastery of the certificate learning outcomes. These assessments may include, though are not limited to examinations, papers, presentations, assignments, and

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

projects. The structure of the certificate program is scaffolded to ensure students can meet the learning outcomes as well as progress from 'introduction' to 'mastery' of the certificate learning outcomes. There will also be many opportunities for students to practice these skills. Please see Table 3 for a summary of the certificate curriculum map.

The required courses will provide students with an introduction to the field of economics, including how to understand and evaluate how resources are allocated in a market economy, theory of markets, and consumer behaviour. Students will also be exposed to economic behaviour in renewable and non-renewable resource markets, the economics of cities and urban problems, and techniques and application of a cost benefit analysis. There are a considerable number of electives for students to choose from. These courses will expose students to different sectors of economics (e.g., health, public, labour institutions, trade, legal procedures, etc.) and political science.

There are many pathways to earn this certificate as students have are able to select three elective courses. The structure of the stream is scaffolded to ensure students can meet the learning outcomes as well as progress from 'introduction' to 'mastery' of the stream learning outcomes regardless of their individual pathway. There will also be many opportunities for students to reinforce and practice these skills through both the required and elective courses within economics.

Table 3. Curriculum Map

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
ECON-1100	I	███	███	I	I	I	I
ECON-2210	R	I	I	I	R	I	I
ECON-3100	R	R	R	R	R	R	R
ECON-4600	M	M	M	M	M	M	M

LO = learning outcome
I = Introduction
R = Reinforce
M = Mastery
Notes: Pre-requisite courses will also ensure students have an introductory level understanding of many of the certificate program learning outcomes. Elective courses were not included in the curriculum map as there are a variety of courses that students can choose from. Regardless of the pathway chosen, elective courses will offer students additional opportunities to introduce, reinforce, and master the LOs. Given that students will be completing this certificate concurrently with this degree, there will be additional opportunities for students to reinforce and master these learning outcomes through meeting their degree requirements.

PLO1: Apply economic theory to analyze social problems and evaluate alternative public policy choices.
PLO2: Use economic analysis to communicate to a lay audience the importance of public policy debates on topics such as environmental protection and globalization.
PLO3: Apply tools of cost-benefit analysis to activities of both the government sector and private sector.
PLO4: Advocate for evidence-based economics solutions to a range of social and environmental issues.
PLO5: Effectively communicate economic analysis of public policy to a range of audiences.
PLO6: Formulate recommendations relevant to public policy formation.
PLO7: Monitor and identify advances in economic knowledge and theory.

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

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

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

Courses primarily rely on face-to-face offerings and delivery may vary according to instructor. Approaches may include: standard lectures with active learning techniques embedded (e.g., discussions), tutorials, integrative review of research papers, presentations, and written assignments.

The modes of delivery and the teaching methods used will provide students with a variety of learning experiences and assist them in developing the knowledge, skills, and abilities to meet the learning outcomes.

C.5 Student Workload

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

Expected Workload per 3.0 Course Credit/Week	Average Time *per week* the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	1-3
Tutorials	0-1
Practical experience	
Service or experiential learning	
Independent study	2-3
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	2-3
Studying for tests/examinations	1
Other: *[specify]*	
Compare the student workload for this program with other similar programs in the AAU:	
All of the courses in the certificate program are offered as courses for all students with the prerequisites so that the workload is consistent with the level of efforts required in any Economics program	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

Curriculum mapping was undertaken to ensure assessments were sufficiently measuring students' ability to meet the indent learning outcomes. These planned assessment activities are intended to focus on achievement of knowledge, skills, and methods in economic analysis for public policy. These include examinations (e.g., quizzes, midterms, final exams, papers) and assignments of various formats related to course content (e.g., problem solving, data gathering and analysis, policy briefs) that are consistent with the certificate learning outcomes. Following the completion of curriculum mapping, it is evident that assessments adequately align with, and measure students' achievement of the program learning outcomes.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

For an overview of assessment methods that may be used to evaluate students' achieving the learning outcomes, please see Table 4: Alignment of assessments & learning outcomes.

The academic advisor within the Department of Economics will be responsible for overseeing that requirements are being met as well as how student process through the program. As questions arise students can consult the academic advisor.

Table 4. Alignment of assessments & learning outcomes

Courses	Assessments*	Alignment with Learning Outcomes (LO)	Sequence
• ECON-1100 Introduction to Economics I	• Examinations, assignments	PLO1, PLO4-PLO7	Year 1
• ECON-2210 Intermediate Microeconomics	• Examinations	PLO1-PLO7	Year 2
• ECON-3100 Environmental and Resource Economics	• Examination, assignments, course paper	PLO1-PLO7	Year 3
• ECON-4600 Cost Benefit Analysis	• Examinations, assignments, in-class activities	PLO1-PLO7	Year 4

*Note: This is not a comprehensive list of assessments as there may be additional assessments used within courses that test students' achievement of certificate LOs. Optional courses were not included as there are a variety of courses that students can choose from. Optional courses as well as other economics courses that are required for degree completion will provide additional opportunities for students to introduce, reinforce, and master the LOs.

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

Students will work towards the mastery of certificate learning outcomes through the completion of eight courses. Planned assessment activities are intended to focus on achievement of knowledge and skills in economic analysis. As the certificate evolves, student success and performance level will be tracked through consultation, student feedback, and grades. The academic advisor within the Department of Economics will be responsible for monitoring student progression and responding to student questions regarding the certificate. All courses will contribute to students' attainment of the program learning outcomes.

Please see Table 3 for the curriculum map and Table 4 for how course assessments may align with program learning outcomes.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)
[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

E.2 Knowledge and Skills Brought to the Workplace

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

N/A

E.3 Evidence of Availability of Placements

> *Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).*
>
> *Provide a summary of the types of positions that would be suitable at each level of work-term.*
>
> *How will these placements/opportunities be developed?*
>
> *[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]*

N/A

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

> *Describe the mechanism that will be established for the supervision of experiential learning placements.*

N/A

E.5 Fees Associated with Experiential Learning Component

> *Provide information on the fees associated with the experiential learning component, if applicable.*
>
> *NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.*

N/A

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

> *Please obtain signatures for the following statement.*

N/A

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.

Name of AAU Head (typed or e-signature):_____
[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

Name of Director of the Co-op Services (typed or e-signature):_____
[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

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

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

N/A

Does the proposal:
□ include the endorsement of/involvement by the Centre for Career Education?
□ adequately describe the academic program?
□ include a strong rationale for co-operative education?
□ list the types of positions suitable to students at the junior, intermediate and senior work-term?
□ articulate the possibility for international placements at a later point?
□ provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
□ include a plan to monitor the availability of work placements on an ongoing basis?
□ articulate specific learning outcomes (degree level expectations) and co-op requirements?
□ include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
□ include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:
□ attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
□ be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
□ provide year-round availability of students to the workplace in some manner?
□ meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

APPENDIX A: FACULTY CURRICULA VITAE
This is not required for this certificate proposals.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

APPENDIX B – BUDGET SUMMARY SHEET

Given that this certificate is only open to current students and it consists of existing courses, we anticipate there being no resource implications; therefore, the budget summary sheet was not completed.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

University of Windsor
Program Development Committee

*5.4   **Business - Minor Program Change (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Honours Business Administration and Computer Science with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis) 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 Odette School of Business Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Business Administration and Computer Science with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis)
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall, 2021 or earliest term possible

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.

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

Degree Requirements

Total course equivalents: forty (120 credits) or forty-two (126 credits) for Thesis Option plus three Co-op work terms for Co-op Option
a) Business 14 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-2200, MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980
b) Business 6 courses towards specialization in Supply Chain and Business Analytics: MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230.
c) Computer Science 14 courses: COMP-1000, COMP-1400, COMP-1410, COMP-2120, COMP-2540, COMP-2560, COMP-2650, COMP-3150, COMP-3300, COMP-3340, COMP-3670, COMP-4250 plus two 3000-level or above Computer Science courses
d) Economics 2 courses: ECON-1100, ECON-1110
e) Mathematics and Statistics 3 courses: MATH-1250, MATH-1720 (or MATH-1760), and STAT-2910.
f) One additional course from Business or 3 course equivalents for Thesis Option: BUSR-4950, BUSR-4990 (6.0 credit course).

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

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 **bold** 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).*

Honours Business Administration and Computer Science does not require MSCI-2130. Students of the combined Business and Computer Science are not required to take MSCI-2130. The degree requirements of the Honours Business Administration and Computer Science Specialization in Supply Chain and Business Analytics does not specify MSCI-2130 in any of a) to f). Removal of MSCI-2130 from the list of gate-in courses of this specialization seems a reasonable thing to do. Otherwise, the students will need one extra course to get into the specialization, which is not the intent of gate-in courses. Generally, for all specializations a gate-in course is a course that is specified as a course required to meet the degree requirements. MSCI-2130 is not one such course for this specialization.

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

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

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

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

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

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

C.1.1 Faculty Expertise in Support of the Revised Program

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

All courses are currently offered.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

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

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

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

Not applicable.

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.

Not applicable.

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

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

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

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

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

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

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

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

The program relies on existing resources.

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

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

N/A

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 <u>all affected</u> 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

*5.5   **Business - Minor Program Change (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Bachelor of Commerce Honours Business Administration Degree Completion Pathway for students from Chitkara University, Punjab 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 Odette School of Business Council (March 2021).
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Commerce Honours Business Administration Degree Completion Pathway for students from Chitkara University, Punjab
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Odette School of Business

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

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.*

Honours Business Administration (with or without Specializations) Degree Completion Pathway for students from Chitkara University, Punjab

Total courses: Forty courses, consisting of twenty (20) University of Windsor courses that must be completed and twenty (20) University of Windsor awarded as block transfer credit following successfully completion of all required courses at Chitkara University each with a minimum B average (or equivalent).

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

Total course equivalents: twenty (60 credits).
(a) Business 12 **7** courses: MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, FINA-2710, MSCI-1000, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, STEN-1000, STEN-3970, STEN-4980;
(b) Non-Business (2 **6** courses): 2 **Six** additional courses from outside of the Odette School of Business Administration;
(c) Business or Non-Business 6 5 course equivalents: **five Business electives at the 2000 level or above; or two Business electives at the 2000 level or above,** six courses from any area of study including Business, or BUSR-4950, **and** BUSR-4990 (6.0 credit course), and three additional courses for thesis option.
(d) **Business or Non-Business: 2 course equivalents from any area of study including Business.**

Chitkara University Degree Completion Program

Semester 1	Course	Pre-Requisites
STEN 1000	Introduction to Business	None
MGMT 1000	Business Communications	STEN 1000 *(can be taken concurrently)*
One of: MSCI 3310 or MSCI 3410	Operations Management I Supply Chain Mgmt I: Intro to Fundamentals	MSCI 2200 MSCI 2200
2x Option	Outside of Business Administration	As required

Semester 2	Course	Pre-Requisites

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

MGMT 2400	Management and Organizational Life	MGMT 1000 STEN 1000
MGMT 2430	Human Resource Management	MGMT 1000 STEN 1000
1x Option	Business elective	As required
2x Option	Outside of Business Administration	As required

Semester 3	Course	Pre-Requisites
STEN 3970	The Law and Business Administration	MGMT 2430
3x Option	Business electives	As required
1x Option	Outside of Business Administration	As required

Semester 4	Course	Prerequisites
STEN 4980	Strategic Management	All Business core courses
3x Option	Business Electives	As required
1x Option	Outside of Business Administration	As required

NOTE: the following courses CANNOT be taken for credit in this program:

*Business Courses: ACCT 1510, ACCT 2550, FINA 2000, **FINA 2700, FINA 2710**, MGMT 3000, MSCI 2020, MKTG 1310, **STEN 2900, MSCI 1000, MSCI 2130, MSCI 2200***

Non-Business Courses: ECON 1100, ECON 1110, ECON 2010, MATH 1980

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

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

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

None

B.   RATIONALE

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

The proposed revisions clarify that this is no longer a pilot and reflect the following additional course equivalencies by the University of Windsor and changes to course offering by the Chitkara University:

Chitkara University Course		Sent to	Equivalent University of Windsor Course
BSL4270	Business Data Analysis Using Excel	Peter Miller	MSCI-1000
CAP3220	Introduction to Management Information System	Gokul Bhandari	MSCI-2130
BSL4347	Operations Research	Xiaolei Guo	MSCI-2200

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

BSL4349	Family Business & Entrepreneurship	Jonathan Lee	STEN-2900
BSL4268	Business Finance I	Nancy Ursel	FINA-2700
BSL4269	Business Finance II	Nancy Ursel	FINA-2710

The following is a summary of updated credit:

- 10 Business courses ACCT-1510, ACCT-2550, MGMT-3000, **MSCI-1000**, MSCI-2020, **MSCI-2130, MSCI-2200,** MKTG-1310, **FINA-2700, FINA-2710**
- 3 required non-business courses: ECON-1100, ECON-1110, MATH-1980
- 7 business courses: **STEN-2900,** BUSN-2XXX, BUSN-2XXX, BUSN-2XXX, BUSN-1XXX, STEN-2XXX, STEN-2XXX
- ~~1 non-business courses: SCIE-1XXX~~

Block transfer for the 20 University of Windsor courses was assessed following a review of the following Chitkara University courses:

CHITKARA UNIVERSITY COURSES	UNIVERSITY OF WINDSOR COURSES
BUSINESS COURSES	
CML5210 Financial Reporting	Both courses must be taken for the credit.
CML4102 Fundamentals of Financial Accounting	(CML5210 + CML4102 = ACCT-1510)
CML5211 Audit and Assurance	BUSN-2XXX
~~CML4108 Taxation Part 1~~ will not be offered	~~BUSN-2XXX.~~
~~CML4212 Taxation Part II~~ will not be offered	
C~~N~~ML5106 Cost and Management Accounting	Both of these courses are individually equivalent to
~~CML4103 Financial Planning and Performance~~ will not be offered	ACCT-2550. Student should get credit for one or the other, but not both.
BSL5207 Strategic Management	STEN-2XXX
BSL3206 Essentials of Marketing	MKTG-1310
~~BSL4210 Rural Marketing~~ will not be offered	~~MKTG-3XXX~~
BSL4211 Global Business Environment	STEN-2XXX
~~BSL4209~~/CML5211 Business Ethics and Corporate Governance	MGMT-3000
BSL4208 OB and HR Management	BUSN-2XXX
BSL4104 E-Commerce and Cyber Security	BUSN-2XXX.
CLW 3115 Business Communication	BUSN-1XXX.
BSL4270 Business Data Analysis Using Excel	MSCI-1000 NEW!!!
CAP3220 Introduction to Management Information System	MSCI-2130 NEW!!!
BSL4347 Operations Research	MSI-2200 NEW!!!
BSL4349 Family Business & Entrepreneurship	STEN-2900 NEW!!!
BSL 4268 Business Finance I	FINA-2700 New!!!
BSL 4269 Business Finance II	FINA-2710 New!!!
NON BUSINESS COURSES	
AML3101 Business Mathematics Part I	AML3101 + AML4102 = MATH-1980. Both courses
AML4102 Business Mathematics Part II	must be taken for the credit.
CML4101 Economics I	ECON-1100
CML4105 Economics II	ECON-1110
~~AML3203 Research Methodology~~ will not be offered	~~SCIE-1XXX~~

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

AML 4204 Business Statistics	STAT-2910 or MSCI-2020
~~BSL4109 Business Regulatory Framework-1~~ ~~CML3123 Business Regulatory Framework -2~~ ~~BSL3240 Financial Management~~ Summer Internship Value-Added Workshop of Academic Writing & Plagarism Value-Added Workshop on Web Analytics for E-commerce Value-Added Workshop on Writing a Business Plan Value-Added Workshop on basics of SPSS for Data Analytics Extension Activity Mock Trading and Dummy Port	~~3 Unspecified credits~~ Non-credit courses

Chitkara B. Com Year 1 (Semester I)			Chitkara B. Com Year 1 (Semester II)		
SN	Code	Subject	SN	Code	Subject
1	CML 4101	Economics-I	1	CML 4105	Economics-II
2	AML 3101	Business Mathematics Part I	2	CML 5106	Cost & Management Accounting
3	CML 4102	Fundamentals of Financial Accounting	3	BSL 3206	Essentials of Marketing
4	CLW 3115	Business Communication	4	BSL 4104	E-Commerce & Cyber Security
			5	AML 4102	Business Mathematics Part II
			6	CML 5211	Audit and Assurance
			7	Value- Added	Workshop of Academic Writing & Plagarism
			8	Value-Added	Workshop on Web Analytics for E-commerce
Summer Internship					
Chitkara B. Com Year 2 (Semester I)			Chitkara B. Com Year 2 (Semester II)		
1	CML 5210	Financial Reporting	1	BSL 5211	Business Ethics & Corporate Gov
2	BSL 4347	Operations Research	2	BSL 5207	Strategic Management
3	BSL 4349	Family Business and Entrepreneurship	3	BSL 4269	Business Finance II
4	BSL 4268	Business Finance I	4	~~AML 3203~~	~~Research Methodology~~
5	BSL 4208	OB & HR Management	5	AML 4204	Business Statistics
6	BSL 4270	Business Data Analysis Using Excel	6	BSL 4211	Global Business Environment
7	CAP 3220	Introduction to Management Information System	7	Value-Added	Workshop on basics of SPSS for Data Analytics
8	Value-Added	Writing a Business Plan	8	Extension Activity	Mock Trading & Dummy Portfolio Managament

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

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

All course outlines of the Odette School of Business recognize that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie. Odette has undertaken research to provide information upon which systematic

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

indigenization will proceed in a transparent, and collegial manner to meet the needs of the stakeholders. Odette School of Business encourages course developers and instructors to incorporate Indigenous content, perspectives, and materials into the curriculum.

Further actions arising in due course from Indigenization will be appropriately incorporated into a sustainable manner into Odette's current structure, which includes a First Nations, Metis and Inuit Advisory Council to the Dean, formal policies, procedures and processes.

C. RESOURCES

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

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

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

C.1.1 Faculty Expertise in Support of the Revised Program

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

All courses are currently offered.

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

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

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

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

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

This is not a graduate program.

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

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

This is not a graduate program.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

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

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

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

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

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

The program relies on existing resources.

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

Describe all opportunities for <u>internal reallocation of resources and cost savings</u> 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 <u>all affected</u> 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

*5.6   **Nursing - Minor Program Change (Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for the Bachelor of Science in Nursing and Honours Nursing - Collaborative 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 Faculty of Nursing Council. The Dean of FAHSS has been consulted and is supportive of this change.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2022 Note: If possible, we would like to incorporate this change for all students who are currently enrolled in our "new" curriculum (i.e., years 1 and 2 students, and students beginning year three of the program), but we would waive the requirement for all students who may have completed their arts option prior to the Winter 2022.

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.

Bachelor of Science in Nursing (Honours Nursing - Collaborative Program

Degree Requirements
Total courses: 46
(a) NURS-1110, NURS-1900, NURS-1210, NURS-1511, NURS-1120, NURS-1220, NURS-1521, NURS-1310, NURS-1410, NURS-1512, NURS-1612, NURS-2130, NURS-2531, NURS-2420, NURS-2522, NURS-2810, NURS-2320, NURS-2541, NURS-2532, NURS-2820, NURS-2920, NURS-2520, NURS-2622, NURS-3551, NURS-3542, NURS-3830, NURS-3940, NURS-3950, NURS-3960, NURS-3140, NURS-3561, NURS-3552, NURS-3840, NURS-3970, NURS-3632, NURS-4150, NURS-4571, NURS-4980, NURS-4990, NURS-4562*, NURS-4572*
(b) SOSC-2500 or STAT-2910, One of NURS-4000, NURS-4010, or NURS-4020; BIOM-1073; PSYC-3390.
(c) ~~One Arts course.~~ **Indigenous Studies course with a focus on health to be developed by FAHSS**
Subject to be changed depending on course created.

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).

Consistent with the TRC Calls to Action (#24) (https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf), the Faculty of Nursing proposes that this course will be required of all nursing students and will replace their choice to take any

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

arts course. We anticipate that this course will provide nursing students (who are primarily non-Indigenous) with the resources needed for developing cultural competency as it pertains to Indigenous individuals and communities. FAHSS has been consulted and has agreed to this proposal. FAHSS is scheduled to offer the course in the Winter of 2022, through the Philosophy department. Work on the new course proposal has begun. If the course is not approved by December 2021, FAHSS has agreed that a special topics course will be offered the first time around.

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?

See above

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

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

The course will be offered by the Faculty of Arts, Humanities, and Social Sciences and will be developed and taught by a President's Indigenous People Scholar with input from the Indigenous Studies working group.

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.

See above.

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.

The Faculty of Arts, Humanities, and Social Sciences has agreed to develop and offer this course to nursing students.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

No new resources are required by the Faculty of Nursing. Resources for the course offering will be determined by FAHSS

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 <u>internal reallocation of resources and cost savings</u> 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 <u>all affected</u> 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

*5.7   **Dramatic Art – Degree Completion Pathway (Form C1)**

Item for: **Approval**

MOTION: That the Theatre Arts Ontario College Advanced Diploma and Bachelor of Arts Honours Drama Degree Completion Pathway be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by School of Dramatic Art and the Faculty of Arts, Humanities and Social Sciences Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

TITLE OF PROGRAM/CERTIFICATE:	Honours BA Degree Completion Theatre Arts Performance Programs
DEPARTMENT(S)/SCHOOL(S):	School of Dramatic Art
FACULTY(IES):	Arts, Humanities, and Social Sciences

Proposed articulation agreement or degree completion pathway effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2021

A. Program Details
A.1 Admission Requirements (QAF section 2.1.2)

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

Graduates of the three-year Theatre Arts Ontario College Advanced Diploma (MCU Code 61911) with a cumulative average of a B (3.0 or 75%) are eligible for admission into the BA (Honours Drama) – Degree Completion Program.

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

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

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

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

Degree Completion – Course Requirements:

Total courses: 20

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

Total courses: 20

Degree requirements *(list remaining courses required for completion of degree pathway)***:**
a) twelve courses, including one course from each of groups B and C; and ten additional Dramatic Art courses as chosen in consultation with a Dramatic Art program advisor.

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

(b) two English courses as recommended by an advisor in Dramatic Art;
(c) six courses from any area of study, excluding Dramatic Art.

Courses used to calculate the major average are: Courses taken in the major area of study.

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

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

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

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

The Learning Outcomes for the Theatre Arts Performance Program at George Brown, Humber and Canadore Colleges fulfill the UWindsor Learning Outcomes in performance for the Honours BA Program. Please see the Learning Outcome Chart in the Appendix.

B.   RATIONALE

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

The School of Dramatic Art has had two enquiries from George Brown graduates who are interested in a Degree Completion Program that will provide them with the academic background and broader range of theatre courses to prepare them for Faculty of Education and Graduate Studies. The proposed program fulfils those needs by providing students who have successfully completed the Theatre Arts Performance Program at an Ontario College a pathway to a degree in Dramatic Art that provides a well-rounded education in theatre and in the liberal arts, preparing them for Faculty of Education or graduate studies in theatre or a cognate discipline.

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

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

All students in the School of Dramatic Art are exposed to the contributions of Indigenous performers, directors, designers, playwrights, authors, scholars and theatre companies through various courses in the curriculum. Course content also includes discussion of cultural appropriation vs. cultural appreciation. In addition, students in studio-based courses are encouraged to investigate Indigenous artists and scholars for class assignments. Finally, students are provided a link to the Playwrights Canada Press (PCP) website (https://www.playwrightscanadapress.comSubjects) under the Resources section of the School's website and on course outlines the PCP website contains a dedicated link listing the plays of First Nations and Metis playwrights. Many of these titles are available on the Drama Online website free of charge (http://led.uwindsor.ca/drama) or in print or e-book versions through the Leddy Library: https://uwindsor.primo.exlibrisgroup.com/permalink/01UTON_UW/74r0r0/alma99882920702181. New plays are added to this resource on an annual basis.

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

C.   RESOURCES

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

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

All courses in the Degree Completion are being taught regularly and will not require any additional resources.

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

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

Courses in the Degree Completion are sometimes taught by Sessional Instructors and Limited Term Faculty as a matter of course. No additional Faculty resources will be required.

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

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

N/A

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

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

N/A

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

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

Students in the Degree Completion program will use the resources already in place for students in the Honours BA in Dramatic Art.

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

> *Describe the reliance of the proposed articulation agreement/degree completion pathway on existing resources from <u>other</u> 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.*

Students in the Degree Completion program will enroll in classes normally offered by Departments and Schools outside of Dramatic Art and will not put pressure on these units since there are no specified options in the requirements. We expect a small number of students in this program.

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the articulation agreement/degree completion pathway.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 <u>all affected</u> areas or departments to run the articulation agreement/degree completion pathway, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

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

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

APPENDIX A

COURSE OR PROGRAM EQUIVALENCIES

Program Equivalencies: Honours BA in Dramatic Art and Theatre Arts Performance Program, George Brown College

Honours BA Dramatic Art	Ontario College Theatre Arts Performance Programs
Analyze and implement various critical theories and methodologies and connect them to examples of theatre and performance	Perform in a variety of theatrical contexts by applying acting, movement and voice techniques as required.
Production and Design Courses: Apply design theory and technical skills to create theatre designs.	Not Met
Use performance, design, and/or embodied research as instruments to explore critical issues and questions in Theatre and Performance Studies	Use entrepreneurial and project-planning skills to develop production and administrative aspects of professional theatre
Apply principles of integrity and ethics to theatre research, generating rigorous scholarship which demonstrates accessible, well-supported, insightful exploration of issues in our field	Not Met
Production and Design Courses: Present and justify designs that integrate research, script, character and concept	Not Met
Analyze and forge interdisciplinary connections between theatre and cognate fields of study in the humanities, arts, and social sciences, as well as business, education, health, and science	Not Met
Analyze and interpret plays and performance texts in terms of dramaturgical and scenographic elements, performance strategies, aesthetic innovation, socio-political and historical context, identity (eg. race, class, gender, and sexuality), and cultural impact.	Apply and analyze theatre traditions and current trends from a variety of historical and cultural contexts to enhance personal creativity and theatrical performance.
Production and Design Courses: Apply the principles and elements of design theory to create effective solutions to design challenges, evaluating for spatial, character and practical constraints (Also applicable to H)	Not Met
Communicate a clear, accessible, supported, and focused analysis of theatre performance in both oral and written forms	Not Met
Analyze the application of skills in theatre creation and production within broader community and professional contexts	Create and devise original works of theatre individually and collectively to perform in front of an audience.
Connect theatre practice and social awareness in all aspects of work	Not Met
Production and Design Courses: Demonstrate proficiency in one or more area-specific skills: acting, directing,	Not Met

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

design, technical theatre and management to entry-level professional standards (Also applicable to I)	
Demonstrate professional etiquette in the studio, rehearsal process, and production	Complete all work in compliance with industry standards and policies and professional ethics.
Production and Design Courses: Present and justify designs that integrate research, script, and character and concept.	Not Met
Collaborate with peers, faculty, staff and invited guests in the production of knowledge within the studio and classroom Production and Design Courses: Practice collaborative and process skills in rehearsal and production settings	Not Met
Effectively employ the interrelationship between the various disciplines of theatre production (performance, direction, creation, management, and design) to create works of art.	Use entrepreneurial and project-planning skills to develop production and administrative aspects of professional theatre.
Production and Design Courses: Practice collaborative and process skills in rehearsal and production settings.	Not Met
Demonstrate an awareness of individual approach and development as drama specialist through practice and reflection	Investigate and articulate personal reasons for pursuing creative work in the theatre.

UWindsor Courses to fulfill Learning Outcomes not met at St. Clair College

Honours BA Dramatic Art	UWindsor Courses used to satisfy this LO
Production and Design Courses: Apply design theory and technical skills to create theatre designs.	DRAM 1170, 2110, 2130, 2150, 2170, 2500
Use performance, design, and/or embodied research as instruments to explore critical issues and questions in Theatre and Performance Studies	DRAM 2130, 2150, 2170, 2500 DRAM 3330, 3350, 4390 DRAM 2440 DRAM 2670, 2770, 3600, 4700
Apply principles of integrity and ethics to theatre research, generating rigorous scholarship which demonstrates accessible, well-supported, insightful exploration of issues in our field	DRAM 3330, 3350, 4390 DRAM 2670, 3600, 4700 Options
Production and Design Courses: Present and justify designs that integrate research, script, character and concept	DRAM 2130, 2150, 2170, 2500 DRAM3330, 3350, 4390 2440 4210
Production and Design Courses: Apply the principles and elements of design theory to create effective solutions to design challenges, evaluating for spatial, character and practical constraints (Also applicable to H)	DRAM 2130, 2150, 2170, 2500
Connect theatre practice and social awareness in all aspects of work	DRAM 3330, 3350, 4390 DRAM 2670, 2770, 3600, 4700

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

	Options
Production and Design Courses: Present and justify designs that integrate research, script, and character and concept.	DRAM 2130, 2150, 2170, 2500 DRAM 2440 DRAM 2670 DRAM 2840 DRAM 4210 DRAM 4700
Production and Design Courses: Practice collaborative and process skills in rehearsal and production settings.	DRAM 2130, 2150, 2170, 2500 DRAM 2670 DRAM 3150 DRAM 4210 DRAM 4700

University of Windsor
Program Development Committee

*5.8   **Dramatic Art – Degree Completion Pathway (Form C1)**

Item for: **Approval**

MOTION: That the Music Theatre Performance Ontario College Advanced Diploma and Bachelor of Arts Honours Drama Degree Completion Pathway be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposal has been approved by School of Dramatic Art and the Faculty of Arts, Humanities and Social Sciences Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

TITLE OF PROGRAM/CERTIFICATE:	**Bachelor of Arts (Honours Drama) - Degree Completion Program.**
DEPARTMENT(S)/SCHOOL(S):	**School of Dramatic Art**
FACULTY(IES):	**Arts, Humanities, and Social Sciences**

Proposed articulation agreement or degree completion pathway effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2021

A. Program Details

A.1 Admission Requirements (QAF section 2.1.2)

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

Graduates of the three-year Music Theatre Performance Ontario College Advanced Diploma (MCU Code 61912) with a cumulative average of a B (3.0 or 75%) are eligible for admission into the BA (Honours Drama) – Degree Completion Pathway.

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

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

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

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

Degree Completion – Course Requirements:

Total courses: 20

Degree requirements *(list remaining courses required for completion of degree pathway)***:**
a) twelve courses, including one course from each of groups B and C; and ten additional Dramatic Art courses as chosen in consultation with a Dramatic Art program advisor.
(b) two English courses as recommended by an advisor in Dramatic Art;
(c) six courses from any area of study, excluding Dramatic Art.

Courses used to calculate the major average
Courses taken in the major area of study

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

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

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

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

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

B.   RATIONALE

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

The Music Theatre Performance Programs at St. Clair College, St. Lawrence College, and Sheridan College meet the same Ministry-defined Program Learning Outcomes for the Three-Year Ontario College Advanced Diploma, which fulfill the UWindsor Learning Outcomes in performance for the Honours BA Program. Please see the Learning Outcome Chart in the Appendix.

This Degree Completion Program has been requested by St. Clair College and will provide a connection to the three Colleges covered by the Program for the University, particularly the School of Dramatic Art. It will also allow students who have successfully completed the MTP Program a pathway to a degree in Dramatic Art that provides a well-rounded education in theatre and in the liberal arts, preparing them for Faculty of Education or graduate studies in theatre or a cognate discipline.

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

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

All students in the School of Dramatic Art are exposed to the contributions of Indigenous performers, directors, designers, playwrights, authors, scholars and theatre companies through various courses in the curriculum. Course content also includes discussion of cultural appropriation vs. cultural appreciation. In addition, students in studio-based courses are encouraged to investigate Indigenous artists and scholars for class assignments. Finally, students are provided a link to the Playwrights Canada Press (PCP) website (https://www.playwrightscanadapress.comSubjects) under the Resources section of the School's website and on course outlines the PCP website contains a dedicated link listing the plays of First Nations and Metis playwrights. Many of these titles are available on the Drama Online website free of charge (http://led.uwindsor.ca/drama) or in print or e-book versions through the Leddy Library: https://uwindsor.primo.exlibrisgroup.com/permalink/01UTON_UW/74r0r0/alma99882920702181. New plays are added to this resource on an annual basis.

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

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

All courses in the Degree Completion are being taught regularly and will not require any additional resources.

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

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

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

Courses in the Degree Completion are sometimes taught by Sessional Instructors and Limited Term Faculty as a matter of course. No additional Faculty resources will be required.

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

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

N/A

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

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

N/A

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

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

Students in the Degree Completion program will use the resources already in place for students in the Honours BA in Dramatic Art.

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

> *Describe the reliance of the proposed articulation agreement/degree completion pathway on existing resources from <u>other</u> 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.*

Students in the Degree Completion program will enrol in classes normally offered by Departments and Schools outside of Dramatic Art and will not put pressure on these units since there are no specified options in the requirements. We expect a small number of students in this program.

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

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

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

N/A

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

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

Program Equivalencies: Honours BA (UWindsor) and Music Theatre Performance Program (St. Clair)

Honours BA Dramatic Art	Ontario College Advanced Diplomas Music Theatre- Performance
Analyze and implement various critical theories and methodologies and connect them to examples of theatre and performance	Research, analyze and interpret performance material through oral, written and practical presentations.
Production and Design Courses: Apply design theory and technical skills to create theatre designs.	Not Met
Use performance, design, and/or embodied research as instruments to explore critical issues and questions in Theatre and Performance Studies	Not Met
Apply principles of integrity and ethics to theatre research, generating rigorous scholarship which demonstrates accessible, well-supported, insightful exploration of issues in our field	Not Met
Production and Design Courses: Present and justify designs that integrate research, script, character and concept	Not Met
Analyze and forge interdisciplinary connections between theatre and cognate fields of study in the humanities, arts, and social sciences, as well as business, education, health, and science	Not Met
Analyze and interpret plays and performance texts in terms of dramaturgical and scenographic elements, performance strategies, aesthetic innovation, socio-political and historical context, identity (eg. race, class, gender, and sexuality), and cultural impact.	Integrate singing, acting and dancing into a performance that will meet the standards of the Canadian Musical Theatre Industry.
Production and Design Courses: Apply the principles and elements of design theory to create effective solutions to design challenges, evaluating for spatial, character and practical constraints (Also applicable to H)	Not Met
Communicate a clear, accessible, supported, and focused analysis of theatre performance in both oral and written forms	Research, analyze and interpret performance material through oral, written and practical presentations.
Analyze the application of skills in theatre creation and production within broader community and professional contexts	Interact and work in a professional manner with diverse groups of people in a variety of situations that lead to the completion of goals.
Connect theatre practice and social awareness in all aspects of work	Not Met
Production and Design Courses: Demonstrate proficiency in one or more area-specific skills: acting, directing, design, technical theatre and	Not Met

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

management to entry-level professional standards (Also applicable to I)	
Demonstrate professional etiquette in the studio, rehearsal process, and production	Interact and work in a professional manner with diverse groups of people in a variety of situations that lead to the completion of goals
Production and Design Courses: Present and justify designs that integrate research, script, and character and concept.	Not Met
Collaborate with peers, faculty, staff and invited guests in the production of knowledge within the studio and classroom Production and Design Courses: Practice collaborative and process skills in rehearsal and production settings	Not Met
Effectively employ the interrelationship between the various disciplines of theatre production (performance, direction, creation, management, and design) to create works of art.	Execute choreography and perform with proficiency, the three dance techniques that form the foundation of dance in Music Theatre – jazz, tap and ballet/modern. Exhibit a critical understanding of period, contemporary and modern-day theatrical texts through performance and character work. Sing with proficiency, a repertoire of classical, contemporary and modern-day musical compositions.
Production and Design Courses: Practice collaborative and process skills in rehearsal and production settings.	Not Met
Demonstrate an awareness of individual approach and development as drama specialist through practice and reflection	Not Met

UWindsor Courses to fulfill Learning Outcomes not met at St. Clair College

Honours BA Dramatic Art	UWindsor Courses used to satisfy this LO
Production and Design Courses: Apply design theory and technical skills to create theatre designs.	DRAM 117, 2110, 2130, 2150, 2170, 2500
Use performance, design, and/or embodied research as instruments to explore critical issues and questions in Theatre and Performance Studies	DRAM 2130, 2150, 2170, 2500 DRAM 3330, 3350, 4390 DRAM 2440 DRAM 2670, 3600, 4700
Apply principles of integrity and ethics to theatre research, generating rigorous scholarship which demonstrates accessible, well-supported, insightful exploration of issues in our field	DRAM 3330, 3350, 4390 DRAM 2670, 3600, 4700 Options

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

Production and Design Courses: Present and justify designs that integrate research, script, character and concept	DRAM 2130, 2150, 2170, 2500 DRAM3330, 3350, 4390 2440 4210
Production and Design Courses: Apply the principles and elements of design theory to create effective solutions to design challenges, evaluating for spatial, character and practical constraints (Also applicable to H)	DRAM 2130, 2150, 2170, 2500
Connect theatre practice and social awareness in all aspects of work	DRAM 3330, 3350, 4390 DRAM 2670, 2780, 3600, 4700 Options
Production and Design Courses: Present and justify designs that integrate research, script, and character and concept.	DRAM 2130, 2150, 2170, 2500 DRAM 2440 DRAM 2670 DRAM 2840 DRAM 4210 DRAM 4700
Production and Design Courses: Practice collaborative and process skills in rehearsal and production settings.	DRAM 2130, 2150, 2170, 2500 DRAM 2670 DRAM 3150 DRAM 4210 DRAM 4700

University of Windsor
Program Development Committee

*5.9   **Human Kinetics – Degree Completion Pathway (Form C1)**

Item for: **Approval**

MOTION: **That the Bachelor of Human Kinetics Honours Kinesiology-Movement Science Major for Graduates of St. Clair College's 2-year Fitness and Health Promotion Program be approved .^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by Faculty of Human Kinetics Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

TITLE OF PROGRAM/CERTIFICATE:	Bachelor of Human Kinetics Honours Kinesiology-Movement Science Major for Graduates of St. Clair College's 2-year Fitness and Health Promotion Program
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Human Kinetics

Proposed articulation agreement or degree completion pathway effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2021

A. Program Details

A.1 Admission Requirements (QAF section 2.1.2)

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

A student may enter the Bachelor of Human Kinetics (Kinesiology-Movement Science major) program after completing the two-year Diploma in Fitness and Health Promotion with a cumulative average equivalent to a 70% (B- or 3.0/4) or better.

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

> *Sample wording for articulation agreement:*
> **Diploma in Protection, Security and Investigation (formerly Law and Security) (Two Year Diploma):** Graduates of the two-year Diploma in Protection, Security and Investigation program with a cumulative average grade of B or better **may** receive credit equivalent to five courses (15.00 credits) toward a B.A. or B.S.W. degree. Transfer credit is awarded for approved courses with a minimum grade of B- or better. **Medical Laboratory Science Program:** Graduates of the three-year Diploma in Medical Laboratory Science with a 3.0 G.P.A. (75 percent or equivalent) may receive the equivalent of seventeen semester course credits towards the Bachelor of Science degree in Biological Sciences, Biochemistry, or General Science. *Degree Completion Pathways specify the remaining courses that need to be completed for the awarding of the degree program.*

Degree Completion – Course Requirements:

Total Courses: 25

These students will have to complete the following courses in order to fulfill the requirements of the BHK program with a major in Kinesiology – Movement Science:

(a) Human Kinetics Core (3):
   - KINE-2250 Ethics in Sport and Physical Activity

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

- o KINE-2700 Research Design
- o KINE-2690 Measurement and Evaluation

(b) Kinesiology - Movement Science Courses:

Take all of (7):
- o KINE-1110 Principles of Mental Skills Training
- o KINE-1100 Human Performance
- o KINE-1660 Functional Anatomy II
- o KINE-2240 Introduction to Occupational Biomechanics/Ergonomics
- o KINE-2600 Physiology of Human Performance
- o KINE-2040 Sport Nutrition
- o KINE-2850 Human Growth and Development

Take 6 of:
- o KINE-3010 Use and Abuse of Drugs
- o KINE-3020 Exercise and Fitness Psychology
- o KINE-3030 Imagery Effects on Performance
- o KINE-3060 Obesity and Eating Disorders
- o KINE-3100 Motor Learning and Control
- o KINE-3330 Applied Sport Psychology
- o KINE-3600 Physiology of Exercise and Respiration
- o KINE-3610 Musculoskeletal Physiology
- o KINE-3620 Human Factors and Work Performance
- o KINE-3630 Cognitive Ergonomics
- o KINE-4000 Human Movement and Aging
- o KINE-4040 Population Health
- o KINE-4080 Dynamics of Skill Acquisition
- o KINE-4530 Perceptual Motor Development
- o KINE-4580 The Endocrine System in Sport, Exercise and Health
- o KINE-4600 Cardiovascular Physiology
- o KINE-4610 Chronic Disease and Exercise Rehabilitation
- o KINE-4620 Exercise in Extreme Environments
- o KINE-4630 Applied Neurophysiology
- o KINE-4640 The Pathophysiology of Pain
- o KINE-4650 Ergonomics and Injury Prevention
- o KINE-4660 Cardiac Rehabilitation
- o KINE-4670 User Experience for Ergonomics
- o KINE-4710 Physiological Basis of Sports Therapy
- o KINE-4750 Individual Studies
- o KINE-4760 Principles of Coaching
- o KINE-4770 Outdoor Recreation
- o KINE-4780 Undergraduate Thesis (6 units)
- o KINE-4800 Advanced Biomechanics
- o KINE-4850 Group Dynamics in Sport

Take 1 of:
- o KINE-4910 Lab course in Biomechanics and Ergonomics
- o KINE-4930 Lab course in Motor Learning and Sport Psychology

(c) 6 (six) courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

(d) 2 (two) courses from any area of study, excluding Kinesiology.

Transfer credit obtained through this articulation agreement is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

This articulation agreement will be reviewed and amended, if appropriate, by the Department of Kinesiology every five (5) years following the approval of the articulation. This timing corresponds with the review frequency undertaken by the CAAT diploma programs forming the basis of admission and this frequency of review will ensure the program curriculum and requirements adapt to these standards as they shift.

Suggested Course sequencing:

Year 1							
Fall				Winter			
1	¨	KINE-1110	Principles of Mental Skills Training	1	¨	KINE-2250	Ethics in Sport and Physical Activity(x)
2	¨	KINE-2700	Research Design	2	¨	KINE-2100	Human Performance
3	¨	KINE-2240	Introduction to Occupational Biomechanics/Ergonomics	3	¨	KINE-1660	Functional Anatomy II
4	¨	KINE-2600	Physiology of Human Performance	4	¨	____-____	Non-Kin-MS Option
5	¨	____-____	Non-Kin-MS Option	5	¨	____-____	Non-Kin-MS Option

Year 1							
Intersession/Summer							
1	¨	KINE-2690	Measurement and Evaluation				
2	¨	KINE-2040	Sport Nutrition				
3	¨	KINE-2850	Human Growth and Development				
4	¨	____-____	Non-Kin-MS Option				
5	¨	____-____	Non-Kin-MS Option				

Year 2							
Take 1 of:							
	¨	KINE-4910	Lab course in Biomechanics and Ergonomics				
	¨	KINE-4930	Lab course in Motor Learning and Sport Psychology				
Take 6 of (# dependent on courses taken in year 1 and 2):							
	¨	KINE-3010	Use and Abuse of Drugs		¨	KINE-4600	Cardiovascular Physiology
	¨	KINE-3020	Exercise and Fitness Psychology		¨	KINE-4610	Chronic Disease and Exercise Rehabilitation
	¨	KINE-3030	Imagery Effects on Performance		¨	KINE-4620	Exercise in Extreme Environments
	¨	KINE-3060	Obesity and Eating Disorders		¨	KINE-4630	Applied Neurophysiology
	¨	KINE-3100	Motor Learning and Control		¨	KINE-4640	The Pathophysiology of Pain
	¨	KINE-3330	Applied Sport Psychology		¨	KINE-4650	Ergonomics and Injury Prevention
	¨	KINE-3600	Physiology of Exercise and Respiration		¨	KINE-4660	Cardiac Rehabilitation

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

¨	KINE-3610	Musculoskeletal Physiology		¨	KINE-4670	User Experience for Ergonomics
¨	KINE-3620	Human Factors and Work Perf		¨	KINE-4710	Phys. Basis of Sports Therapy
¨	KINE-3630	Cognitive Ergonomics		¨	KINE-4750	Individual Studies
¨	KINE-4000	Human Movement and Aging		¨	KINE-4760	Principles of Coaching
¨	KINE-4040	Population Health		¨	KINE-4770	Outdoor Recreation
¨	KINE-4080	Dynamics of Skill Acquisition		¨	KINE-4780	Undergraduate Thesis (6 units)
¨	KINE-4530	Perceptual Motor Development		¨	KINE-4800	Advanced Biomechanics
¨	KINE-4580	The Endocrine System in Sport		¨	KINE-4850	Group Dynamics in Sport
Take 3						
¨	____-____	Non-Kin-MS Option		¨	____-____	Non-Kin-MS Option
¨	____-____	Non-Kin-MS Option		¨		

*Note that this a suggested course sequence only and attainment of the BHK degree may require a longer period.

Courses used to calculate the major average are:
N/A

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

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

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

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

We have had long standing degree completion programs with other colleges that feed into our other major (Sport Management and Leadership).   These students have always performed well in the past.   Consequently, we believe the same to hold true for students entering from this diploma program.   It should be noted that students graduating the Fitness and Health Promotion (FHP) diploma program will be given several credits for experiential work (i.e. practice theory and analysis courses, undergraduate lab in physiology, and internship).   Moreover, student will be required to take 3 of our 4 core Human Kinetics courses, 7 of 9 foundational Kinesiology-Movement Science major courses, and 6 courses from within the major.

B.   RATIONALE

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

Our Home and Mission

In national assessments of post-secondary academics, the Department of Kinesiology in the Faculty of Human Kinetics has been, and continues to be, listed as a standout program at The University of Windsor. Since its inception, our Faculty has been a leader in the initiation of student-centered initiatives such as our co-operative education program, KinOne student mentoring program, Kinesiology Research Day, and Scholar's Evening. Students graduate with high levels of satisfaction and experience high rates of employment in related fields once leaving our

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

halls.   We put students first. In fact, at the door to the Faculty of Human Kinetics main office is a declaration that begins:

"Welcome students! You are the most important people in this office…"

The demand for degrees in Kinesiology remain steady as there is consistent demand for programming in Kinesiology, recreation and physical education. Students entering this field typically aspire to medical, allied health (physiotherapy, occupational therapy, kinesiology, chiropractic, athletic trainer, sport psychology consultant, ergonomist, etc.), and professions in education, all of which our curriculum provides a strong foundation for entry and success. In particular, to register with the College of Kinesiologists of Ontario (CKO), prospective students must have completed a 4-year bachelor's degree in Kinesiology prior to successfully challenging an entry-to-practice exam (College of Kinesiologists of Ontario (coko.ca)).   Registered kinesiologists go on to placements in clinical, assessment, and ergonomic fields that include work in hospitals, rehabilitation clinics, insurance agencies, fitness and recreation centres, elite and professional sport, occupational health and safety, among many others (Home - OKA | Ontario Kinesiology Association).   The Fitness and Health Promotion diploma program at St. Clair College trains students in many of the applied and practical experiences necessary for successful employment in the aforementioned careers. Combined with the theoretical, foundational, and practical knowledge attained in the Bachelor of Human Kinetics Honours Kinesiology – Movement Science major, this degree completion pathway is a natural partnership for student success.

Moreover, our long-standing degree completion programs with both Lambton and Durham College, and recently approved degree completion program with St. Clair College, have resulted in a handful of transfer students each year. This proposal aims to create a relationship with our nearest neighbour and is expected to at least bring as many students as from these other programs. Indeed, the coordinator and of the program is excited to see this relationship get off the ground (see SCC coordinator and vice president academic letter in appendix).

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

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

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

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

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

The Faculty of Human Kinetics faculty and staff are all committed to supporting the program.
The majority of our courses are taught by tenured or tenure-track faculty with active research programs.

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

Research areas of Human Kinetics faculty members include:

BHK - Honours Kinesiology - Movement Science major

- Health & wellness
- Healthy body weights
- Nutrition and physical activity patterns, behaviours, and attitudes
- Environmental influences on health outcomes
- Nutrition and physical activity assessment methodologies
- Sport Performance
- Workplace Health and Safety
- Skill Acquisition and Maintenance through the Lifespan
- Sport Involvement, Physical Activity and Healthy Aging
- Adapted Physical Exercise
- Sport commitment, motivation and lifelong training in Masters athletes
- The effect of attentional focus on motor skill acquisition
- Balance and gait disorders
- Cognitive and sensorimotor factors influencing upper-limb movement control
- Sport psychology
- Exercise psychology
- Psychological influences contributing to sport and exercise involvement
- Team dynamics
- Evaluation of soft and rigid tissue effects on force transmission through the body following impact
- Mechanisms of upper extremity injury resulting from falling
- Development and evaluation of workplace physical demands assessment methods
- Ergonomics evaluations in workplace populations (nursing, agriculture, automotive)
- Ligamento-muscular reflexes
- Pain and pain mechanisms in various injuries
- Quantification of mechanical joint stabilization
- Neuromuscular (reflex) contribution to knee and lumbar spine joint robustness/integrity during motion
- Knee, lumbar & cervical spine joint biomechanical model development
- Cognitive Ergonomics
- Cardiovascular function
- Cerebrovascular physiology
- Skeletal muscle function and structure
- The expression and regulation of circulating hormones or hormone-like factors in response to exercise
- Biological sex differences in human performance and health
- Cellular and molecular regulation of skeletal muscle repair following injury
- Interventions that target the pathological mechanisms of autonomic and vascular dysfunction in cardiovascular disease and associated risk factors

Tenured and tenure track instructors are available and willing to teach these courses and no new staff resources are needed.

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

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

We do not expect a change from our current faculty infrastructure and instructor needs.

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

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

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

N/A

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

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

N/A

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

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

Staff Support, Teaching and Learning support, and Student Support Services: No change required in our current level of staff, teaching and learning and student support services.

Our Undergraduate Coordinator is available on a full-time basis to all undergraduate students, regardless of year, to assist with career planning and academic concerns related to the majors in the BHK, including this and other articulation agreements. Moreover, the Undergraduate Coordinator, Department Head, and Associate Dean of Academic Programs within the Faculty of Human Kinetics will ensure that students are advised on matters related to completing this articulation including course sequencing and course selection.

The Applied Learning Coordinator and Laboratory Coordinator will oversee and provide support to students opting to take internship or undergraduate thesis option courses.

Library: No change required in our current level of library support.

Space: Our proposed space needs do not differ from our current needs that adequately support our program needs. Our largest classroom (HK140) holds approximately 230 students and our current and proposed core courses take place in this room.

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

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

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

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

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

This program relies on existing resources within the Department of Kinesiology

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

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

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

This program relies on existing resources within the Department of Kinesiology. Students partaking in the degree completion program will naturally fit into the course offerings associated with the BHK Honours Kinesiology – Movement Science

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

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

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

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

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

If not applicable, write n/a.

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

APPENDIX A

COURSE OR PROGRAM EQUIVALENCIES

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

Table 1. Block Transfer equivalencies (note: (a) to (f) letters correspond to BHK degree requirements noted below)

Code	Title	Semester	Code	Title
KINE-1650	Functional Anatomy I (b)	1	FHT101	STRUCTURE & FUNCTION OF THE HUMAN BODY
KINE-1800	Fundamental Mechanics of Human Motion (b)	3	FHP300	EXERCISE ANATOMY & PHYSIOLOGY
		3	FHP302	BIOMECHANICS
KINE-1000	Health and Wellness (a)	1	FHT102	NUTRITION OF WELLBEING
		1	FHT100	WELLNESS & YOU
KINE-3700	Scientific Basis of Conditioning (b)	1	FHT104	FOUNDATIONS OF EXERCISE TRAINING
		2	FHT204	FOUNDATIONS OF EXERCISE PROGRAM DESIGN
KINE-4100	Physical Activity for Special Populations (b)	2	FHT202	PHYSICAL ACTIVITY IN SPECIAL POPULATIONS
		4	FHP410	ADAPTED FITNESS PROGRAMMING
KINE-3980	PTA-Physical Fitness	2	FHT207	FITNESS ASSESSMENT I
KINE-3XXX	Unassigned 3rd Year (f) Kinesiology course (PTA) (f)	4	FHP406	FITNESS ASSESSMENT II
KINE-4920	Lab course in Physiology (b)	1	FHT105	GROUP FITNESS LEADERSHIP I
		3	FHP305	GROUP FITNESS LEADERSHIP II
		3	FHP307	Client Counselling & Education
		3	FHP304	EXERCISE PRESCRIPTION
KINE-4150	Exercise Prescription for Athletic Populations (b)	4	FHP415	Exercise Prescription for Athletic Populations
KINE-1XXX (e)	Special topics	2	FHT205	FITNESS BUSINESS ESSENTIALS
KINE-2XXX (e)	Unassigned 2nd Year Kinesiology Course	2	FHT206	PROFESSIONAL PRACTICE
	3x 2000 level electives (d)	1	FHT106	COMPUTER TOOLS FOR FITNESS PROFESSIONALS
		1	ELEC1030	CHOOSE 1 ELECTIVE COURSE
		2	ELEC1030	CHOOSE 1 ELECTIVE COURSE

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

	3	ELEC1030	CHOOSE 1 ELECTIVE COURSE
KINE-4980 Internship (b)	4	FHP405	FIELD PLACEMENT

Program level equivalencies

Note, sections (a) to (f) are the degree requirements for the Bachelor of Human Kinetics (Honours Kinesiology – Movement Science).   Below each requirement is highlighted whether students completing the 2-year Fitness and Health Promotion diploma program at St. Clair College satisfy those requirements, rationale, and consequently, the number of courses they will be required to take in order to complete the degree at our institution.

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) degree requirements

(a) Human Kinetics Core (4 3):
   KINE-2250 Ethics in Sport and Physical Activity
   KINE-2700 Research Design
   KINE-2690 Measurement and Evaluation

   Partially satisfied: students will be given block credit for KINE-1000. Consequently, take 3 of the core courses.

(b) Movement Science Courses:
   Take all of (9 7):
        KINE-1110   Principles of Mental Skills Training
        KINE-1100   Human Performance
        KINE-1660   Functional Anatomy II
        KINE-2240   Introduction to Occupational Biomechanics/Ergonomics
        KINE-2600   Physiology of Human Performance
        KINE-2040   Sport Nutrition
        KINE-2850   Human Growth and Development

   Partially satisfied: students will be given block credit for KINE-1650 and KINE-1800. Consequently, take the 7 courses listed above.

   Take 10 6 of:
        KINE-3010   Use and Abuse of Drugs
        KINE-3020   Exercise and Fitness Psychology
        KINE-3030   Imagery Effects on Performance
        KINE-3060   Obesity and Eating Disorders(x)
        KINE-3100   Motor Learning and Control
        KINE-3330   Applied Sport Psychology(x)
        KINE-3600   Physiology of Exercise and Respiration
        KINE-3610   Musculoskeletal Physiology
        KINE-3620   Human Factors and Work Performance
        KINE-3630   Cognitive Ergonomics
        KINE-4000   Human Movement and Aging
        KINE-4040   Population Health(x)

PROGRAM DEVELOPMENT COMMITTEE
ARTICULATION AGREEMENT/DEGREE COMPLETION PATHWAY
FORM C1

KINE-4080	Dynamics of Skill Acquisition
KINE-4530	Perceptual Motor Development
KINE-4580	The Endocrine System in Sport, Exercise and Health
KINE-4600	Cardiovascular Physiology
KINE-4610	Chronic Disease and Exercise Rehabilitation
KINE-4620	Exercise in Extreme Environments
KINE-4630	Applied Neurophysiology
KINE-4640	The Pathophysiology of Pain
KINE-4650	Ergonomics and Injury Prevention
KINE-4660	Cardiac Rehabilitation
KINE-4670	User Experience for Ergonomics
KINE-4710	Physiological Basis of Sports Therapy
KINE-4750	Individual Studies
KINE-4760	Principles of Coaching(x)
KINE-4770	Outdoor Recreation(x)
KINE-4780	Undergraduate Thesis (6 units)
KINE-4800	Advanced Biomechanics
KINE-4850	Group Dynamics in Sport(x)

Partially satisfied: Students will be given block credit for KINE-3700, 4100, 4150, and 4980. Consequently, take 6 courses from the list above.

Take 2 1 of:

KINE-4910	Lab course in Biomechanics and Ergonomics
KINE-4930	Lab course in Motor Learning and Sport Psychology

Partially satisfied: Students will be given block credit for KINE-4920. Consequently, take 1 Lab course from the list above.

(c) 6 (six) courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).
Not satisfied: take 6 courses.

(d) 5 (five) 2 (two) courses from any area of study, excluding Kinesiology.
Partially satisfied: Students will be given block credit for 3x 2000-level electives. Consequently, students must take 2 courses from any area of study.

(e) 2 (two) courses from any area of study, including 1000 or 2000 level courses from Kinesiology
Satisfied: students are given block credit for 1 unspecified 1000 and 1 unspecified 2000 level Kinesiology courses.

(f) 2 (two) courses from any area of study, including Practice Theory and Analysis (PTA) or 3000 level and above courses from Kinesiology
Satisfied: students are given credit for 2 unspecified Kinesiology 3000 level PTA courses.

ST.CLAIR
C O L L E G E

April 12, 2021

Dr. Kevin Milne
Associate Dean - Academic Programs | Associate Professor
Faculty of Human Kinetics
University of Windsor
401 Sunset Ave
Windsor ON N9B 3P4

Dear Kevin:

Please accept this letter as support to obtain the necessary approvals at the University of Windsor to implement an articulation agreement between St. Clair College's Fitness and Health Promotion Ontario College Diploma and the Bachelor of Human Kinetics Movement Science Honours Degree.

This degree completion pathway will provide opportunities for St. Clair College graduates to obtain a degree from the University of Windsor. Once approved, St. Clair College will assist in advertising and promoting this partnership (e.g. recruitment, communication materials that showcase both institutions, allowing site visits, etc.), as well as advising students on how to successfully transfer to the University of Windsor.

Should you require further information, I may be reached by email at whabash@stclaircollege.ca or by telephone at 519-972-2727, extension 5090.

I look forward to our continued collaboration.

Waseem Habash
Vice President, Academic

University of Windsor
Program Development Committee

*5.10   **Sociology, Anthropology and Criminology - Minor Program Change (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Minor in Family and Social Relations 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 Department of Sociology, Anthropology and Criminology and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Minor in Family and Social Relations
DEPARTMENT(S)/SCHOOL(S):	Sociology, Anthropology and Criminology
FACULTY(IES):	FAHSS

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

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.

Minor in Family and Social Relations
~~SACR-2040, SACR-3060, SACR-3290, SACR-3510; and one of SACR-3010, SACR-3520, SACR-4090, SACR-4610.~~
Six of: SACR-2040, SACR-2050, SACR-3050, SACR-3010, SACR-3290, SACR-3510, SACR-4090, SACR-4290, and SACR-4510

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

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

N/A

B.   RATIONALE

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

We no longer offer SACR-3060. The course SACR 3520 was redesigned almost 10 years ago, and it's hardly relevant to Family and Social Relations. The course SACR-4610 is not relevant Family and Social Relations either.

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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.

We currently have 3 faculty members who teach (one full-time and 2 on a reduced load) who teach FSR courses. We also have a sessional lecture who teaches SACR-2040.

C.1.1 Faculty Expertise in Support of the Revised Program

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

The 3 faculty members mentioned above are experts in the field.

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.

Some of the courses listed above (e.g., SACR-2050) are taught by a sessional.

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

Available, no additional resources are needed

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

Describe the reliance of the proposed program revisions on existing resources from underother 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)

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

Describe all opportunities for <u>internal reallocation of resources and cost savings</u> 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 <u>all affected</u> 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

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

Item for: **Approval**

MOTION :   **That the degree requirements Minor in Physics 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 Physics and the Science Program Development Committee (SPDC) delegated on behalf of the Faculty of Science Coordinating Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Minor in Physics
DEPARTMENT(S)/SCHOOL(S):	**Physics**
FACULTY(IES):	**Science**

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

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.*

Minor in Physics

~~The minor in Physics consists of successfully completing each of: GENG-1110 or PHYS-1400, PHYS-1410, PHYS-2200, PHYS-2210, PHYS-2500, and PHYS-3700 and requires a minimum overall average of 60% in these six courses.~~
The minor in physics consists of six PHYS courses one of which must be at the 3XXX level. Courses that cannot count toward the physics minor are: PHYS 1000, 1010, 2000, 2040, 2050, 2060, 2980, 3980, 4980, and 4900. A minimum grade of 60% must be received in each 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).*

We are altering our minor to allow more students to attempt to earn a Physics Minor with maximum flexibility and freedom. To keep our minor more consistent with other minors in Science, we are eliminating as many "named" courses as possible to allow students to take the options they would like. While all/most student will have to take the introductory physics courses (required for their major and also required as perquisite courses) student may then choose to take more electricity and magnetism, more quantum mechanics, or more classical mechanics if these subject are relevant to their research or to their career aspirations. We intend to allow students who took 1400/1410 or 1300/1310 work toward a minor. Engineers will also more easily be able to earn this minor by not naming the introductory courses required. The non-major elective courses, the thesis research course, and the co-op courses will not be counted for credit toward earning the minor. Those courses are named specifically in the calendar.All the ideas of the minor were adapted from the minors in other departments in Science, including requiring a 60% in each course and requiring at least one 3XXX level course. Examples below for reference.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

Minor in Mathematics
A minor in Mathematics can be obtained upon completion of six courses from the following list, with a minimum grade of 60% in each course: MATH-1020, MATH-1250 or MATH-1260 or MATH-1270, MATH-1720 or MATH-1760, MATH-1730, MATH-2250, MATH-2251, MATH-2780, MATH-2790, MATH-3XXX, MATH-4XXX, STAT-2910 or STAT-2920.

Minor in Chemistry
The minor in Chemistry consist of six courses, including CHEM-1100 and CHEM-1110, plus four courses at the 200 level or above, one of which must be at the 3XXX level or above. An overall average of 67% or higher must be obtained, with no individual course having a grade lower than 60%.

Minor in Economics
A minor shall consist of ECON-1100, ECON-1110, ECON-2210, ECON-2310, and two additional Economics courses. A minimum average of 60% or better is required in all six courses.

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

> *The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In 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 will continue conversations with members of the university's Aboriginal Education Council to create a knowledge base applicable to physics courses at all levels concerning appropriate content/curriculum changes or recommendations that could be made in the future. These changes could include integration of real-world examples that are more relevant to modern Indigenous societies, or examples drawn from historical Indigenous knowledge of the natural world and the cosmos, where applicable. Examples will first be discussed with the AEC prior to integration into a curriculum. Importantly, the AAU members regularly consult with other members of the Canadian Association of Physicists, including representatives of the Outreach Committee (which is tasked with promoting the inclusion of all under-represented groups in Canadian Physics,) to ensure that efforts undertaken at UWindsor both to alter curriculum content and increase the participation of members of all underrepresented groups (which includes Indigenous (First Nations, Métis, or Inuit) peoples) are consistent with and following the best-practices of similar efforts being undertaken nationwide. The AAU members will work with this body to increase the level of the nation-wide conversation when 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 <u>do not</u> 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 <u>do not</u> name specific individuals.*

N/A

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

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

N/A

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

N/A

C.1.4 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 <u>other</u> 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 <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

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

Faculty:	None
Staff:	None
GA/TAs:	None

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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

*5.12:   **History - New Course Proposals (Form C)**

Item for: **Approval**

MOTION: **That the following courses be approved: ^**
              HIST 3480. Borderlands: Canada-United States Relations since 1783
              HIST-4600. British North America and the United States of America, 1776-1867
              HIST-4830. Local History and Research Methods

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by Department of History and the Faculty of Arts, Humanities and Social Sciences Coorindating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BA in History
DEPARTMENT(S)/SCHOOL(S):	History
FACULTY(IES):	FAHSS

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

A. NEW COURSE PROFILE

Course # and Title: HIST 3480. Borderlands: Canada-United States Relations since 1783

A.1 Calendar Description

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

This course examines the relations between British North America/Canada and the United States from the end of the American Revolution (1776-1783) until today. It looks at the multiple ways that both the people and the federal government from each side of the border interacted with their counterparts. It discusses several topics, including Indigenous peoples and Euro-American borders, colonial wars, diplomatic relations, transnational economies, cultural influences, borderland communities, and cross-border migrations. (Prerequisties: At least semester 5 standing.)

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

☐ applied research	☐ field work
☐ capstone	☐ industry/community consulting project
☐ clinic	☐ interactive simulations
☐ co-op	☐ internship – full-time
☐ community service learning	☐ internship – part-time
☐ creative performance or exhibit (*for visual and performing arts*)	☐ professional practicum
☐ entrepreneurship	☐ research project
☐ field experience or site visit	☐ study abroad
☐ labs	

☒ No experiential learning in this course

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
At least semester 5 standing.					

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

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

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.

Student Benefits: This new course will enable students to better understand the historical dynamics between Canada and the United States from multiple perspectives (diplomatic history, political history, economic history, cultural history, and social history). It will also help students develop a continental perspective of Canadian history that transcends modern nationalism and modern political boundaries.

Program Benefits: A trial version of this new course has been delivered twice as a "special topics" course with good results. This new course will contribute to the History Department's efforts to promote scholarship on one of UWindsor's grand challenges, "understanding borders". It is also a course that could be offered as part of a future Minor in "Border Studies".

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?

Indigenous History: This new course will include two lectures focusing specifically on Indigenous peoples living in border regions and how the Canada-U.S. border affects their daily lives.

Black History: The trial version of this course included a lecture on the Underground Railroad. This new course will also include material on the Black Loyalists in Nova Scotia (1780s) and the history of their descendants.

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*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Articulate arguments clearly Organize and present evidence in a coherent manner Demonstrate creative interpretation of historical materials Apply research, critical thinking, writing and organizational skills to new tasks	A. the acquisition, application and integration of knowledge
B. --integrate and use historical information to accomplish a specific purpose.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. --examine current issues and their relationship to political community from a historical perspective. --identify the way history of North America is produced and used to justify social, cultural, and political ends.	C. critical thinking and problem-solving skills
D. --articulate arguments clearly.	D. literacy and numeracy skills
E. --explain cultural, ethical, social, legal, and economic issues surrounding the use of historical materials.	E. responsible behaviour to self, others and society
F. --express ideas and arguments of the discipline clearly and persuasively in written and oral form.	F. interpersonal and communications skills
G. participate to the group discussions in a constructive and positive way.	G. teamwork, and personal and group leadership skills
H. --demonstrate creative interpretation of historical materials.	H. creativity and aesthetic appreciation
I. --apply research, critical thinking, writing and organizational skills to new tasks.	I. the ability and desire for continuous learning

B.4 Demand for Course

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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
	40	40	40	40	40

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 have no impact. It has been offered twice already as "HIST-3970 Special Topic" and it had no impact on other courses.

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
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**The workload for this course is typical of what is expected of students in other 3000 level courses.**

C. RESOURCES

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

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

The history department already has a professor who can teach this course. In fact, this professor has already taught this course twice, as "HIST-3970 Special Topic".

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.

This course will not rely on any adjunct, limited-term or sessional faculty. It will be taught by a regular professor from the history department.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

This course will not rely on any other campus unit.

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

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

None. The history department already has a professor who can teach this course.

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

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

This new course will result in no reallocation of resources and no cost savings. Nor will it result in any additional costs to the university.

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:	None
Staff:	None
GA/TAs:	None

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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: HIST-4600 British North America and the United States of America, 1776-1867

A.1 Calendar Description

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

This course examines the history of British North America from the Declaration of Independence of the United States in 1776 to the Confederation of Canada in 1867. Specifically, it examines the interactions between the various colonies that made up British North America (Cape Breton, Nova Scotia, New Brunswick, Newfoundland, Lower Canada, Upper Canada, British Columbia, and Vancouver Island) and the northern United States. Using a continental approach to Canada's history in the eighteenth and nineteenth centuries, this course focuses on these cross-border links. It addresses many topics, including colonial wars, political loyalties and cultural identities, migration, trade, diplomacy, American perceptions of British North America and its residents, and the transnational origins of Canadian Confederation.

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

☒ applied research	☐ field work
☐ capstone	☐ industry/community consulting project
☐ clinic	☐ interactive simulations
☐ co-op	☐ internship – full-time
☐ community service learning	☐ internship – part-time
☐ creative performance or exhibit (*for visual and performing arts*)	☐ professional practicum
☐ entrepreneurship	☒ research project
☒ field experience or site visit	☐ study abroad

☐ labs

☐ No experiential learning in this course

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

B. RATIONALE

B.1 Course Goal(s)

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

Student Benefits: This new course will provide students with a better understanding of the historical dynamics between the various colonies that made up British North America between 1776 and 1867 and the United States. It also aims to encourage students to develop a more continental perspective of Canadian history, one that transcends modern nationalism and modern political boundaries.

Program Benefits: A trial version of this new course has been delivered twice as a "special topics" course with good results. This new course will contribute to the History Department's efforts to promote scholarship on one of UWindsor's grand challenges, "understanding borders". It is also a course that could be offered as part of a future Minor in "Border Studies".

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?

Indigenous History: Although no class is devoted specifically to Indigenous peoples, materials on how settlers colonized British North America/the northern United States and the impact they had on First Nations are included and discussed throughout the course.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. --organize and present evidence in a coherent manner. --demonstrate creative interpretation of historical materials. (Also relevant to H) --apply research, critical thinking, writing and organizational skills to new tasks. (also relevant to I)	B. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
B. --access historical materials efficiently and effectively. --integrate and use historical information to prepare a research paper.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. --identify the way history of North America in the eighteenth and nineteenth centuries is produced and used to justify social, cultural, and political ends.	C. critical thinking and problem-solving skills
D. --articulate arguments clearly. --cite references correctly in Chicago style.	D. literacy and numeracy skills
E. Explain cultural, ethical, social, legal, and economic issues surrounding the use of historical materials.	E. responsible behaviour to self, others and society
F. Express ideas and arguments in the discipline clearly and persuasively in written and oral form.	F. interpersonal and communications skills
G. Participate to the group discussions in a constructive and positive way.	G. teamwork, and personal and group leadership skills
H. (see A)	H. creativity and aesthetic appreciation
I. (see A)	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

This course will have no impact. It has been offered before as "HIST-4970 Special Topic" and it had no impact on other courses.

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
2	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**The workload for this course is typical of what is expected of students in other 4000 level courses.**

C. RESOURCES

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

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

The history department already has a professor who can teach this course. In fact, this professor has already taught this course one time, as "HIST-4970 Special Topic".

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.

This course will not rely on any adjunct, limited-term or sessional faculty. It will be taught by a regular professor from the history department.

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

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

This course will not rely on any other campus unit.

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

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

None. The history department already has a professor who can teach this course.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

This new course will result in no reallocation of resources and no cost savings. Nor will it result in any additional costs to the university.

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:	None
Staff:	None
GA/TAs:	None

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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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:	none
Teaching and Learning Support:	none
Student Support Services:	none
Space and Facilities:	none
Equipment (and Maintenance):	none

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

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: HIST-4830 Local History and Research Methods

A.1 Calendar Description

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

This seminar-based course introduces students to the history of southwestern Ontario and metro Detroit from the pre-colonial era to the twentieth century. It addresses many topics, including pre-colonial Indigenous history, the founding of Detroit and the local French presence, political regime changes in the eighteenth century and the creation of the border, Indigenous treaties and settler-Indigenous relations, the War of 1812, slavery and the Underground Railroad, industrialization/urbanization and environmental history, cross-border economic and cultural ties, transportation, African Americans in Detroit, immigration, and collective memories.

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*

- ☒ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☐ creative performance or exhibit (*for visual and performing arts*)
- ☐ entrepreneurship
- ☒ field experience or site visit

- ☐ field work
- ☐ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☒ research project
- ☐ study abroad

- ☐ labs

- ☐ No experiential learning in this course

A.2 Other Course Information

> *Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

B. RATIONALE
B.1 Course Goal(s)

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

(i)   **Student Benefits**: This new course will provide students with a better understanding of the history of Windsor/Essex and Metro Detroit from the precolonial era until today. It also aims to help students develop archival research skills.

(ii)   **Program Benefits**: A trial version of this new course has been delivered several times as a "special topics" course with good results. This new course will contribute to the History Department's efforts to promote scholarship on local history as well as on one of UWindsor's grand challenges, "understanding borders". It is also a course that could be offered as part of a future Minor in "Border Studies".

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?

(i)   **Indigenous History:** This new course will include classes focusing specifically on local Indigenous peoples.

(ii)   **Black History:** This new course will include classes focusing specifically on local Black history.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. --organize and present evidence in a coherent manner. --demonstrate creative interpretation of historical materials. (also relevant to H)	C. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
--apply research, critical thinking, writing and organizational skills to new tasks. (also relevant to I)	
B. --access historical materials efficiently and effectively. --integrate and use historical information to prepare a research paper.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. --examine current issues that pertain to Windsor/Essex and metro Detroit from a historical perspective.	C. critical thinking and problem-solving skills
D. --articulate arguments clearly. --cite references correctly in Chicago style.	D. literacy and numeracy skills
E. --explain cultural, ethical, social, legal, and economic issues surrounding the use of historical materials.	E. responsible behaviour to self, others and society
F. --express ideas and arguments of the discipline clearly and persuasively in written and oral form.	F. interpersonal and communications skills
G. --participate to the group discussions in a constructive and positive way.	G. teamwork, and personal and group leadership skills
H. (see A)	H. creativity and aesthetic appreciation
I. (see A)	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

This course will have no impact. It has been offered more than several times already as "HIST-4970 Special Topic" and it had no impact on other courses.

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
2	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**The workload for this course is typical of what is expected of students in other 4000 level courses.**

C. RESOURCES

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

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

The history department already has a professor who can teach this course. In fact, this professor has already taught this course more than several times, as "HIST-4970 Special Topic".

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.

This course will not rely on any adjunct, limited-term or sessional faculty. It will be taught by a regular professor from the history department.

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

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

This course will not rely on any other campus unit.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

None. The history department already has a professor who can teach this course.

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

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

This new course will result in no reallocation of resources and no cost savings. Nor will it result in any additional costs to the university.

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:	None
Staff:	None
GA/TAs:	None

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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

*5.13:   **History- New Course Proposals (Form C)**

Item for: **Approval**

MOTION: That the following courses be approved: ^
           HIST-2300. History of Documentary Film
           HIST 3820. Storytelling and Design in Public History
           HIST-4820. Making Historical Documentaries

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by Department of History 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):	History
DEPARTMENT(S)/SCHOOL(S):	History
FACULTY(IES):	FAHSS

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

A. NEW COURSE PROFILE

Course # and Title: HIST-2300. History of Documentary Film

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.

A survey of the history of documentary film, from the development of moving pictures in the late 19th to the present, with emphasis on the economic, social, and political context in the development of the documentary film genre, and the emergence of documentary filmmaking in all parts of the world. An introduction to major documentary films, and to the main stylistic schools that have defined the genre. (Prerequisite: At least semester 3 standing.)

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

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit
- [ ] labs
- [x] No experiential learning in this course
- [ ] field work
- [ ] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [ ] research project
- [ ] study abroad

A.3 Other Course Information

Please complete the following tables.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
At least semester 3 standing				No	Replacing old course HIST-2097 in the Minor in Film Studies NB: HIST-2097 was a pilot placeholder course.

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

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

B. RATIONALE

B.1 Course Goal(s)

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

Student Benefits: The course promotes visual literacy among students and encourages them to think of the material, social and political context in which new visual media genres take shape and are transformed. It heightens student awareness of a genre of central importance in modern media that is grounded in actual events and histories, and that has been a major force for documenting and promoting social change. The course also pays close attention to the development of the documentary genre in different world settings, including the Global South, and introduces students to the important role played across the history of documentary film by Canadian filmmakers and institutions. Program Benefits. A trial version of the course has been given and proved attractive to an interdisciplinary cross-section of students, with appeal to History, Communications and School of Creative Arts majors. It therefore provides History students with a course based primarily on visual history, not covered as extensively in other courses, and raises awareness of the History Department among non- History students. The course also complements senior departmental course offerings where students develop their own documentary film projects (Storytelling and Design for Public History [HIST 3820] and Making Historical Documentaries [HIST 4820], both currently under PDC review), and the course on History in the Movies (HIST 4660). Given that documentary films are often used in other History courses to provide visual learning material, this course enhances the critical skills and historical understanding relating to the production of such documents that students can bring to History courses across the board.

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 underlines the contribution of Indigenous people to the development of the documentary genre, both as early participants in defining the parameters and subjects of documentary filmmaking, and as documentary filmmakers, especially within the National Film Board of Canada's "Indian Film Unit" of the 1960s and 1970s, and in the later documentary work of leading Indigenous filmmakers such as Alanis Obamsawin. Black content, perspectives and material: The course also features the work of leading Black documentarists such as William Greaves, Spike Lee and Ava DuVernay in developing the genre.

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**

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. identify major works, periods and schools in the history of documentary film Evaluate, analyze and synthesize historical materials (primary and secondary sources) Identify the role of visual records in the production of historical knowledge	A. the acquisition, application and integration of knowledge
B. Access the extensive documentary film resource available through the university and other public collections access critical scholarly writing on visual media	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply a sense of "historical mindedness" by analyzing films and the issues they cover in historical context with careful attention to the particularities of time and place Identify the way history is produced is produced and used to justify social, cultural and political ends Examine current issues from a historical perspective	C. critical thinking and problem-solving skills
D. Articulate arguments clearly. Organize and present evidence in a coherent manner Adhere to principles of academic integrity	D. literacy and numeracy skills
E. Explain cultural, ethical, social, legal, and economic issues surrounding the making of documentary films	E. responsible behaviour to self, others and society
F. Express ideas and arguments of the discipline clearly and persuasively in written and oral form.	F. interpersonal and communications skills
G. Demonstrate an ability to work with others toward a common goal	G. teamwork, and personal and group leadership skills
H. Write a critical review essay of a document demonstrate creative interpretation of historical material	H. creativity and aesthetic appreciation
I. Apply research, critical thinking, writing and organizational skills, as well as visual media literacy to new tasks	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	80	80	80	80	80

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

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

N/A

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
2.5	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
3	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	The workload is comparable to other departmental courses at the Year 2 level.

C. RESOURCES

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

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

The History Department's faculty has a number of professors with expertise in the documentary film genre. The course could be adapted according to expertise and taught by other faculty members as necessary.

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.

Adjunct, Limited-term and Sessional Faculty could teach the course where necessary, but the course would not be dependent on them.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

No additional resources will be needed.

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 additional resources will be needed.

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

N/A

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	History
DEPARTMENT(S)/SCHOOL(S):	History
FACULTY(IES):	Faculty of Arts Humanities and Social Sciences

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

A. NEW COURSE PROFILE

Course # and Title: HIST-3820. Storytelling and Design in Public History

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.

A project-based course in which students do historical research as the basis for non-fiction storytelling and design, with an emphasis on practical approaches to creating monuments, documentary films, podcasts, websites, museum shows, and corporate and community heritage sites. Students develop typical public history projects based on an analysis of existing examples, combining research, storyboarding and design in a workshop environment. (Prerequisite: Semester 5 standing or above.)

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

☒ applied research   ☐ field work
☐ capstone   ☐ industry/community consulting project
☐ clinic   ☐ interactive simulations
☐ co-op   ☐ internship – full-time
☐ community service learning ☐ internship – part-time
☐ creative performance or exhibit (*for visual and performing arts*)   ☐ professional practicum
☐ entrepreneurship   ☐ research project
☒ field experience or site visit   ☐ study abroad
☐ labs
☒ No experiential learning in this course

A.3 Other Course Information

Please complete the following tables.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Semester 5 standing or above					

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

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

B. RATIONALE
B.1 Course Goal(s)

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

Student Benefits: The course is part of the History Department's development of a Public History certificate and specialized stream within the BA program. It provides an opportunity for students to explore new approaches to studying and communicating History, often using non-traditional evidence, methods and models. Students see the study and interpretation of History outside the academy, including in their local environments and communities. The Department, based on its most recent IQAP review (2014), has been developing courses focused on specific skills that students can bring to the job market. Program Benefits: A trial version of this course has been delivered as a "special topics" course with good results, including the design of some superb public history projects. The course will become an integral part of a new concentration of courses being developed by the History Department in the field of Public History, with the aim of creating a Certificate in Public History.

Community Benefits: This course will help the History Department cultivate and strengthen relationships with many historical and cultural institutions in the Windsor-Essex region. Students visit several Public History institutions such as museums, archives and heritage sites, and community experts are invited to the classroom to share the experiences and ideas about the storytelling and design in Public History.

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?

Indigenous Content: The course involves a site visit to Turtle Island Walk and a consideration of the process of consultation with Indigenous communities in the development of public history projects, monuments and sites. Students are encouraged to consider the need to engage with First Nations communities in the design and storytelling of public history initiatives.

Black History: Black history content, perspectives, or material. Visits to Black history and heritage sites in Windsor are incorporated into the course, and students are encouraged to consider the need to engage with Black history and Afro-Canadian communities in the design and storytelling of public history initiatives.

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*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Articulate arguments clearly Organize and present evidence in a coherent manner Demonstrate creative interpretation of historical materials (Also relevant to H) Apply research, critical thinking, writing and organizational skills to new tasks (Also relevant to I)	B. the acquisition, application and integration of knowledge
B. Access historical materials efficiently and effectively. Develop grant proposals for history-based project.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conceive of history as a form of storytelling. Examine current issues and their relationship to political community from a historical perspective. Identify potential constituencies who might become partners in creating works of public history.	C. critical thinking and problem-solving skills
D. Create a storyboard to visualize a proposed project.	D. literacy and numeracy skills
E. Surrounding the use of historical materials. Identify the way that history is produced and used to justify social, cultural, and political ends.	E. responsible behaviour to self, others and society
F. Express ideas and arguments of the discipline clearly and persuasively in written and oral form.	F. interpersonal and communications skills
G. Work collectively to provide positive critical feedback for improvement of projects.	G. teamwork, and personal and group leadership skills
H. (see A)	H. creativity and aesthetic appreciation
I. (see A)	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

No impact. It will simply provide greater variety for students in senior 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.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Average number of hours per week that the student will be expected to devote to:		
1	Lectures	
	Tutorials	
	Labs	
	Practical experience	
3	Independent Study	
4	Reading for the course	
2	Work for assessment (essays, papers, projects, laboratory work)	
2	Meeting with others for group work/project assignments	
	Studying for tests/examinations	
2	Other: *[specify]*	The majority of in-class time is spent with another significant amount spent to carry out research.
How does the student workload for this course compare with other similar courses in the department/program area?		The workload is more diverse than in most History courses, but the total time is comparable to other courses at the 3000 level.

C. RESOURCES

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

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

The course will be offered on a rotation basis in conjunction with available faculty members and will not affect the current resources available. All our faculty members could potentially teach this course.

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 could be taught by an adjunct, limited term or sessional lecturer, but the course would not be dependent on them.

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

Describe the reliance of the proposed new cxourse 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 resources 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 new resources are needed.

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

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

No planned reallocation of resources.

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 <u>all affected</u> 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

A. NEW COURSE PROFILE

Course # and Title: HIST 4820. Making Historical Documentaries

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.

A project-based, seminar-workshop on issues and problems specific to the historical documentary genre in which students research, write and make a short historical documentary film (or video). Study of methods and practices for incorporating historical elements into documentary, and analysis of traditional and experimental historical documentary practices. Student work will be developed through presentation in a workshop environment. (Prerequisite: Semester 5 standing).

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

☒ applied research   ☒ field work
☐ capstone   ☐ industry/community consulting project
☐ clinic   ☐ interactive simulations
☐ co-op   ☐ internship – full-time
☐ community service learning   ☐ internship – part-time
☒ creative performance or exhibit (*for visual and performing arts*) ☐ professional practicum
☐ entrepreneurship   ☒ research project
☐ field experience or site visit   ☐ study abroad
☐ labs
☐ No experiential learning in this course

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				1			2

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Semester standing.				No	Replacing old course HIST-2097 in the Minor in Film Studies. NB: HIST-2097 was a pilot course

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

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

B. RATIONALE

B.1 Course Goal(s)

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

Student Benefits: The course is part of the History Department's development of a Public History certificate and specialized stream within the BA program. It provides an opportunity for students to explore new approaches to studying and communicating History, using non-traditional evidence, methods and models. Students see the study and interpretation of History outside the academy, including in their local environments and communities. The Department, based on its most recent IQAP review (2014), has been developing courses focused on specific skills that students can bring to the job market.

Program Benefits: A trial version of this course has been delivered as a "special topics" course with good results. A short historical documentary film was made collectively, and every student was able to achieve a rough cut of their own short historical documentary film. The course will become an integral part of a new concentration of courses being developed by the History Department in the field of Public History, with the aim of creating a Certificate in Public History.

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

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

Students are encouraged to consider developing short historical documentaries in the area of Indigenous history, and examples of historically based work by Indigenous documentary filmmakers are considered in class.

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.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Articulate arguments clearly. Organize and present evidence in a coherent manner. Demonstrate creative interpretation of historical materials. Apply research, critical thinking, writing and organizational skills to new tasks.	D. the acquisition, application and integration of knowledge
B. Engage in visual research. Access historical materials efficiently and effectively.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conceive of history as a form of storytelling. Transpose a historical analysis into visual and scripted storytelling.	C. critical thinking and problem-solving skills
D. Read graphic, photographic and film texts.	D. literacy and numeracy skills
E. articulate the ethics of representing other people or groups in documentary film. Apply research ethics protocols and informed consent.	E. responsible behaviour to self, others and society
F. Communicate history through visual means.	F. interpersonal and communications skills
G. Engage in collective critique in a workshop setting. Share ideas for developing work.	G. teamwork, and personal and group leadership skills
H. Communicate history in non-traditional forms using visual and storytelling aesthetics.	H. creativity and aesthetic appreciation
I. Develop work in visually-based media.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

No impact. The course will provide senior students with greater course options.

B.5 Student Workload

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

Average number of hours per week that the student will be expected to devote to:	
1	Lectures
	Tutorials
	Labs

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

	Practical experience
2	Independent Study
3	Reading for the course
6	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
2	Other: *[specify]*
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 Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The course will be offered on a rotational basis among a number of faculty who have expressed interest in historical documentaries as part of the History Department's development of Public History courses and opportunities for students.

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.

Adjunct, Limited-term and Sessional Faculty could teach the course where necessary, but the course would not be dependent on them.

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.

Ideally students would have access to camera, sound and editing equipment from specialized departments or Center for Teaching and Learning (CTL), but given the sophistication of current personal technologies and widely-available software programs for editing, the availability of such specialized resources is not essential.

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. 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 <u>all affected</u> 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

*5.14   **Nursing – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: **That the following courses be approved: ^**
               NURS-3542. Clinical Practicum IV

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The new course has been approved by the Faculty of Nursing Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.
ALL FIELDS MUST BE COMPLETED, MARKING N/A WHERE NOT APPLICABLE.

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

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

A. NEW COURSE PROFILE

Course # and Title: NURS-3542. Clinical Practicum IV

A.1 Calendar Description

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

This is the fourth in a series of clinical practica that provide the learner with the opportunity to apply knowledge and skills in clinical practice settings. The learner will apply the nursing process in the holistic care of patients/clients/families/communities in collaboration with health care providers and in a variety of care settings and populations across the lifespan (e.g., child-bearing families, pediatrics, individuals experiencing complex alterations in physical and/or mental health). (Prerequisites: successful completion of all Year 2 courses)
96 hours (8 hrs x 12 wks) (3 credits)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	96 hours	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Successful completion of all required year 2 courses	Registration in all courses required for third year fall semester	N/A	N/A	Yes	NURS-3722. Clinical Nursing Experience

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

B. RATIONALE

Students cannot obtain credit for the new course and the course it is replacing because there would be too much redundancy between the two courses to warrant crediting both.

B.1 Course Goal(s)

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

The goal of this course is to provide the learner with the opportunity to apply nursing knowledge and skills in a clinical setting.

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

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

As a required competency of the BScN program, students must show cultural competence, and students may encounter Indigenous clients within the context of this course.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply principles of safety that protect self, patients/clients, families, and the environment from harm. (Applies to C, E) Use the clinical reasoning/clinical judgement process to collect, analyze, interpret, prioritize, plan and evaluate the care of clients/patients/families/ communities with complex health needs in changing situations (Also applies to B,C, E) Implement and evaluate a teaching plan to promote health and well-being in individuals and families (Also applies to B, C, E, F, G, H) Consistently perform clinical skills safely, competently and within required time frames for multiple patients/clients in a variety of settings. (Also applies to C, E) Engage in and evaluate leadership/ followership behaviours in the intra/inter professional team setting and determine their	1. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* <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>
own professional and interprofessional role within the team. (Also applies to E, F, G) Examine strategies to promote intra- and inter-professional collaboration, safety, and quality to initiate change in the clinical setting. (Also applies to E, F, G)	
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Be accountable and responsible for one's own learning needs, decisions, and actions Analyze ethical and legal issues in the clinical setting and apply the steps of ethical decision making to determine the best course of action (Also applies to C) Implement reflective practice and self-care activities to promote personal and professional self-development and well-being and demonstrate a commitment to lifelong learning (Also applies to I)	E. responsible behaviour to self, others and society
F. Analyze own therapeutic and intra- and inter-professional communication (Also applies to E, G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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
	300	300	300	300	300

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?

We do not expect a change in enrollment

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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:	
N/A	Lectures
N/A	Tutorials
N/A	Labs
8	Practical experience
N/A	Independent Study
1.5	Reading for the course
1.5	Work for assessment (essays, papers, projects, laboratory work)
N/A	Meeting with others for group work/project assignments
N/A	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	The workload in the proposed course will be similar to that of other clinical courses.

C. RESOURCES

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

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

We have two Academic Ancillary Staff who develop and oversee all clinical courses. We have a complement of roughly 100 sessional faculty who teach these courses in the clinical setting. Our Clinical Placement Coordinator and Clinical Placement secretary will organize the placements with partner agencies. As well all, of our administrative and support staff will support the course as needed (IT support technician, Laboratory Manager, Secretary to the Dean, Student Success Coordinator, Clinical Therapist, secretarial staff).

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 <u>do not</u> name specific individuals.

The Faculty of Nursing has sufficient faculty and part time/ contract sessional instructors with expertise
who can support this course.

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

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

Full time faculty will develop this course; part time/contract sessional instructors will deliver this course

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

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

No expected change in resources (e.g. community agencies) needs in comparison to other clinical courses

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

There are no anticipated new resources for this proposed course.

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

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

None anticipated

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

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

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 <u>all affected</u> areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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

University of Windsor
Program Development Committee

*5.15   **Chemistry and Biochemistry – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved: ^
             BIOC-3140. Protein and Enzyme Engineering

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by the Department of Chemistry and Biochemistry and the Science Program Development Committee (SPDC) delegated on behalf of the Faculty of Science Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Science Honours Biochemistry Honours Biochemistry with Thesis Minor in Biochemistry
DEPARTMENT(S)/SCHOOL(S):	Chemistry and Biochemistry
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2022

A. NEW COURSE PROFILE

Course # and Title: BIOC-3140. Protein and Enzyme Engineering

A.1 Calendar Description

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

The objective of this course is to explore current methods and approaches to design, modify and characterize proteins and enzymes for applications in biotechnology and medicine. We will start from the fundamental principles of molecular genetics, as well as protein and enzyme structure and function to better understand the current opportunities and challenges to engineering proteins and enzymes for specific applications. At the end of the course, you should have a deeper understanding of how the fundamental principles in molecular biology and protein biochemistry can be harnessed to help develop practical solutions to a wide range of important applications. (Prerequisite: BIOC-2010.) (3 lecture hours a week.)

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
BIOC-2010				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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A.3 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*

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit

- [ ] field work
- [ ] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [ ] research project
- [ ] study abroad

- [ ] labs

xx[ ] No experiential learning in this course

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.*

While reenforcing the foundation of biochemistry principles in protein structures and functions (BIOC-2010, its pre-requisite), this course aim to lead students to the exploration of current methods and approaches to design, modify and characterize proteins and enzymes for applications in biotechnology and medicine.

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 Department of Chemistry and Biochemistry is working to update and incorporate indigenous content into our program. We have several courses which have substantial indigenous content (i.e., courses on dyes, pigments and natural health products all lend themselves extremely well for this). Other courses such as our analytical chemistry courses have direct relevance to the health and well-being of First Nations people and we are currently reviewing how we can introduce fieldwork such as soil and water analysis to address contemporary environmental issues relevant to indigenous peoples. Even topics such as quantum mechanics have potential points for discussion with the indigenous community. https://ucalgary.ca/news/first-nations-thought-leader-says-old-way-thinking-new-way-forward. There are many sources of information that course instructors can draw from. The department and Faculty of Science more generally have been working to develop indigenous content for our courses. For example, Candy Donaldson has been working with different AAUs in science to identify areas where indigenous themes can be developed in courses such as field trips to Walpole Island. In addition, there are multiple websites with examples of indigenous materials which can be incorporated into chemistry courses.

 https://uwaterloo.ca/chem13-news-magazine/february-2016/feature/making-chemistry-relevant-indigenous-peoples; https://www.nccie.ca/story/department-of-indigenous-science-the-environment-and-economic-development/.   Such changes are not going to all happen overnight, but we have opportunities to strengthen these links and make our programs more contemporary for indigenous communities

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Explain how genetically encoded information becomes expressed through the processes of translation, post-translational modification and folding Describe how dynamic changes in protein structure can affect the functions of proteins and enzymes	B. the acquisition, application and integration of knowledge
B. Express and use a range of different current techniques in protein biochemistry to develop practical solutions to a wide range of important applications	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze protein sequences using common computational tools to infer and predict some of the structural and functional properties of proteins and enzymes	C. critical thinking and problem-solving skills
D. Compare and contrast the strengths and weaknesses of current methods used to design and select for desirable modifications of proteins and enzymes	D. literacy and numeracy skills
E. Compare and contrast the strengths and weaknesses of current methods used to characterize the structure and function of modifications introduced into engineered proteins and enzymes	E. responsible behaviour to self, others and society
F. Apply the basic concepts and methods used in protein engineering to critically identify the strengths and weaknesses of current research papers	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Please provide as much information on projected enrolment as possible.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected enrolment levels for the first 5 years of the new course.	10	15	20	40	40

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

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

There is no significant overlap with other courses offered within Chemistry & Biochemistry. The new course will reenforce the fundamental concepts in biochemistry that students learned from its pre-requisite course with contemporary applications.

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
2	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	Similar to other courses at 3xxxx levels

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 <u>do not</u> name specific individuals.

This course will be delivered by an existing faculty member in Chemistry & Biochemistry.

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.

Faculty expertise is available for both course development and delivery.

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 <u>other</u> campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

There is no significant overlap with other courses offered within Chemistry & Biochemistry. No additional resources are required.

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 additional resources are required.

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

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

N/A

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

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

*5.16:   **Engineering (Graduate) - New Course Proposals (Form D)**

Item for: **Approval**

MOTION: **That the following courses be approved: ^**
            CIVL- 8360. Earthquake Engineering
            CIVL-8350. Wood Design
            ENVE-8620. Contaminants Fate and Transport in the Environment
            ENVE/MECH-8660. Solar Energy Engineering

            ^Subject to approval of the expenditures required.

Rationale/Approvals:
▪   The proposal has been approved by Department of Civil and Environmental Engineering, the Faculty of Engineering Coordinating Council and the Faculty of Graduate Studies Council.
▪   *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	M.Eng. / M.A.Sc. / Ph.D
DEPARTMENT(S)/SCHOOL(S):	Civil and Environmental Engineering
FACULTY(IES):	Engineering

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

A. NEW COURSE PROFILE

Course # and Title: CIVL 8360. Earthquake Engineering

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.

Fundamental principles of earthquake engineering: seismology and strong ground motions, seismic hazard analysis, structural dynamics, methods of analysis and design, building code provisions for seismic design, and base **isolation.**

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*

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

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

B. RATIONALE
B.1 Course Goal(s)

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

This course provides an introduction to earthquake engineering at a graduate level. Earthquake loads are potentially the most extreme and damaging loads that a structure may be subjected to. The course describes the effects of earthquakes on structures and fundamental design principles appropriate for structural engineers.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

This course deals with the technical aspects of the subject matter and as such may be of interest to all individuals seeking this technical knowledge and/or skills. No consideration was given to incorporating indigenous content, materials or perspectives into the course.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. integrate and apply concepts related to seismicity and structural response to model and predict the response of a structure to earthquakes.	A. the acquisition, application and integration of knowledge
B. retrieve information related topics in earthquake engineering to complete comprehensive reviews and analyses.	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. analyze single and multi-degree of freedom structural systems subjected to earthquake ground motions.	D. literacy and numeracy skills
E. quantify and describe the impacts of earthquakes on society and the objectives of the Canadian design methodology.	E. responsible behaviour to self, others and society
F. effectively communicate technical concepts through written reports and oral presentations.	F. interpersonal and communications skills
G. prepare technical reports on an unfamiliar topic interactively in a group and communicate the results to a technical audience	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1 (W20)	Year 2 (W21)	Year 3 (W22)	Year 4 (W23)	Year 5 (W24)
	13	**24**	**20**	**20**	**20**

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

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

This course is currently offered as a special topics course. Thus, there is expected to be no appreciable impact on existing courses. This will allow easier access to course descriptions and learning outcomes.

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	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	Similar

C. RESOURCES

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

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

The course instructors will be assigned as per of faculty teaching assignments.

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.

There are faculty members with the required expertise who are committed to support the new course.

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

No additional resources are required.

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.*

GAs for the course will be provided by the Faculty of Engineering Office of the Dean depending on the enrollment level. No new resources are required.

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

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

Not applicable. Replaces an existing special topics course.

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 <u>all affected</u> 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: CIVL 8350. Wood Design

A.1 Calendar Description

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

Introduction to structural wood design based on CSA O86 Engineering Design in Wood. Topics include: wood as an engineering material; sawn lumber; structural panels; connections; lateral-load resisting systems; glulam; and cross laminated timber

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*

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

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

B. RATIONALE
B.1 Course Goal(s)

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

Wood is an important construction material that is often not covered at an undergraduate level. This course provides a concise introduction into the design of wood structures and different wood structural products and systems.

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

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

This course deals with the technical aspects of the subject matter and as such may be of interest to all individuals seeking this technical knowledge and/or skills. At this point, we could not find significant indigenous content. However, efforts will be made to bring in indigenous content, materials or perspectives into the course, as we progress further. The instructor(s) will be consulting with the indigenous resources such as online resources, workshops and consultation with the Knowledge Holders and Elders.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. If a specific learning outcome is not applicable for the course, please enter N/A or not applicable. Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. apply structural engineering concepts to design structural systems with wood. (Also relevant to H)	B. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. analyze structural problems critical to identify potential solutions using wood products.	C. critical thinking and problem-solving skills
D. complete structural design calculations for wood systems.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. effectively communicate technical concepts through written reports.	F. interpersonal and communications skills
G. complete technical work and/or reports where individual contributions are combined and modified interactively.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

	Year 1 (W20)	Year 2 (W21)	Year 3 (W22)	Year 4 (W23)	Year 5 (W24)
Projected enrolment levels for the first 5 years of the new course.	49	40	**40**	**40**	**40**

CIVL 8900-19 has been taught in W20 and W21.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

This course is currently offered as a special topics course. Thus, there is expected to be no appreciable impact on existing courses. This will allow easier access to course descriptions and learning outcomes.

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	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**Similar**

C.   RESOURCES
C.1   Available Faculty 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 <u>do not</u> name specific individuals.

The course instructors will be assigned as per of faculty teaching assignments.

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.

There are faculty members with the required expertise who are committed to support the new course.

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

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

No additional resources are required.

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.*

GAs for the course will be provided by the Faculty of Engineering Office of the Dean depending on the enrollment level. No new resources are required.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

Not applicable. Replaces an existing special topics course.

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

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PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: ENVE 8620: Contaminants Fate and Transport in the Environment

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.

Key environmental media and properties, persistent organic pollutants – chemical classes and properties, real and evaluative environments, partition coefficients and multimedia partitioning calculations, chemical loss processes, multimedia chemical fate and transport mass balance models of varying complexities, model application to contaminant fate and transport in natural and engineered environmental systems. (3 lecture hours a week.) (Crosslisted with CIVL 8620)

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

☐ applied research
☐ capstone
☐ clinic
☐ co-op
☐ community service learning
☐ creative performance or exhibit (*for visual and performing arts*)
☐ entrepreneurship
☐ field experience or site visit
☐ labs
☐ No experiential learning in this course

☐ field work
☐ industry/community consulting project
☐ interactive simulations
☐ internship – full-time
☐ internship – part-time
☐ professional practicum
☐ research project
☐ study abroad

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
			CIVL 8620		

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B. RATIONALE
B.1 Course Goal(s)

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

This course provides graduate students with a better understanding of how the properties of contaminant and the environment affect their behavior in the environment. This course touches on an area of Environmental Engineering not currently covered in detail by any other courses. The students will apply the knowledge to quantitatively describe and evaluate behavior of persistent organic chemicals in real and engineering environmental systems. Such evaluations are frequently used by both industry and environmental regulatory agencies in toxic chemical exposure, risk, management and decision-making. This will provide a course in Environmental Engineering not offered at the undergraduate or graduate level. This course will be relevant to Environmental Engineering graduate students, as well as MEng students in other disciplines looking for a course outside their discipline.

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

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

This course deals with the technical aspects of the subject matter and as such may be of interest to all individuals seeking this technical knowledge and/or skills. At this point, we could not find significant indigenous content. However, as we progress further, efforts will be made to bring in indigenous content, materials or perspectives into the course, by consulting available indigenous resources.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Describe key environment and chemical properties that affect fate and transport. Define chemical persistence, bioaccumulation, toxicity and describe their use in contaminant fate assessments Discuss real and evaluative environments. Calculate multimedia partitioning and contaminant loss based on environment and contaminant properties.	C. the acquisition, application and integration of knowledge
B. Appraise given information to select, research and define key environment and contaminant properties. Analyze problem definition to choose appropriate multimedia fate models.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Research a persistent organic pollutant and prepare a written report and/or oral presentation on its fate and transport.	
C. Plan and analyze a pollution prevention project.	C. critical thinking and problem-solving skills
D. Locate and analyze course related information from library catalogue and database searches. Solve problems requiring calculations and conversions of concentration units. Calculate and assemble mass balances of multimedia chemical partitioning and loss processes.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Assess the fate and transport of a chosen multimedia organic chemical using models and prepare a written report.	F. interpersonal and communications skills
G. Debate a topic in contaminant fate and transport in group presentation or discussion.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

	2018	2020	2021	2022	2023
Projected enrolment levels for the first 5 years of the new course.	17	17	20	20	20

Was cross-listed in previous years as ENVE-8900-3/CIVL 8900-55

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

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

None. Replaces a "Special Topics" course with a regular course. This will:
1. Allow students easier access to the course description and learning outcomes for course selection.
2. Reduce repeated "Special Topics" courses on students' transcripts.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

C. RESOURCES

C.1 Available Faculty 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 <u>do not</u> name specific individuals.

The course will be taught by environmental faculty members specializing in the use and application of multimedia fate and transport models. The course has been taught in the past as a Special Topics course, by a faculty member in the past 8 years.

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.

None. Not intended to be offered by sessional instructors.

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 <u>other</u> campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

None

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

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

None

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

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

None

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

Faculty:	N/A
Staff:	N/A
GA/TAs:	Depends on the enrolment and Faculty of Engineering GA allocation policy.

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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: ENVE 8360: Contaminants Fate and Transport in the Environment

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.

Key environmental media and properties, persistent organic pollutants – chemical classes and properties, real and evaluative environments, partition coefficients and multimedia partitioning calculations, chemical loss processes, multimedia chemical fate and transport mass balance models of varying complexities, model application to contaminant fate and transport in natural and engineered environmental systems. (3 lecture hours a week.)

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

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit
- [ ] labs
- [ ] No experiential learning in this course

- [ ] field work
- [ ] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [ ] research project
- [ ] study abroad

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
			CIVL-8900 (Section-55)		

***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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B. RATIONALE

B.1 Course Goal(s)

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

This course provides graduate students with a better understanding of how the properties of contaminant and the environment affect their behavior in the environment. This course touches on an area of Environmental Engineering not currently covered in detail by any other courses. The students will apply the knowledge to quantitatively describe and evaluate behavior of persistent organic chemicals in real and engineering environmental systems. Such evaluations are frequently used by both industry and environmental regulatory agencies in toxic chemical exposure, risk, management and decision-making. This will provide a course in Environmental Engineering not offered at the undergraduate or graduate level. This course will be relevant to Environmental Engineering graduate students, as well as MEng students in other disciplines looking for a course outside their discipline.

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

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

This course deals with the technical aspects of the subject matter and as such may be of interest to all individuals seeking this technical knowledge and/or skills. At this point, we could not find significant indigenous content. However, efforts will be made to bring in indigenous content, materials or perspectives into the course, as we progress further. The instructor(s) will be consulting with the indigenous resources such as online resources, workshops and consultation with the Knowledge Holders and Elders.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. integrate and apply concepts related to seismicity and structural response to model and predict the response of a structure to earthquakes.	D. the acquisition, application and integration of knowledge
B. retrieve information related topics in earthquake engineering to complete comprehensive reviews and analyses.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. identify likely deficiencies in structural designs when subjected to seismic earthquake ground motions and propose potential revisions.	C. critical thinking and problem-solving skills
D. analyze single and multi-degree of freedom structural systems subjected to earthquake ground motions.	D. literacy and numeracy skills

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

E. quantify and describe the impacts of earthquakes on society and the objectives of the Canadian design methodology.	E. responsible behaviour to self, others and society
F. effectively communicate technical concepts through written reports and oral presentations.	F. interpersonal and communications skills
G. prepare technical reports on an unfamiliar topic interactively in a group and communicate the results to a technical audience	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	2018	2020	2021	2022	2023
	17	17	20	20	20

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

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

None. Replaces a "Special Topics" course with a regular course. This will:
3. Allow students easier access to the course description and learning outcomes for course selection.
4. Reduce repeated "Special Topics" courses on students' transcripts.

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

The course will be taught by environmental faculty members specializing in the use and application of multimedia fate and transport models. The course has been taught in the past as a Special Topics course, by a faculty member in the past 8 years.

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.

None. Not intended to be offered by sessional instructors.

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

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

None

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

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

None

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

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

None

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

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

Faculty:	N/A
Staff:	N/A
GA/TAs:	Depends on the enrolment and Faculty of Engineering GA allocation policy.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

ENVE-8660/MECH-8660. Solar Energy Engineering

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.

Introduction (history, types, and parts of solar energy collection systems), the solar resource (solar time, angles, shadows, measuring and estimating irradiation), solar thermal collectors (construction, thermal analysis, testing, performance), applications of solar thermal systems (water heating, space heating, industrial applications), photovoltaic system components and sizing, economic analysis.

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	**e-learning**	**Distance**	**Other flexible learning delivery** *[please specify]*	**Lecture**	**Lab/ Tutorial**	**Online**	**Co-op/ practicum/ experiential learning**
3.0	**3**	X				**3**	0		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
		ENVE-8900-27, MECH 8290-14	MECH 8660/	N	ENVE-8900-27,MECH-8290-14

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

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

B. RATIONALE
B.1 Course Goal(s)

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

The goal is for Engineering students to be able to design a thermal or photovoltaic solar energy conversion system (SECS). To accomplish this, they need to understand the Sun's energy output and how location affects the intensity of insolation. Starting from first principles, the workings of solar thermal collectors and photovoltaic modules will be mathematically modelled, leading to overall measures of performance for these devices. Students will calculate the energy output from SECSs and evaluate their economics. Having performed the calculations by hand, students will be introduced to design software for use in modeling SECSs.

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

This course deals with the technical aspects of the subject matter and as such may be of interest to all individuals seeking this technical knowledge and/or skills. At this point, we could not find significant indigenous content. However, efforts will be made to bring in indigenous content, materials or perspectives into the course, as we progress further. The instructor(s) will be consulting with the indigenous resources such as online resources, workshops and consultation with the Knowledge Holders and Elders.

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

> *Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. <u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify the parts of a solar energy collection system (SECS).	E. the acquisition, application and integration of knowledge
B. Design a SECS and/or research a topic in solar energy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Size photovoltaic systems and components. Analyze the economics of solar energy systems. Improve the design of solar energy collection systems.	C. critical thinking and problem-solving skills
D. Calculate solar intensity as a function of location, time, and collector orientation. Calculate thermal collector performance, given dimensions and materials. Simulate solar water and space heating systems.	D. literacy and numeracy skills
E.Demonstrate academic integrity by completing exams and individual assignments without communicating with others.	E. responsible behaviour to self, others and society
F. Complete a design report or research term paper with proper structure, grammar and referencing.	F. interpersonal and communications skills
G.	G.teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1 (W21)	Year 2 (W19)	Year 3 (W20)	Year 4 (W21)	Year 5 (W2022)
	15	25	26	**30**	**30**

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

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

None. Replaces a "Special Topics" course with a regular course. This will:
5. Allow students easier access to the course description and learning outcomes for course selection
6. Reduce repeated "Special Topics" courses on students' transcripts

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
0	Tutorials
0	Labs
	Practical experience
	Independent Study
1	Reading for the course
5	Work for assessment (essays, papers, projects, laboratory work)
0	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	Equivalent to other similar courses offered within the CEE department

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 <u>do not</u> name specific individuals.

The course will be taught by an Environmental Engineering faculty member who is active in solar energy research. The course has been taught by the faculty member as a Special Topics course for the last three years.

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.

None. It is not intended for the course to be offered by sessionals.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

None

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

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

None

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

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

None

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

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

*5.17   **Engineering (Graduate) - New Course Proposals (Form C)**

Item for: **Approval**

MOTION: That the following courses be approved: ^
         ENVE-8800.MEng Research Project
         CIVL-8800. MEng Research Project

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by Department of Civil and Environmental Engineering, the Faculty of Engineering Coordinating Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Environmental Engineering ((MEng)
DEPARTMENT(S)/SCHOOL(S):	Department of Civil and Environmental Engineering
FACULTY(IES):	Engineering

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

A. NEW COURSE PROFILE

Course # and Title: ENVE-8800. MEng Research Project

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.

Masters of Engineering student will conduct an investigation, design, and/or analysis, present a progress seminar, and produce a technical report based on their work. Selection of students will be on a competitive basis. (Prerequisite: one ENVE-8XXX level course)

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

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit
- [ ] labs
- [ ] No experiential learning in this course

- [ ] field work
- [ ] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [x] research project
- [ ] study abroad

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	10				x = in lab	1			9

Note: As with other graduate courses, the <u>total</u> time devoted to this course is expected to be 10 hours per week. **T**here will be one hour per week allocated to meeting the professor or research group, and the remainder will be spent working on the project.

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
1 ENVE-8xxx course	N/A	N/A		No	N/A

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course is meant to give outstanding (>77% in ENVE-8XXX courses) MEng students exposure to a research/design project, working closely with an individual faculty member. The student and the faculty member will meet on a weekly basis and the student will work on the project alone, or in conjunction with research graduate students, post-docs, and/or staff. The student must present a progress seminar before the VW date (worth 20% of the course grade) and a final written report (worth 80% of the course grade) from her/his findings. The final report is expected to be at the level of a refereed conference or journal paper submission, and may be formatted as such. The department will publish a list of available projects four weeks before the first day of class in each term. Faculty members who propose a project must provide a brief syllabus, with a description of the project, expected outcomes, prerequisite knowledge and grading rubrics for approval by the CEE Graduate Committee. Faculty members will choose from among students who apply to their projects. Faculty members may deem that there is no suitable student to conduct the project. Only one Research Project course will count towards an MEng student's major course requirement. MEng students are not eligible to be a GA or TA.

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

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

This course deals with the technical aspects of the subject matter and as such may be of interest to all individuals seeking this technical knowledge and/or skills. At this point, we could not find significant indigenous content. However, efforts will be made to bring in indigenous content, materials or perspectives into the course, as we progress further. The instructor(s) will be consulting with the indigenous resources such as online resources, workshops and consultation with the Knowledge Holders and Elders.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*

Learning Outcomes At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Apply relevant engineering knowledge and skills to research or design projects.	A. the acquisition, application and integration of knowledge
Search and summarize literature relevant to given research or design projects. Perform laboratory experiments, simulations, calculations to address research or design objectives.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Create alternatives and select the preferred one to address issues and constraints necessary to complete research or design projects.	C. critical thinking and problem-solving skills
Write technical reports that describe the objective, methodology, results and interpretation of research or design projects. Perform all necessary calculations.	D. literacy and numeracy skills
Describe the social, environmental, and economic impacts of research or design projects, and their wider relevance.	E. responsible behavior to self, others and society
Present clearly the objective(s) of research or design projects, state-of-the-art, and methodology in oral presentations. Prepare research papers and/or technical reports that are accurate, concise and effectively express project objective(s), methodology, results, and conclusions.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Please provide as much information on projected enrolment as possible.

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

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

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

The course will offer an option for students who do well at coursework and are interested in doing research. The course enrollment will fluctuate with the availability of project proposals by faculty members. Students would take this course instead of one lecture course, but the number of students enrolled in this course will be small. The impact on other courses is expected to be negligible.

B.5 Student Workload

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

	Average number of hours per week that the student will be expected to devote to:
	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
	Reading for the course
9	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	In contrast to the approximately ten hours that a student spends on a lecture course (attending lectures, doing assignments, studying for exams, researching for project), a student in this course will do only research work, consisting of a 1 h/wk meeting, 2 h/wk (on average) preparing for progress seminar and final written report, and 7 h/wk actively conducting experiments, simulations or design.

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 <u>do not</u> name specific individuals.

Existing full-time graduate faculty members will supervise the students. This supervision will <u>not</u> be part of a faculty member's teaching load (similar to a Directed Studies course).

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

> *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 cxourse on existing resources from __other__ campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.*

N/A

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

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

N/A

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

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

N/A

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Civil Engineering (MEng)
DEPARTMENT(S)/SCHOOL(S):	Department of Civil and Environmental Engineering
FACULTY(IES):	Engineering

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

A. NEW COURSE PROFILE

Course # and Title: CIVL-8800. MEng Research Project

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.

Masters of Engineering student will conduct an investigation, design, and/or analysis, present a progress seminar, and produce a technical report based on their work. Selection of students will be on a competitive basis. (Prerequisite: one CIVL-8XXX level course)

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

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit
- [ ] labs
- [ ] No experiential learning in this course

- [ ] field work
- [ ] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [x] research project
- [ ] study abroad

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	10				x = in lab	1			9

Note: As with other graduate courses, the <u>total</u> time devoted to this course is expected to be 10 hours per week. **T**here will be one hour per week allocated to meeting the professor or research group, and the remainder will be spent working on the project.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
One CIVL-8xxx course	N/A	N/A		No	N/A

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course is meant to give outstanding (>77% in CIVL-8XXX courses) MEng students exposure to a research/design project, working closely with an individual faculty member. The student and the faculty member will meet on a weekly basis and the student will work on the project alone, or in conjunction with research graduate students, post-docs, and/or staff. The student must present a progress seminar before the VW date (worth 20% of the course grade) and a final written report (worth 80% of the course grade) from her/his findings. The final report is expected to be at the level of a refereed conference or journal paper submission, and may be formatted as such. The department will publish a list of available projects four weeks before the first day of class in each term. Faculty members who propose a project must provide a brief syllabus, with a description of the project, expected outcomes, prerequisite knowledge and grading rubrics for approval by the CEE Graduate Committee.Faculty members will choose from among students who apply to their projects. Faculty members may deem that there is no suitable student to conduct the project. Only one Research Project course will count towards an MEng student's major course requirement. MEng students are not eligible to be a GA or TA

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

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

This course deals with the technical aspects of the subject matter and as such may be of interest to all individuals seeking this technical knowledge and/or skills. At this point, we could not find significant indigenous content. However, efforts will be made to bring in indigenous content, materials or perspectives into the course, as we progress further. The instructor(s) will be consulting with the indigenous resources such as online resources, workshops and consultation with the Knowledge Holders and Elders.

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.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Learning Outcomes At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Apply relevant engineering knowledge and skills to research or design projects.	B. the acquisition, application and integration of knowledge
Search and summarize literature relevant to given research or design projects. Perform laboratory experiments, simulations, calculations to address research or design objectives.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Create alternatives and select the preferred one to address issues and constraints necessary to complete research or design projects.	C. critical thinking and problem-solving skills
Write technical reports that describe the objective, methodology, results and interpretation of research or design projects. Perform all necessary calculations.	D. literacy and numeracy skills
Describe the social, environmental, and economic impacts of research or design projects, and their wider relevance.	E. responsible behavior to self, others and society
Present clearly the objective(s) of research or design projects, state-of-the-art, and methodology in oral presentations. Prepare research papers and/or technical reports that are accurate, concise and effectively express project objective(s), methodology, results, and conclusions.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

Please provide as much information on projected enrolment as possible.

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

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

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

The course will offer an option for students who do well at coursework and are interested in doing research. The course enrollment will fluctuate with the availability of project proposals by faculty members. Students would take this course instead of one lecture course, but the number of students enrolled in this course will be small. The impact on other courses is expected to be negligible.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.5 Student Workload

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

	Average number of hours per week that the student will be expected to devote to:
	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
	Reading for the course
9	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	In contrast to the approximately ten hours that a student spends on a lecture course (attending lectures, doing assignments, studying for exams, researching for project), a student in this course will do only research work, consisting of a 1 h/wk meeting, 2 h/wk (on average) preparing for progress seminar and final written report, and 7 h/wk actively conducting experiments, simulations or design.

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.

Existing full-time graduate faculty members will supervise the students. This supervision will not be part of a faculty member's teaching load (similar to a Directed Studies course).

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.

N/A

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

Describe the reliance of the proposed new cxourse 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

N/A

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

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

*5.18:   **Political Science - New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved: ^
         POLS 2000.   Indigenous Policy and Constitutional Relationships
         POLS 3000.   Indigenous Treaties and Land Claims
         POLS 4000.   Special topics Indigenous Nation-Building: Traditional Governance in a Modern Era

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by Department of Political Science 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):	BA(G) Political Science; BA(H) Political Science; BA(H) International Relations and Development Studies; BA(H) Law and Politics; BA(H) Political Science with French Specialization; Indigenous Studies Minor
DEPARTMENT(S)/SCHOOL(S):	Political Science
FACULTY(IES):	FAHSS

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

A. NEW COURSE PROFILE

Course # and Title: POLS 2000. Indigenous Policy and Constitutional Relationships'

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 Canadian Indigenous policy and the legal Constitutional relationship between Indigenous Peoples and the Crown in a modern context. To guide the discussions, students will engage research and scholarship that critically examines the policy history and its impact in Canada. To encourage critical thinking, the course will encourage students to examine different legal policy eras and areas relating to policy theory. Students will also be encouraged to reflect on their own ideas while examining policy implications.

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]

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

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

B. RATIONALE
B.1 Course Goal(s)

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

The central goal of this course is to introduce Indigenous policy into the curriculum. Currently, the university does not offer an Indigenous policy class, which is foundational to the legal and constitutional relationship between Indigenous peoples and the Crown. Aside from contributing to the curriculum in the Political Science department, this course would be one that will qualify for the Indigenous Studies Certificate offered through FAHSS.

The rationale for this course therefore is to provide a comprehensive overview of the legal relationship between the Crown and Indigenous Peoples to create an understanding of the current legal and policy debates. As Canada moves forward in the Reconciliation agenda, this understanding of relationship is needed because Indigenous policies and legal relationships have risen to the national agenda. Similarly, the University of Windsor demonstrates a commitment to Indigenous course content and this proposed course is a continuation of the university's chosen mandate. As such, this course would be included in the Indigenous Minor certificate through the Political Science department.

This course integrates Indigenous pedagogy and scholarship (Kovach, 2009). The course includes active discussion regarding the current issues in the Canadian Indigenous policy and law.

Kovach, M. (2009). Indigenous Methodologies: Characteristics, Conversations, and Context. University of Toronto Press.

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 Department of Political Science is committed to building meaningful partnerships through our engagement with Indigenous students, scholars and communities. Through Indigenous methods (relational learning) and content, the instructor will ensure instruction is an inclusive manner whereby diverse populations will have a voice in debates, the literature selected, and the topics covered in the class. Resources for incorporating Indigenous (First Nations, Métis, or Inuit) are readily available through consultation with the Aboriginal Education Centre. This course was designed by the recently hired President's Indigenous Peoples Scholar in Political Science.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. - Describe the legal Crown-Indigenous relationships in Canada by explaining Constitutional relationships. - Identify different types of Indigenous-related Constitutional and legal policy in Canada.	A. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
- Explain the constitutional relationships.	
B. - Gather, synthesize and compare different academic literature and policies relating to Crown-Indigenous agreements in Canada.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. - Critically analyze the Constitutional and other legal relationship between Indigenous peoples and the Canadian state. - Critically analyze and apply Indigenous policy documents and agreements in the context of modern debates.	C. critical thinking and problem-solving skills
D. - Critically evaluate popular discourses related to Indigenous policy issues in Canada.	D. literacy and numeracy skills
E. - Articulate how concerns related to the Indigenous rights and agreements are part of the larger Indigenous-Crown relationship.	E. responsible behaviour to self, others and society
F. - Express ideas clearly and persuasively in written and oral form. - Debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Propose and assess creative alternatives to our current disputes regarding Indigenous land rights.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	75	75	75	75	75

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

A similar course was offered – Current Issues in Canadian Politics discussing current Indigenous issues and while offered once per year, registration was near capacity without advertising as an Indigenous course explicitly. Given recent wait lists for the Introductory course on Indigenous Peoples, full capacity is expected for this course. This course will help support the Indigenous Studies minor.

B.5 Student Workload

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

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

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 will be facilitated by a faculty member within the department. Additionally, the Leddy library has the expertise to support the required literature for course readings and statistical resources relevant to the course. The department currently has 13 faculty members and one full time staff and one part-time staff member to support this course.

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.

None. This course will be delivered primarily using existing resources in the department and the university.

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

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

This course will rely primarily on the Centre for Teaching and Learning (CTL) as they have the support staff to assist with Indigenous course development and support with Jaimie Kechego. Jaimie Kechego is the Indigenous co-ordinator of curriculum and pedagogy.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Also, as this course is expected to be listed in the Indigenous Studies minor, the Faculty of Arts, Humanities and Social Sciences (FAHSS) may be requested to assist in supports related to the course. Political Science is well placed to offer this course due to a faculty member in the department capable at offering the following:

- a specialization in Indigenous policy, politics and governance, and Indigenous-Crown relations
- familiarity with government policy and law
- an understanding of leadership in a variety and types of organizations (NGOs, Corporate Organizations)

In the short to medium term, however, the class can be offered with no existing resources required.

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

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

N/A

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

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

N/A

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

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

Faculty:	Possible permanent AAS position
Staff:	None
GA/TAs:	GA/TAs will be assigned from within the department to this class using the current formula for allotting these resources: one per 50 students in the class.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: POLS-3000. Indigenous Treaties and Land Claims'

A.1 Calendar Description

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

This course introduces students to Indigenous agreements surrounding both relationships and land, while connecting to a modern context. Building on the Indigenous Policies course, students will be introduced to the history of treaty-making in Canada and the evolution to the modern processes while critically examining the shifting relationship between Indigenous Peoples and the Crown. The course examines the competing interests and strategies for conflict resolution in the context of both historic and contemporary treaties. Students will also be encouraged to apply these findings to Canada and the Northern communities in particular. (Prerequisite: One 2000-level Political Science course.)

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
POLS-2XXX (One 2000 level POLS course)					

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

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

B. RATIONALE
B.1 Course Goal(s)

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

The central goal of this course is to introduce Indigenous treaties and associated Indigenous-Crown relations into the curriculum. Currently, the university does not offer an Indigenous treaties class, which is a foundational topic in the legal and constitutional relationship between Indigenous peoples and the Crown. Aside from contributing to the curriculum in the Political Science department, this course would be one that will qualify for the Indigenous Studies Certificate offered through FAHSS.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

The rationale for this course is to provide a comprehensive overview of treaties and associated relationships between the Crown and Indigenous Peoples to create an understanding of the current legal and policy debates. As Canada moves forward in the Reconciliation agenda, this understanding of relationship is needed because Indigenous land rights and legal relationships have risen to the national agenda. Similarly, the University of Windsor demonstrates a commitment to Indigenous course content and this proposed course is a continuation of the university's chosen mandate. As such, this course would be included in the Indigenous Minor certificate through the Political Science department.

This course integrates Indigenous pedagogy and scholarship (Kovach, 2009). The course includes active discussion regarding the current issues in the Canadian Indigenous policy and law.

Kovach, M. (2009). Indigenous Methodologies: Characteristics, Conversations, and Context. University of Toronto Press.

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 Department of Political Science is committed to building meaningful partnerships through our engagement with Indigenous students, scholars and communities. Through Indigenous methods (relational learning) and content, the instructor will ensure instruction is an inclusive manner whereby diverse populations will have a voice in debates, the literature selected, and the topics covered in the class. Resources for incorporating Indigenous (First Nations, Métis, or Inuit) are readily available through consultation with the Aboriginal Education Centre. This course was designed by the recently hired President's Indigenous Peoples Scholar in Political Science**.**

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. - Explain the legal relationships and legal land agreements in Canada - Identify the different types of treaties with Indigenous peoples in Canada	B. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

| Course Learning Outcomes
This is a sentence completion exercise. At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
B. - Gather, synthesize and compare different academic literature and policies relating to Crown-Indigenous agreements in Canada.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. - Critically analyze the relationship between Indigenous peoples and the Canadian state. - Critically analyze and apply Indigenous land-rights policies and agreements in the context of modern disputes.	C. critical thinking and problem-solving skills
D. - Critically evaluate popular discourses related to issues of Indigenous land rights and agreements in Canada.	D. literacy and numeracy skills
E. - Articulate how concerns related to the Indigenous land rights and agreements are part of the larger Indigenous-Crown relationship.	E. responsible behaviour to self, others and society
F. - Express ideas clearly and persuasively in written and oral form. - Engage in thoughtful and respectful debate about current issues in Indigenous land rights and agreements, supporting positions with theoretical arguments and empirical evidence.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. - Propose and assess creative alternatives to our current disputes regarding Indigenous land rights.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	75	75	75	75	75

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?

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Given recent wait lists for the Introductory course on Indigenous Peoples, and the popularity of other courses offering Indigenous content, full capacity is expected for this course. This course will help support the Indigenous Studies minor.

B.5 Student Workload

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

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

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 will be facilitated by a faculty member within the department. Additionally, the Leddy library has the expertise to support the required literature for course readings and statistical resources relevant to the course. The department currently has 13 faculty members and one full time staff and one part-time staff member to support this course.

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.

None. This course will be delivered primarily using existing resources in the department and the university.

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

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

This course will rely primarily on the Centre for Teaching and Learning (CTL) as they have the support staff to assist with Indigenous course development and support with Jaimie Kechego. Jaimie Kechego is the Indigenous co-ordinator of curriculum and pedagogy.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Also, as this course is expected to be listed in the Indigenous Studies minor, the Faculty of Arts, Humanities and Social Sciences (FAHSS) may be requested to assist in supports related to the course. Political Science is well placed offer this course due to a faculty member in the department capable at offering the following:

- a specialization in Indigenous policy, politics and governance, and Indigenous-Crown relations
- familiarity with government policy and law
- an understanding of leadership in a variety and types of organizations (NGOs, Corporate Organizations)

In the short to medium term, however, the class can be offered with no existing resources required.

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

N/A

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

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

Faculty:	Possible permanent AAS position
Staff:	None
GA/TAs:	GA/TAs will be assigned from within the department to this class using the current formula for allotting these resources: one per 50 students in the class.

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

> *Describe all **additional institutional resources and services** required by <u>all affected</u> 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: POLS- 4000. Indigenous Nation-Building: Traditional governance in a Modern Era

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.

Indigenous governance and development strategies in a modern context. To guide the discussions, students will be introduced to the research and work of the Harvard Project on American Indian Economic Development and concepts that support Indigenous Nation-building. To encourage critical thinking, the course will examine where these theories and strategies work well and where they may not and why. Students will also be encouraged to apply these findings to Canada and the Northern communities in particular.

A.2 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
					POLS 4880 (Special Topic section Indigenous Nation-Building: traditional governance in a modern era'

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

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

B. RATIONALE
B.1 Course Goal(s)

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

The central goal of this course is to introduce Indigenous Nation-building and governance structures. Currently, the university offers this class through special topics and it has both demonstrated success and interest as it is full every semester it is offered. Aside from contributing to the curriculum in the Political Science department, this course would be one that will qualify for the Indigenous Studies Certificate offered through FAHSS. The rationale for this course is to provide a comprehensive course exploring Indigenous Nation-building and governance as this is a direction Indigenous communities in Canada are exploring when discussing topics surrounding sovereignty. As Canada moves

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

forward in the Reconciliation agenda, this examination of governance and potential impacts for Indigenous-Crown relationships is needed because Indigenous nation-building and legal relationships have risen to the national agenda. Similarly, the University of Windsor demonstrates a commitment to Indigenous course content and this proposed course is a continuation of the university's chosen mandate. As such, this course would be included in the Indigenous Minor certificate through the Political Science department.

This course integrates Indigenous pedagogy and scholarship (Kovach, 2009). The course includes active discussion regarding the current issues in the Canadian Indigenous policy and law.

Kovach, M. (2009). Indigenous Methodologies: Characteristics, Conversations, and Context. University of Toronto Press.

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 Department of Political Science is committed to building meaningful partnerships through our engagement with Indigenous students, scholars and communities. Through Indigenous methods (relational learning) and content, the instructor will ensure instruction is an inclusive manner whereby diverse populations will have a voice in debates, the literature selected, and the topics covered in the class. Resources for incorporating Indigenous (First Nations, Métis, or Inuit) are readily available through consultation with the Aboriginal Education Centre. This course was designed by the recently hired President's Indigenous Peoples Scholar in Political Science**.**

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. - Explain the difference between standard Indigenous governance (under the colonial influence) and Indigenous Nation-building governance. - Identify different components to Indigenous Nation-building in Canada.	C. the acquisition, application and integration of knowledge
B. - Gather, synthesize and compare different academic works of literature relating to Indigenous Nation-building in Canada.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. - Critically analyze the effects of colonization for Indigenous governance and Nation-Building.	C. critical thinking and problem-solving skills

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* <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>
- Critically analyze Indigenous policy documents and agreements in the context of governance and Nation-Building.	
D. - Critically evaluate popular discourses related to Indigenous Nation-Building in Canada. - Critically apply policies and agreements in the context of modern Nation-building and governance development.	D. literacy and numeracy skills
E. - Articulate how concerns related to the Indigenous Nation-building are part of the larger Indigenous-Crown relationship.	E. responsible behaviour to self, others and society
F. - Express ideas clearly and persuasively in written and oral form. - Engage respectfully in debate about current Indigenous issues in governance and issues of social concern, supporting positions with theoretical arguments and empirical evidence.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. - Propose and assess creative alternatives to our current disputes regarding Indigenous Nation-building and governance.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

This course was taught as a special topics course since the 2018-2019 academic year and is expected to maintain its popularity and contribution to senior course work for degree completion. This course will help support the Indigenous Studies minor.

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.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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 will be facilitated by a faculty member within the department. Additionally, the Leddy library has the expertise to support the required literature for course readings and statistical resources relevant to the course. The department currently has 13 faculty members and one full time staff and one part-time staff member to support this course.

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.

None. This course will be delivered primarily using existing resources in the department and the university.

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

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

This course will rely primarily on the Centre for Teaching and Learning (CTL) as they have the support staff to assist with Indigenous course development and support with the Indigenous coordinator of curriculum and pedagogy. Also, as this course is expected to be listed in the Indigenous Studies minor, the Faculty of Arts, Humanities and Social Sciences (FAHSS) may be requested to assist in supports related to the course. Political Science is well placed to offer this course due to a faculty member in the department capable at offering the following:
- a specialization in Indigenous policy, politics and governance, and Indigenous-Crown relations
- familiarity with government policy and law
- an understanding of leadership in a variety and types of organizations (NGOs, Corporate Organizations)

In the short to medium term, however, the class can be offered with no existing resources required.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

N/A

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

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

Faculty:	Possible permanent AAS position
Staff:	None
GA/TAs:	GA/TAs will be assigned from within the department to this class using the current formula for allotting these resources: one per 50 students in the class.

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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

244

University of Windsor
Program Development Committee

*5.19:   **Psychology (Graduate) - New Course Proposals (Form C)**

Item for: **Approval**

MOTION: That the following courses be approved: ^
          PSYC 8590. Adult Assessment Practicum
          PSYC 8653. Child and Adolescent Assessment Practicum
          PSYC 8710. Practicum in Peer Supervision

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by Department of Psychology, and the Faculty of Arts, Humanities and Social Science Coordinating Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Clinical Psychology
DEPARTMENT(S)/SCHOOL(S):	Psychology
FACULTY(IES):	FAHSS

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

A. NEW COURSE PROFILE

Course # and Title: PSYC 8590. Adult Assessment Practicum

A.1 Calendar Description

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

In this practicum, graduate students in the adult clinical track of the clinical program complete psychoeducational and psychodiagnostic assessments of community members who seek assessment services at the Psychological Services and Research Centre on-campus under the supervision of a Registered Clinical Psychologist. This is a continuation of learning from PSYC 8589 as well as PSYC 8582 and 8583. (Prerequisite PSYC 8589).

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	60				Students will be engaged in tele-psychology practices (online clinical service provision and supervision) and/or at the PSRC following consultation with their clinical supervisor.				100%

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
PSYC 8589		n/a	n/a	Yes, for students in the adult clinical track of the clinical psychology program	n/a

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

B. RATIONALE
B.1 Course Goal(s)

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

Students in our adult clinical track have previously completed one full assessment in the context of PSYC 8589 under the supervision of a faculty member who is also a registered psychologist. In this practicum experience, students will complete 2-3 assessments in the same period of time without substantial time devoted to didactics. This more advanced level of clinical practice is part of their preparation for their capstone internship in clinical psychology.

In the past, students engaged in this practicum were enrolled in the PSYC 9020 course alongside students in other types of placements. In order to "untangle" the substantial number of roles the PSYC 9020 course has played in our course-intensive clinical doctoral program, this proposal is part of a package of Form Ds and a Form E to clarify in which courses students should be enrolled.

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?

Because this is not a course with specific readings or content but rather will follow the needs of the students with their assessment clients, specific content about all groups, including Indigenous groups, is determined on an as-needed basis. For example, if a client identifies as First Nations, the student completing the assessment would likely be encouraged to read relevant work to inform clinical practice and would be discussing these readings with their supervisor and/or their peers in group supervision meetings. In the event that there are no clients who identify as Indigenous, this content would not apply to the individual student's practice.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Demonstrate their developing independence with psychodiagnostics/psychoeducational assessment balanced with appropriate help-seeking in supervision;	A. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Conduct a thorough clinical interview that considers the referral question/s, background information, and the client's individual needs; Integrate across sources of information to conceptualize client cases with particular attention to differential diagnosis; Administer assessment measures following standardized procedures;Develop appropriate assessment protocols;	
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Develop appropriate assessment protocols;	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Examine personal values, motivations, and biases as well as sensitivity and responsivity to individual difference (culture, minority status, gender, lifestyle, etc.) in the context of supervision (also related to I) Establish and maintain rapport, trust, respect and positive working alliances in clinical and professional relationships (also related to G.);	E. responsible behaviour to self, others and society
Interpret complex assessment findings within a written report. Summarize assessment results for the client in a collaborative, comfortable, and concise manner.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

The enrollment in this course will shift students from PSYC 9020 into this new course. The current enrollment in PSYC 9020 is extremely large.

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:	
n/a	Lectures
1.5	Tutorials
n/a	Labs
6	Practical experience
n/a	Independent Study
0.5	Reading for the course
n/a	Work for assessment (essays, papers, projects, laboratory work)
4	Meeting with others for group work/project assignments
n/a	Studying for tests/examinations
n/a	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**The workload is comparable to the Child Clinical Assessment Practicum course (PSYC 8653) that is included in an accompanying Form D.**

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 has been offered for a number years as a section of PSYC 9020; hence, this application does not constitute an increase in the resources needed. Over the last several years, the Psychology Dept has hired a number of full-time faculty members as retirement replacements and to ensure our ongoing accreditation. Several of these faculty members are qualified to teach this course.

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.

In the past, this course content has been delivered by hiring a sessional, but it is typically taught by full-time faculty. We do not anticipate hiring a sessional or LTA faculty to deliver this course.

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

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

None.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

None. All of the tasks associated with this new course are currently being completed by the faculty member teaching a separate section of PSYC 9020. This course does not constitute an increase in teaching needs.

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

The proposed course represents a shift in the resources from one course (PSYC 9020) to this new course with no change in resources.

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 <u>all affected</u> 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
	Psychology AAU	

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: PSYC 8653. Child and Adolescent Assessment Practicum

A.1 Calendar Description

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

In this practicum, graduate students in the child clinical track of the clinical program complete psychoeducational and psychodiagnostic assessments of children and adolescents from the surrounding community. Typically parents are seeking assessment services on behalf of the child. The practicum is housed at the Psychological Services and Research Centre on-campus under the supervision of a Registered Clinical Psychologist. This is a continuation of learning from PSYC 8652 as well as PSYC 8582 and 8583. (Prerequisite: PSYC 8652).

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	**e-learning**	**Distance**	**Other flexible learning delivery** *[please specify]*	**Lecture**	**Lab/ Tutorial**	**Online**	**Co-op/ practicum/ experiential learning**
3.0	60				Students will be engaged in tele-psychology practices (online clinical service provision and supervision) or at the PSRC following consultation with their clinical supervisor.				100

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
PSYC 8652		n/a	n/a	Yes, for students in the child clinical track of the clinical psychology program	PSYC 9020 (this course will still be taught for its original purpose --- external practicum placements)

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

B. RATIONALE

B.1 Course Goal(s)

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

Students in our child clinical track will have completed one full assessment in the context of PSYC 8652 under the supervision of a faculty member who is also a registered psychologist. In this practicum experience, students will complete 2-3 assessments in the same period of time without substantial time devoted to didactics. This more advanced level of clinical practice is part of their preparation for their capstone internship in clinical psychology.

In the past, students engaged in this practicum were enrolled in the PSYC 9020 course alongside students in other types of placements. In order to "untangle" the substantial number of roles the PSYC 9020 course has played in our course-intensive clinical doctoral program, this proposal is part of a package of Form Ds intended to clarify in which courses students should be enrolled.

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?*

Because this is not a course with specific readings or content but rather will follow the needs of the students with their assessment clients, specific content about all groups, including Indigenous groups, is determined on an as-needed basis. For example, if a client identifies as First Nations, the student completing the assessment would likely be encouraged to read relevant work to inform clinical practice and would be discussing these readings with their supervisor and/or their peers in group supervision meetings. In the event that there are no clients who identify as Indigenous, this content would not apply to the individual student's practice.

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.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Conduct psychoeducational and psychodiagnostic assessments using a broad range of clinical assessment instruments to further develop clinical skills in preparation for practice and/or research; Appraise and critique the appropriateness of specific measures of cognitive, personality, emotional, and/or behavioral abilities for diverse child and adolescent clinical cases (taking into consideration child's cultural, emotional, behavioral, physical, and cognitive characteristics and/or challenges) (also related to C). Select and administer the most appropriate cognitive, achievement, personality, emotional, and behavioural tests when conducting clinical assessments of children and adolescents. Conduct thorough clinical interviews with children, adolescents, parents and caregivers (also related to E, F, G, and I). Interpret a variety of cognitive, achievement, personality, emotional, and behavioural test results. Interpret and conceptualize complex assessment findings within written reports (also related to C and D). Write clear and consumer-oriented professional psychological reports integrating test findings (also related to D and F).	B. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
Seek and use supervision effectively (also related to G). Demonstrate ethical sensitivity and professionalism related to issues in child clinical assessment (also related to I). Examine personal values, motivations, and biases as well as sensitivity and responsivity to individual difference (culture, minority status, gender, lifestyle, etc.) in the context of supervision (also related to I);	E. responsible behaviour to self, others and society

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Work effectively with peers and supervisors to conduct assessments.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

The enrollment in this course will shift students from PSYC 9020 into this new course.

B.5 Student Workload

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

Average number of hours per week that the student will be expected to devote to:	
n/a	Lectures
1.5	Tutorials
n/a	Labs
6	Practical experience
n/a	Independent Study
0.5	Reading for the course
n/a	Work for assessment (essays, papers, projects, laboratory work)
4	Meeting with others for group work/project assignments
n/a	Studying for tests/examinations
n/a	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	It is similar to our Adult Clinical Assessment Practicum course (PSYC 8590) proposed in an accompanying Form D.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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 has been offered for a number years as a section of PSYC 9020; hence, this application does not constitute an increase in the resources needed. Over the last several years, the Psychology Dept has hired several full-time faculty members as retirement replacements and to ensure our ongoing accreditation. Several of these faculty members are qualified to teach this course.

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.

In the past, this course content has been delivered by hiring a sessional, but it is typically taught by full-time faculty. We have multiple full-time faculty members who could teach this course.

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

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

None.

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

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

None. All of the tasks associated with this new course are currently being completed by the faculty member teaching a separate section of PSYC 9020. This course does not constitute an increase in teaching needs.

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.).

The proposed course represents a shift in the resources from one course (PSYC 9020) to this new course with no change in resources.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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
	Psychology AAU	

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: PSYC 8710. Practicum in Peer Supervision

A.1 Calendar Description

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

In this practicum, advanced graduate students will engage in clinical supervision of more junior peers while receiving supervision from a registered psychologist. These practicum experiences will be embedded in established assessment and intervention courses as well as internal practica within the Department of Psychology.

A.2 Other Course Information

> *Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	60				Students will be engaged in tele-psychology practices (online clinical service provision and supervision), or within in-person courses offered at the University of Windsor, or in-person services through the Psychological Services and Research Center.				100%

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Approval of Practicum Coordinator and placement in an appropriate course as a peer supervisor	PSYC 8707 (recommended, not required; not necessarily taken in the same semester)	n/a	n/a	NO	n/a

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

B. RATIONALE
B.1 Course Goal(s)

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

Many of our students act as peer supervisors in our clinical courses/internal practica and are accruing practicum hours (i.e., applied/clinical hours) in those roles. In order to accrue these hours (and receive malpractice coverage from the university), students must be enrolled in a specified course. This is an important aspect of clinical training as psychologists spend significant time supervising students and more junior peers. This is also an expected component of our accreditation requirements.

In this training opportunity, students will receive supervision of their clinical supervision practices. In the past, students acting as peer supervisors were enrolled in the PSYC 9020 course alongside students in other types of placements. In order to "untangle" the substantial number of roles the PSYC 9020 course has played in our course-intensive doctoral program, this proposal is part of a package of Form Ds to clarify in which courses students should be enrolled.

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?

Because this is not a course with specific readings or content but rather will follow the needs of the students in their practica placement, specific content about all groups, including Indigenous groups, is determined on an as-needed basis. For example, if a person who identifies as First Nations, the student providing peer supervision would likely be encouraged to read relevant work to inform clinical practice and would be discussing these readings with their own supervisor and their supervisee. In the event that there are no clients who identify as Indigenous, this content would not apply to the individual student's practice.

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.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Integrate theories and empirical findings about supervision in the context of their peer-to-peer supervision experiences (also related to B and C);	the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Demonstrate self-awareness and openness to examination of personal values, motivations, and biases as well as sensitivity and responsivity to individual difference (culture, minority status, gender, lifestyle, etc.) in the context of supervision (also related to I).	E. responsible behaviour to self, others and society
Establish and maintain rapport, trust, respect and positive working alliances in clinical and professional relationships (also related to G and I). In their supervisory role, respond empathetically to peers they are supervising; Effectively model managing difficult communication and conflict in professional roles (also related to C).	F. interpersonal and communications skills
Act as a model for more junior peers in clinical practice (including consultation and modeling) which may include formulating referral questions, selecting methods of assessment, collect and process clinically relevant information, conducting skillful assessments, interpreting information and creating reports, and creating effective case conceptualizations and treatment plans.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
Demonstrate awareness of, need for and methods of achieving ongoing maintenance of competence.	I. the ability and desire for continuous learning

B.4 Demand for Course

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Please provide as much information on projected enrolment as possible.

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

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

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

The enrollment in this course will shift students from PSYC 9020 into this new course. (PSYC 9020) will continue to be used primarily as a course for students on external practica.

B.5 Student Workload

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

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
n/a	Tutorials
n/a	Labs
5	Practical experience
n/a	Independent Study
2	Reading for the course
n/a	Work for assessment (essays, papers, projects, laboratory work)
6	Meeting with others for group work/project assignments
n/a	Studying for tests/examinations
n/a	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**There are no similar course in the department.**

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 on the teaching load of our Practicum Coordinator, as are our external practica courses. The Practicum Coordinator is responsible for all paperwork associated with practicum approval and assigning course marks (IP/P/NP). The Practicum Coordinator also ensure that the student receives summative feedback at the end of their role as a peer supervisors from their clinical supervisors.

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.

Only the Practicum Coordinator who is always full-time faculty will teach this course.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

None.

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

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

None. All of the tasks associated with this new course are currently being completed by the Practicum Coordinator within the PSYC 9020 course. This does not constitute an increase in teaching load.

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 <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.).

The proposed course represents a shift in the resources from one course (PSYC 9020) to this new course. The person currently doing this work has confirmed that this will not change their workload.

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 <u>all affected</u> 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
	Psychology AAU	

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

University of Windsor
Program Development Committee

*5.20   **Kinesiology   – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: **That the following course be approved: ^**
              KINE-4150: Exercise Prescription for Athletic Populations

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The new course has been approved by the Faculty of Human Kinetics Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall2021

A. NEW COURSE PROFILE

Course # and Title: KINE-4150: Exercise Prescription for Athletic Populations

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.

Students in this course will learn the skills required to begin working with clients belonging to an athletic population. Throughout the semester students will develop the ability to critically analyze sport movement, create accurate and successful exercise prescriptions to help athletes safely and successfully reach their goals.

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

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit
- [x] labs
- [ ] No experiential learning in this course

- [ ] field work
- [ ] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [ ] research project
- [ ] study abroad

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	48	48				2	2		

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*

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

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

B. RATIONALE

B.1 Course Goal(s)

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

According to the Kinesiology Act (2007. c. 10, Sched. O, s. 3), "the practice of kinesiology is the assessment of human movement and performance and its rehabilitation and management to maintain, rehabilitate or enhance movement and performance." It is important to recognize that a key component of this definition is the practical assessment and design of exercise and movement.

For those students aspiring to become an athletic trainer in strength and conditioning, or to enter other health-related professions (e.g. professional kinesiology, physiotherapy, chiropractic, medicine, ergonomics, etc.), successful completion of this course will equip students with the skills to assess and analyze movement and prescribe evidence-based exercise programs. In particular, through theory and experiential learning, this course aims to give students the ability to assess health status, conduct fitness testing, and prescribe and administer exercise programs using the knowledge of the physiological basis for exercise and physical activity in direct application to physical fitness and athletic conditioning. This course directly relates to the American College of Sports Medicine's vision of Exercise is Medicine®, "a global health initiative with the aim of making physical activity assessment and promotion a standard in clinical care, connecting health care with evidence-based physical activity resources for people everywhere and of all abilities" (https://www.exerciseismedicine.org/). In this regard, students successfully completing this course will have transferable skills for use in the world of sport, in addition to allied health. Both of these industries have strong growth potential in the future. For example, in March of 2019, the Government of Canada announced a 5-year $30 million investment in Own the Podium and national sport organizations for the development of sport in Canada (http://www.ownthepodium.org/Resources/News/2019/Increased-Federal-Funding-Celebrated-by-Own-the-Po) , and according to the Government of Canada:

> *"Health and biosciences industry contributed $7.8 billion (0.45%) to Canada's annual GDP in 2016 as part of the broader health care ecosystem that represented 11% of Canada's annual GDP."*
> (https://www.ic.gc.ca/eic/site/098.nsf/eng/00016.html)

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 Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. In addition, the Faculty of Human

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Kinetics is currently undergoing an audit of our program's current Indigenous content with the intent of modifying and/or creating specific Indigenous learning outcome(s) for all of our majors. Activities completed to date include an audit of the process, content, and barriers to inclusion that instructors have noted for their courses, with next steps to consult among our various community partners.

In KINE-4150, the over-arching theme of elite sport training is the ability to analyze the needs of the sport and design the correct exercise prescription. According to Gates et al. (2016) "the continuing cultural importance of traditional land-based activities (e.g., hunting, trapping, fishing, foraging) should not be overlooked" in an effort to promote and increase physical activity among First nation youth. To this end, we have reached out the President of Indigenous Sport & Wellness Ontario, who also serves on the North American Indigenous Games (NAIG) Council Board of Directors.

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 *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Assess fitness levels using muscular strength and endurance, cardio-respiratory abilities, flexibility, and power (also relevant to G.) Create a safe and successful year long training program by applying strategies based on empirical evidence (also relevant to B., C., and G.) Implement educational strategies to prevent and treat common injuries. (also relevant to C.)	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Examine the nutritional and wellness needs of the athletic population (also relevant to A. and G.) Examine exercise prescription for an athletic population (also relevant to A. and G.)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	15-25	15-25	15-25	15-25	15-25

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

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

We anticipate very little impact to current course enrolment at the senior level (when students would be able to take this course). This course will be given equivalence for the new degree completion program between the Fitness and Health Promotion diploma program at St. Clair College and the Bachelor of Human Kinetics – Honours Movement Science major at the University of Windsor.

B.5 Student Workload

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**This is consistent with this level of course at the University of Windsor.**

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.

One faculty member and one graduate assistant from the Department of Kinesiology.

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.

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

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

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

None

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

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

None

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

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

This course will be part of the senior electives in the BHK – Kinesiology – Movement Science Major, and we intend to teach this course on a rotational basis.

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:	
Staff:	0
GA/TAs:	1

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

*5.21   **Human Kinetics - Minor Program Change (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Bachelor of Human Kinetics (Honours Kinesiology) with Honours Sport Management and Leadership Major for Graduates of Durham College's 3 year Advanced Diploma in Sport Management 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 Faculty of Human Kinetics Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics (Honours Kinesiology) with <u>Honours</u> Sport Management <u>and Leadership Major</u> for Graduates of Durham College's <u>3 year</u> Advanced Diploma in Sport Management Program
DEPARTMENT(S)/SCHOOL(S):	Kinesiology/Human Kinetics
FACULTY(IES):	Human Kinetics

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

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.

Bachelor of Human Kinetics (Honours Kinesiology) with <u>Honours</u> Sport Management <u>and Leadership Major</u> for Graduates of Durham College's <u>3 year</u> Advanced Diploma in Sport Management Program

A student may enter the Bachelor of Human Kinetics (Sport Management and Leadership) program after completing the three-year Diploma in Sport Management with a cumulative average equivalent to a 70% (**B- or** 3.0/4) or better. Students must have passed each of their respective College courses with a grade equivalent to a B<u>-</u> or better.

Degree Requirements
Total Courses: 20

These students will have to complete the following courses in order to fulfill the requirements of the BHK program with a major in Sport Management and Leadership:

a) **<u>Required Courses (Take All)</u>**

~~Year 1 and 2 courses~~
~~KINE-1110. Principles of Mental Skills Training~~
~~KINE-1650. Functional Anatomy~~
~~KINE-1800. Fundamental Mechanics of Human Motion~~
   o KINE-1000. Health and Wellness
~~KINE-1050. Introduction to Exercise Physiology~~
   o **KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization**
   o **KINE-1560. Communication in the Sport Industry**
   o KINE-2250. Ethics in Sport
   o KINE-2300. Sociology of Sport and Exercise
   o **KINE-2500. Organizational Behaviour**
   o KINE-2690. Measurement and Evaluation
   o KINE-2700. Research Design
   o ~~Year 3 and 4 courses~~
   o **KINE-3400. History of the Modern Olympic Movement**
   o **KINE-4050. Gender Issues in Sport**
   o **KINE-4330. Special Topics in Sport Leadership**

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

  - o **KINE-4500. Human Resources in Sport Management**

  b) **BHK-HSML Optional Courses (Take 6 of)**
     - o **KINE-3220. Introduction to Leisure**
     - o **KINE-3330. Applied Sport Psychology**
     - o **KINE-4400. History of Sport in Canada**
     - o **KINE-3510. Strategic Planning of Sports Events**
     - o **KINE-3550. Sport Economics**
     - o **KINE-4020. Sport Tourism**
     - o **KINE-4040. Population Health**
     - o **KINE-4510. Sport and the Law**
     - o **KINE-4520. Sport and Government**
     - o **KINE-4550. Global Issues in Sport Management**
     - o **KINE-4560. Sport Communication**
     - o **KINE-4570. Hockey in Canada**
     - o **KINE-4590. Sport Media**
     - o **KINE-4730. The Social Construction of Leisure**
     - o **KINE-4750. Individual Studies (01, 02)**
     - o **KINE-4760. Principles of Coaching**
     - o **KINE-4770. Outdoor Recreation**
     - o **KINE-4780. Undergraduate Thesis (6 units)**
     - o **KINE-4850. Group Dynamics in Sport**
     - o **KINE-4890. Special Topics (SML)**
     - o **KINE-4980. Internship (4 months)**

~~6 Sport Management and Leadership courses at or above the 2000 level.~~
  c) **Take** ~~5~~ **2** Non-Kinesiology courses from ~~Arts, Humanities, Social Science, or Business~~ **the Faculty of Arts, Humanities and Social Sciences, the Odette School of Business, and/or the Faculty of Education (Minor in Organizational Learning and Teaching only) and/or Economics.**

Note: Transfer credit obtained through this articulation agreement is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

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).

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

The Department of Kinesiology has had a long standing relationship with Durham College's 3-year Advanced Diploma in Sport Management program.   In Fall (2021), we will have a modified Bachelor of Human Kinetics – Sport Management and Leadership program.   Consequently, the changes outlined in this document are to align our degree completion programs with the new modifications to our BHK majors.

This articulation agreement will be reviewed and amended, if appropriate, by the Department of Kinesiology every five years following the approval of the articulation. This timing corresponds with the review frequency undertaken by the CAAT diploma programs forming the basis of admission and this frequency of review will ensure the program curriculum and requirements adapt to these standards as they shift.

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

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

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

The Faculty of Human Kinetics has adopted a working group tasked with identifying how best to further include Indigenous and Racialized Peoples into our curriculum, as well as to grow and establish more meaningful relationships with community partners.   To date we have performed an internal scan of content specific to this question in our undergraduate courses with the intent of working towards program learning outcome modification in this and other majors.

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 change.

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.

No change from our normal programming.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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.

None.   This degree completion program has been running for several years, and as such, there are no new requirements.   All courses are offered as part of our BHK Sport Management and Leadership major.

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.).

As this degree completion program has been running for several years, there are no new requirements.   All courses are offered as part of our BHK Sport Management and Leadership major.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

University of Windsor
Program Development Committee

*5.22   **Human Kinetics - Minor Program Change (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Bachelor of Human Kinetics Honours Sport Management and Leadership Major for Graduates of Lambton College's 3 year Sport and Recreation Management 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 Faculty of Human Kinetics Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics ~~(Honours Kinesiology) with~~ **Honours** Sport Management **and Leadership Major** for Graduates of Lambton College's 3 year Sport and Recreation ~~Administration~~ **Management** program
DEPARTMENT(S)/SCHOOL(S):	**Kinesiology/Human Kinetics**
FACULTY(IES):	**Human Kinetics**

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall2021

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.

Bachelor of Human Kinetics ~~(Honours Kinesiology) with~~ Honours Sport Management and Leadership Major for Graduates of Lambton College's 3 year Sport and Recreation ~~Administration~~ Management program

A student may enter the Bachelor of Human Kinetics (Sport Management and Leadership major) program after completing the three-year Diploma in Sports and Recreation ~~Administration~~ **Management** with a cumulative average equivalent to a 70% (**B- or 3.0/4**) or better. Students must have passed each of their respective College courses with a grade equivalent to a B**-** or better.

Degree Requirements

Total Courses: 20

These students will have to complete the following courses in order to fulfill the requirements of the BHK program with a major in Sport Management and Leadership:
- a)   Required Courses (Take all 13)

  - ~~KINE-1110. Principles of Mental Skills Training~~
  - ~~KINE-1650. Functional Anatomy~~
  - ~~KINE-1800. Fundamental Mechanics of Human Motion~~
  - ~~KINE-1000. Health and Wellness~~
  - ~~KINE-1050. Introduction to Exercise Physiology~~
  - **KINE-1330. Introduction to Sport Leadership**
  - KINE-~~2400~~**1400**. Historical Perspectives on Physical Activity and Sport in Western Civilization
  - **KINE-1560. Communication in the Sport Industry**
  - **KINE-2250. Ethics in Sport**
  - **KINE-2300. Sociology of Sport and Exercise**
  - **KINE-2520. Sport Finance**
  - KINE-2690. Measurement and Evaluation
  - KINE-2700. Research Design
  - KINE-~~32~~500. Organizational Behaviour

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

- KINE-3400. History of the Modern Olympic Movement
- KINE-4050. Gender Issues in Sport
- KINE-4330. Special Topics in Sport Leadership
- KINE-4500. Human Resources in Sport Management

~~Two courses from: KINE-2100, KINE-2600, KINE-2850, KINE-2220, KINE-2240~~

~~9 Sport Management courses~~

b) BHK-HSML Optional Courses (Take 7 of)
- **KINE-3220. Introduction to Leisure**
- **KINE-3330. Applied Sport Psychology**
- **KINE-3510. Sport Event Management**
- **KINE-3550. Sport Economics**
- **KINE-4020. Sport Tourism**
- **KINE-4040. Population Health**
- **KINE-4400. History of Sport in Canada**
- **KINE-4510. Sport and the Law**
- **KINE-4520. Sport and Government**
- **KINE-4550. Global Issues in Sport Management**
- **KINE-4560. Sport Communication**
- **KINE-4570. Hockey in Canada**
- **KINE-4590. Sport Media**
- **KINE-4730. The Social Construction of Leisure**
- **KINE-4750. Individual Studies (01, 02)**
- **KINE-4760. Principles of Coaching**
- **KINE-4770. Outdoor Recreation**
- **KINE-4780. Undergraduate Thesis (6 units)**
- **KINE-4850. Group Dynamics in Sport**
- **KINE-4890. Special Topics (SML)**
- **KINE-4980. Internship (4 months)**

NB: Transfer credit obtained through this articulation agreement is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

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.***

B. RATIONALE

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

The Department of Kinesiology has had a long standing relationship with Lambton College's 3-year Sport and Recreation Management program.   In the Fall (2021), we will have a modified Bachelor of Human Kinetics – Sport

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

Management and Leadership program.   Consequently, the changes outlined in this document are to align our degree completion programs with the new modifications to our BHK majors.

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

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

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

The Faculty of Human Kinetics has adopted a working group tasked with identifying how best to further include Indigenous and Racialized Peoples into our curriculum, as well as to grow and establish more meaningful relationships with community partners.   To date we have performed an internal scan of content specific to this question in our undergraduate courses with the intent of working towards program learning outcome modification in this and other majors.

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 new resources are needed.

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.*

No new resources are needed.

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*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

> *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.*

None.   This degree completion program has been running for several years, and as such, there are no new requirements.   All courses are offered as part of our BHK Sport Management and Leadership major.

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.).*

As this degree completion program has been running for several years, there are no new requirements.   All courses are offered as part of our BHK Sport Management and Leadership major.

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

*5.23   **Anthrozoology - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **FAHSS**

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
April 5, 2021	FCC	Student advising by the course instructor is necessary to ensure they have the *required* 7 courses for admission to this final (8th) course for certificate completion.

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

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.**	Undergraduate Fall 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

ANZO-4980. Anthrozoology Capstone

This capstone provides students the opportunity, in collaboration with the instructor, to design and implement their own unique learning experience by demonstrating their accumulated knowledge and understanding of anthrozoology in an original project of their choice, subject to the instructor's approval. This course will reflect student knowledge of the interdisciplinary field of anthrozoology, which has been acquired through previous anthrozoology courses. The projects may be in collaboration with community partners, such as animal shelters, zoological parks, or educational environments. (Prerequisites: ANZO-1600, ANZO-2600, ANZO-2610, ANZO-3600. **Restricted to students with at least semester 5 standing and by permission of the instructor.)**

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

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

The capstone course allows students to choose from a variety of potential original projects, including consideration of animal relationships with Canada's Indigenous peoples. The proposed changes here will not impact this aspect of the capstone.

A.2 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

X 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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

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

B.   **Learning Outcomes for the Courses Listed Above: (N/A)**

*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:	**ANZO-4980. Anthrozoology Capstone** *(Learning outcomes were last updated May 25, 2018)*
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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ 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.	_**X**___ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 25, 2018 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.24   **Business - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Odette School of Business**

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

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.**	Fall 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***

MSCI-3310. Operations Management I
An introduction to the problems and techniques encountered in the production of goods and services. Topics include: forecasting, capacity planning, facility location and layout, aggregate planning, inventories and materials requirement planning. (Prerequisite: MSCI-2200~~, anti-requisite: MSCI-3410~~.)

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

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?*

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

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 <u>bolding and underlining</u>.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:	**MSCI-3310 Operations Management** *Learning Outcomes last updated: May 24, 2019*
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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

University of Windsor
Program Development Committee

*5.25:   **Business (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

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 Dean	Dr Mitch Fields	Nov 2020	Yes	
Odette/Accounting	Don Jones	Nov 2020	Yes	
Odette/Accounting and instructor that teaches the course	Dr. Talal Al-Hayale	Nov 2020	Yes	

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.**	Fall 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**

NOTE: At the PDC meeting of February 22, 2021 (document PDC210224-5.14) the course BUSI-8020 was accidently deleted due to misinterpretation of the purpose of the Form E. The course was only supposed to be removed from the degree requirements of the MBA program. The course was never meant to be deleted from the Academic Calendar.

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

BUSI-8020. Core Concepts of Accounting I
An introduction to the role and importance of accounting information in the decision-making process and how to use and interpret various types of accounting information found in financial statements and annual reports. Core concepts of financial accounting will be examined, including the determination of income and the recognition, measurement and reporting of assets, liabilities, and owners' equity. The impact of ethical, regulatory and environmental aspects on the interpretation and application of accounting information will be considered.

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?

All course outlines of the Odette School of Business recognize that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie. Odette School of Business encourages course developers and instructors to incorporate Indigenous content, perspectives, or material into the curriculum where applicable.

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 <u>bolding and underlining</u>. 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:	**BUSI-8020. Core Concepts of Accounting I** *(Learning outcomes were last updated May 2019)*
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/)	___ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes No changes	____ 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/)	____ 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.	**X** 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

*5.26   **Computer Science** - **Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Science**

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

			Supportive	
AAU Consulted	AAU Head/Directors	Date Consulted	Yes	No

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.**	Fall 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**

COMP-2540.Data Structures and Algorithms
An introduction to the programming and analysis of linear and non-linear internal (main store) data structures and associated algorithms . Topics include the formal notion of an algorithm, elementary time and space complexity; linear lists (such as stacks, queues, linked structures.); non-linear lists (trees, binary trees); recursion; sorting techniques (such as heap sort, quick sort, merge sort, shell sort.); searching techniques (such as binary search, binary search trees, red-black trees, hashing.); algorithm design paradigms (such as divide-and-conquer, dynamic programming, greedy algorithms); and applications. (Prerequisite: COMP-1000 and COMP-1410. **Restricted to Computer Science students or permission of the School of Computer Science**) (3 lecture hours and 1.5 laboratory hours a week.)

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

COMP-3770. Game Design, Development and Tools
This course introduces professional game design and development tools. Students will become proficient in the use of a commercial grade game engine (e.g., Unity3D) and associated scripting/programming languages (e.g., C#) through programming intensive hands-on assignments. Topics may include game design and development concepts such as game objects and game components, game physics and collision handling, basic artificial intelligence, 2D and 3D graphics, textures and shaders, sprite animation, 3D animation, and audio. (Prerequisites: **COMP-2120 and** COMP-2540, ~~COMP-2120~~.) (3 lecture hours a week)

COMP-4250. Big Data Analytics and Database Design
This course introduces topics in data mining and data analytics with emphasis on Big Data. Students will gain knowledge on the practical design principles as well as theoretical foundations of Big Data processing systems. Topics covered will include: data storage design and processing of big data systems such as NOSQL databases, MapReduce and Hadoop; introduction to data mining concepts such as frequent itemset and association rule mining, finding similar items, clustering, classification, link analysis, and mining data streams. (Prerequisite: COMP-3150) (3 lecture hours a week~~, plus unsupervised study and work on individual/group assignments or projects.~~)

COMP-4500. 3D Multimedia System Development
The aim of this course is to discuss and learn technologies for the development of multimedia application, modeling and development of standalone and/or, networked multimedia systems, and computer generated 3D animation. (Prerequisite: **Year 3/4 standing in Computer Science or Communication, Media, and Film or Visual Art and** ~~COMP-3500 or~~ consent of instructor.) (3 lecture hours a week)

COMP-4540. Design and Analysis of Computer Algorithms
The intent of this course is to introduce the fundamental techniques in the design and analysis of computer algorithms. Topics include: asymptotic bounds, advanced data structures, searching, sorting, order statistics, oracle arguments, divide-and-conquer, greedy algorithms, dynamic programming, graph algorithms, NP completeness, and approximation algorithms. (Prerequisite: COMP-2310, COMP-2540 and COMP-3540.) ~~(Restricted to Semester 7 and semester 8 students in Computer Science.)~~ **(Restricted to students in any Honours Computer Science program or consent of instructor.)** (3 lecture hours a week)

COMP-4770. Artificial Intelligence for Games
This course provides students with an opportunity to explore theoretical and practical aspects of Artificial Intelligence for computer games. Topics may include agents, sensory systems, steering behaviours, pathfinding, decision making, planning, goal-oriented behaviour, multi-agents (groups, crowds) and learning. ~~(This course could be used to satisfy the COMP-4730 (fourth year AI) requirement.)~~ (Prerequisite: COMP-3770.) (RestricSted to students in **any** Honours Computer Science **program**.) **(3 lecture hours a week)** (3 lecture hours a week)

COMP-4960. Research Project
This course consists of two components: a) development of research skills, and b) development of technical writing and project presentation skills. This course requires students to complete a research project in some area of Computer Science under the supervision of a faculty member. The course will typically involve the development of some software or the design and/or implementation of some algorithm. Each student will be required to submit a project report and give one or more seminars on the research project. (a 6 credit course restricted to Semester 7 or Semester 8 students in BCS (Honours) or B.Sc. (Honours Computer Science with Software Engineering Specialization) with a major average of ~~8.0~~ **72%** or better). (Anti-requisite COMP-4990.) (3 lecture hours or equivalent a week, for two terms.**)**

COMP-4990. Project Management: Techniques and Tools
This course requires students to complete an application development project in some area of Computer Science

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

under the supervision of a faculty member. The course will typically involve the development of some software or the design and/or implementation of some algorithm. ~~Each student~~ **Students** will be required to submit ~~a~~ project ~~report~~ **reports** and give ~~one or more seminars~~ **presentations** on the ~~system development~~ **technical components of the** project. (a 6 credit course restricted to Semester 7 or Semester 8 students in Computer Science.) (Antirequisite: COMP-4960.) (3 lecture hours or equivalent a week, for two terms.**)**

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

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

The AAU, in partnership with the members of the university's Aboriginal Education Council, the School of Computer Science will cyclically review its programs to identify aspects of various courses which have direct application or relevance to the indigenous communities. Where appropriate material directly relevant to these communities will be highlighted and presented in conjunction with material of a more generic nature.

B. 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*** <u>***bolding and underlining***</u>. **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:	COMP-2540.Data Structures and Algorithms *(Note: Learning outcomes were last updated March 26, 2015. These are revised learning outcomes)*
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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**__X _** 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/)	**____** **P**rovide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **March 26, 2015**https://ctl2.uwindsor.ca/cuma/public/)

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

COMP-2540. Data Structures and Algorithms At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
- Define and explain the notion of an algorithm. - Explain what is meant by an efficient algorithm. - Analyze and compare ~~(on an intuitive level) the~~ time-**complexity** ~~and space complexity~~ of ~~an~~ algorithm**s**. - Define and use data structures such as search trees and Hashing.	A. the acquisition, application and integration of knowledge
Compare different algorithms for solving the same problem. e.g., different sorting algorithms. **Reproduce and apply tools in the form of design paradigms such as divide and conquer for designing efficient algorithms.**	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
- Analyze problem**s** and draw upon appropriate tools to solve real problems. ~~Formulate ways of solving problems.~~ ~~Use algorithms learned in lectures to solve interesting problems in lab sessions.~~ **Solve interesting problems using algorithms.** ~~Apply concepts and choose appropriate techniques to specific problem domains.~~	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Describe algorithms to others using pseudocode.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
- Design algorithms for new problems. ~~Differentiate between elegant and inelegant algorithms.~~ ~~Appreciate ingenious ways of solving problems.~~	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-3770. Game Design, Development and Tools *(Note: Learning outcomes were last updated December 6, 2013. These are revised learning outcomes)*
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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**_X__** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: *December 6, 2013*)

COMP-3770. Game Design, Development and Tools At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
• Integrate a diverse range of computer science concepts such as programming languages and games development concepts (e.g., C# scripting, game objects, game components, game physics, collision handling, basic artificial intelligence, 2D and 3D graphics, textures and shaders, sprite animation, 3D animation, and audio) ~~and apply it~~ to implement common game features and build computer games.	A. the acquisition, application and integration of knowledge
• Locate, review, and employ relevant techniques **of game design, game development,** and algorithms **to design and build games.**	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Experiment with ~~alternative~~ **fundamental** techniques **of game design and development to assess their merits and limitations**.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Report the results of experiments and discuss alternatives. • Demonstrate prototype implementations.	F. interpersonal and communications skills
• Plan and manage small team projects.	G. teamwork, and personal and group leadership skills
• Create game design solutions and appraise their elegance.	H. creativity and aesthetic appreciation
• Relate game development methodologies to other application areas of computer science. • Relate academic study to industry practice	I. the ability and desire for continuous learning

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:	COMP-4250. Big Data Analytics and Database Design *(Note: Learning outcomes were last updated May 15, 2017. These are revised learning outcomes)*

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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**_X__** 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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMP-4250. Big Data Analytics and Database Design Course Learning Outcomes <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Express formally and analyze the big data requirements for a~~a~~ complex system**s**. • **Demonstrate** ~~explain~~ the unique challenges of storing, processing, and analyzing Big Data at the theoretical and practical level **using scenarios from real-world applications**. • Identify state of the art algorithms, methods, and practices behind Big Data processing systems. • Explain concepts of data mining techniques such as association rule mining, clustering, and classification.	A. the acquisition, application and integration of knowledge
• Employ appropriate data mining methods to effectively and efficiently process big data to support a wide range of analytical queries.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Solve the complex problem of designing Big Data systems. • Design appropriate strategies, data structures, and algorithms to implement big data systems.	C. critical thinking and problem-solving skills
• **Develop programs for Big Data processing.**	D. literacy and numeracy skills
• **Follow professional principles of protection of intellectual property**	E. responsible behaviour to self, others and society

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

COMP-4250. Big Data Analytics and Database Design **Course Learning Outcomes** At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• **Present program solutions to the others** • ~~Report and present Big Data system design possibly in a group setting~~	F. interpersonal and communications skills
• **Work in a team to fulfil project's tasks** • ~~Design a Big Data system possibly with others in a work group~~	G. teamwork, and personal and group leadership skills
• Justify solutions to Big Data problems based on memory constraints.	H. creativity and aesthetic appreciation
• **Explain the relationship between what is learned in this course to other data analytics techniques for Big Data yet to be learned**	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-4500. Multimedia System Development *Note: These are new learning outcomes*
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/)	__X_ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: https://ctl2.uwindsor.ca/cuma/public/)

COMP-4500. <u>3D</u> Multimedia System Development **Course Learning Outcomes** At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Demonstrate understanding of multimedia components and employ techniques to develop applications using multimedia authoring process.	A. the acquisition, application and integration of knowledge

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

COMP-4500. <u>3D</u> Multimedia System Development **Course Learning Outcomes** <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Identify and evaluate useful techniques for creation of necessary multimedia components in the context of production requirements.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Define and analyze production requirements for creation of aesthetically pleasant multimedia objects and employ appropriate animation principles for final production.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• Design and develop original multimedia presentations. • Observe and practice ethical and responsible behavior in following the copy-right laws of the material used/developed in their presentations.	E. responsible behaviour to self, others and society
• Justify project design and techniques employed through presentations and design report.	F. interpersonal and communications skills
• Work in a team to develop projects and estimate and revise their progress towards their stated goals.	G. teamwork, and personal and group leadership skills
• Design aesthetically pleasant multimedia presentations	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-4540. Design and Analysis of Computer Algorithms *(Note: These are new learning outcomes)*
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/)	__X_ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: https://ctl2.uwindsor.ca/cuma/public/

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

COMP-4540. Design and Analysis of Computer Algorithms **Course Learning Outcomes** At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
• Analyze asymptotic behaviour of functions, solve recurrence relations arising during the analysis of algorithms, evaluate sums, and handle inequalities. (Also relevant to C) • Analyze worst-case running times of algorithms using asymptotic analysis. (Also relevant to C and E) • Illustrate the correctness proof for algorithms fully. • Discuss the correctness of the major sorting algorithms. • Justify and derive lower bounds based on decision-tree model, adversary argument, reduction, etc. • Apply algorithmic design techniques to applied algorithmic settings - graph algorithms, computational geometry, string matching, etc. • Demonstrate familiarity with approximation algorithms.	A. the acquisition, application and integration of knowledge
• Assess research papers in the algorithms area of moderate complexity. • Demonstrate the NP-completeness of some computationally intractable problems. (Also relevant to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Apply algorithmic concepts and techniques to other areas of Computer Science. • Explain and apply the following design paradigms: divide-and-conquer, dynamic-programming algorithms, greedy algorithms, randomization, etc. to specified problems.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Identify how good theoretical and practical knowledge of design techniques leads to efficient solutions to practical computation problems.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-4770. Artificial Intelligence for Games *(Note: Learning outcomes were last updated December 6, 2013. These are revised learning outcomes)*
SELECT ONE OF THE FOLLOWING:	

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

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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**_X__** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: *December 6, 2013.* (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMP-4770. Artificial Intelligence for Games At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Integrate and apply knowledge in artificial intelligence for games such as agents, sensory systems, steering behaviours, Pathfinding, decision making, planning, goal-oriented behaviour, multi-agents and learning.	A. the acquisition, application and integration of knowledge
• Explain the problems addressed by game AI techniques such as agents, sensory systems, goal-oriented behaviours, and multi-agents.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Analyze the strengths and weakness of different game AI techniques.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Explain verbally the approaches and solutions used in developing the game strategy. • Report the results of experiments and discuss alternatives. • Demonstrate prototype implementations.	F. interpersonal and communications skills
• Plan and manage small team projects.	G. teamwork, and personal and group leadership skills
• Create gaming solutions and appraise their elegance.	H. creativity and aesthetic appreciation
• Construct new computer games using new game AI techniques.	I. the ability and desire for continuous learning

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:	COMP-4960. Research Project (*Note: These are new learning outcomes*)
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/)	__X_ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMP-4960. Research Project *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
• Analyze relevant state-of-the-art computer science methods and techniques in the area of the research project. • Employ emerging technologies or theories in developing new computational solutions.	A. the acquisition, application and integration of knowledge
• Identify suitable information from research papers, online documents, tutorials and from the theoretical results in computer science to solve practical problems.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Analyze strengths and weaknesses of research techniques for the given research problem.	C. critical thinking and problem-solving skills
• Interpret technical data and design specifications.	D. literacy and numeracy skills
• Observe and practice ethical and responsible behavior in following the copy-right laws of the material used/developed in their software applications, written reports, and presentations.	E. responsible behaviour to self, others and society
• Report final outcome of the research in form of a report/paper and publicly defend research findings .	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Apply novel solutions to complex computational problems.	H. creativity and aesthetic appreciation

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

COMP-4960. Research Project	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
• Relate academic study to industry practice.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-4990. Project Management: Techniques and Tools *(Note: Learning outcomes were last updated December 6, 2013. These are revised learning outcomes)*

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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__X_ Provie learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: December 6, 2013 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMP-4990. Project Management: Techniques and Tools	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
• Analyze relevant state-of-the-art computer science methods and techniques. • Develop new computer science applications using emerging technologies and/or theories	A. the acquisition, application and integration of knowledge
• **Formulate design specifications based on user requirements.** • Use information from online documents, tutorials and from the theoretical results in computer science to solve practical problems. (Also relevant to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Analyze the strengths and weaknesses of techniques used for application development. • **Identify potential risks and develop strategies to address such risks.**	C. critical thinking and problem-solving skills

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

• **Interpret technical data and design specifications.** • **Plan and revise project timelines**	D. literacy and numeracy skills
• **Use appropriate citation and acknowledgement for open-source software.** • **Integrate accessibility considerations into software applications.** • **Contribute as a productive member of software development teams (Also relevant to G).**	E. responsible behaviour to self, others and society
• Write technical reports and give ~~seminars~~ **presentations**. • Express application development design strategies and research results using proper terminologies	F. interpersonal and communications skills
• **Develop persuasive evidence-based arguments to defend choice of technology/tools to team members and supervisors**	G. teamwork, and personal and group leadership skills
• ~~Device~~ **Design** novel ~~and understandable~~ solutions to complex computational problems. • **Create user-friendly and attractive user interfaces for application software**	H. creativity and aesthetic appreciation
• ~~Demonstrate professional competencies of software developers and computer scientists such as software development, algorithm and software design, problem design, data design, storage and management, problem analysis, software testing and verification, project management, setting project timelines, communicating professionally, etc.~~ • **Assess the limitations of current technology and explain the need for improvements and innovation.**	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

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

Item for: **Information**

Forwarded by: **Faculty of Engineering**

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

INDE 4000. Capstone Industrial Design Projects
~~Students working in teams, and supervised by Faculty, will undertake an industrial design project, eight hours per week. This design course integrates mathematics, basic sciences, engineering sciences and complementary studies in developing elements, systems and processes to meet specific needs of the industrial sponsor. It is a creative, iterative and often open-ended process subject to constraints which may be governed by corporate standards or applicable legislation to varying degrees depending upon the project. These constraints may relate to economic, health, safety,~~

~~environmental, social or other pertinent interdisciplinary factors. (The Faculty advisor and industrial preceptor will advise the students and evaluate the progress and results of the design project. Students participate in faculty instruction and group meetings. An Oral exam and written engineering design reports (interim and final) are required.) (1 lecture hour and 8 industry laboratory hours a week.) (2 semester course) Units: 6 units~~ **Student teams, supervised by faculty, undertake a significant design project, which integrates mathematics, basic sciences, engineering sciences and complementary studies in making informed, thoughtful and creative decisions in devising a product, system, component, or process to meet specified needs. It is a creative open-ended and generative activity often iterative and multidisciplinary, subject to constraints which may be governed by corporate standards or applicable legislation to varying degrees depending upon the project. These constraints may relate to economic, health, safety, environmental, social or other pertinent factors. Course requirements include seminars, group meetings, oral presentations, and written reports. Faculty advisors and industrial preceptors will advise project groups and evaluate the progress and results of the design projects. (2 lecture hours and 4 laboratory hours a week) (2 semester course).**

A.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 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?*

With this design project based course, technical and societal aspects that are important to the public in general are to be considered in a comprehensive manner. Outreach will be made to introduce Indigenous guest speakers and their perspectives into the course to begin building partnerships.

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	☐	☐
capstone	☐	☐
clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry /community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐

labs		☐	☐

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-4000.Capstone Industrial Design Projects
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/)	**_X _** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**___** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **___** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. define a problem, devise and execute a plan to solve a problem. Use critical analysis to reach valid conclusions supported by the results of the plan.	A. the acquisition, application and integration of knowledge
B. Identify and characterize an engineering problem, formulate a solution plan (methodology) for an engineering problem and execute a solution process for an engineering problem.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Generate a diverse set of candidate engineering design solutions, select the candidate engineering solutions for further development, and then advance an engineering design to a defined end state.	C. critical thinking and problem-solving skills

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
D. Identify ways and means to communicate engineering knowledge in the form of written documentation and oral presentations by providing short project updates, formal reports, and log books.	D. literacy and numeracy skills
E. Describe engineering roles in a broader context (e.g., as they pertain to the environment health, safety and public welfare) and recognize the impacts of engineering within a global society (i.e. the broader public interest).	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Use mechanisms necessary to establish and monitor their team's organizational structure as they are working with external partners as well as a faculty advisor. Promote team effectiveness through individual action and to complete the team-based project successfully.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Independently summarize, analyze, synthesize, and evaluate information from a wide variety of sources (learning independently) and develop strategies to identify and address gaps in knowledge (becoming a self-directed learner).	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.28   **Law - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Law**

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

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.	Undergraduate Law Effective Fall 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 **underline and bold**.*
*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 **underline and bold**. 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**

LAWG-5831. ~~Child Protection~~ Indigenous Child Welfare in Canada -
~~This course is designed to provide students with the opportunity to learn and understand the complexities of child welfare law in Canada. Students engage in a substantive review of child protection law and jurisprudence. This includes commencement of proceedings, grounds for intervention, rights of children in care, evidence, placement Orders, review proceedings, access, openness, Indigenous and Charter issues. Students also learn about dispute resolution options set out in the Act. Students are exposed to how child protection law affects parents and children through a review process. Students also learn how child protection law intersects with abuse, trauma, poverty,~~

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

~~"generational clients" and issues unique to Indigenous families. Additionally, this course will focus on the role of the Children's Aid Society, Society lawyers, the role of parents' counsel and the Office of the Children's Lawyer, through discussions of professional and ethical issues which include civility and professionalism. 3 credits~~

This course is designed to provide students with the opportunity to learn and understand the complexities of child welfare law in Canada through the lens of Indigenous peoples. In this time of Canada's national plan of reconciling the relationship between the Federal Government and the Indigenous peoples of Canada, this course will examine the history of child welfare in Canada following the implementation of the Indian Residential School system. The course will include lecture, role plays, presentations and guest speakers who practice within the area of child welfare law. The term begins with an overview of child welfare law in Canada then moves on to the role of Children's Aid Societies, the role of the court system, the role of lawyers and the role of Band Representatives. The course will also look at Indigenous children during the residential school era, the Sixties Scoop and the current status of Indigenous children within the child welfare system. The course will require students to work closely with child welfare legislation. 3 credits

A.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 revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

This course is aimed at exploring the Child Welfare system within Canada specifically through the lens of Indigenous peoples. This course will focus on Indigenous content, perspectives and worldviews of Indigenous people. It is taught by an Indigenous scholar/faculty member and will be one of the courses on a menu of courses eligible for an Indigenous Specialization in Law.

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	☐	☐
capstone	☐	☐
clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐

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

research project	☐	☐
study abroad	☐	☐
labs	☐	☐

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:	LAWG-5831. ~~Child Protection~~ **Indigenous Child Welfare in Canada.**
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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	__x__ 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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A.~~Translate the legislation and case law surrounding child welfare law in Canada.~~ ~~Interpret the interdisciplinary nature of child protection appropriately.~~ ~~Distinguish non-legal issues associated with contact with the child welfare system.~~ ~~Outline the societal conditions that impact families' ability to operate independently from state intrusion.~~ ~~Identify ethical issues.~~ **Describe the current status of child welfare for Indigenous people in Canada, including the role of the Band Representative within a First Nation community, ageing out of Indigenous children, usage of a Customary Care Agreement and the position of parents in a child protection case.** **Critique sections of the Act and their disparate impact on Indigenous people.** **Formulate a Plan of Care for a child in need of protection.** **Evaluate how the Residential School System and Intergenerational and Historic Trauma have impacted Indigenous people.** **Describe how the medicine wheel is used in Indigenous society.**	A. the acquisition, application and integration of knowledge
B. Analyze large volumes of relevant legal issues and interdisplinary materials to convey meaning with precision, logic and economy. Evaluate the effectiveness of legislation to protect **Indigenous** children.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze and discuss a variety of approaches to child welfare law litigation including methods of alternative dispute resolution, and their different impacts on Indigenous peoples.	C. critical thinking and problem-solving skills
D. ~~Write a critical analysis of a child protection proceeding observed at the Ontario Court of Justice, Windsor.~~	D. literacy and numeracy skills
E. Indicate the emotional and psychological impact contact with child welfare authorities have on the different parties. Illustrate issues of facts and law professionally and ethically.	E. responsible behaviour to self, others and society
F. Communicate justifications and decisions in oral and written form. **Prepare and present oral arguments suitable for the court.**	F. interpersonal and communications skills
G. Effectively and respectfully contribute different perspectives to discussions relating to child welfare and Indigenous peoples.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Merge other disciplinary perspectives with the legal to privilege a broad approach.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.29   **Philosophy - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Arts Humanities and Social Sciences**

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
Philosophy	Philip Rose		X	

Please specify to which calendar *[Undergraduate* **the changes will be made. Include the effective date*** *(subject to timely and clear submission)* **These changes require no new resources.**	Fall 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**

PHIL-3780. Nineteenth Century Philosophy: **System and Freedom**
Various nineteenth century thinkers may be studied in this course, **from either the pragmatist or European traditions**, including **Hegel, Feuerbach, Marx**, Kierkegaard, Nietzsche, but also Dilthey, Schopenhauer, Comte, Mill,

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

Peirce and others. (Prerequisite: PHIL-1100 or PHIL-1120, or at least one 2000-level Philosophy course, or consent of the instructor.)

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

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

The course focuses on primary texts from the 19th century, primarily from the European tradition (with the option to look at early American pragmatism. Depending on the tradition, European justifications and criticisms of colonialism and the responses of Indigenous communities could be studied.

A.2 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	☐	☐
capstone	☐	☐
clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
labs	☐	☐

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.

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

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:	PHIL-3780. Nineteenth Century Philosophy: **System and Freedom**
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/)	**_X__** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes No changes	**____** 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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify and distinguish some of the important concepts in nineteenth century philosophy.	A. the acquisition, application and integration of knowledge
B. Define key components of nineteenth century philosophy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply different critical positions to specific issues in nineteenth century philosophy.	C. critical thinking and problem-solving skills
D. Prepare and discuss reasoned positions on nineteenth century philosophy.	D. literacy and numeracy skills

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
E. Employ ideas from philosophical works to reflect on the nature of nineteenth century philosophy.	E. responsible behaviour to self, others and society
F. Discuss, philosophically, ideas presented by others and oneself	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.30   **Psychology (Graduate) - Summary of Minor Course and Calendar Changes**

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
May 19, 2020,	Psychology, Clinical Graduate Program	Course calendar description changes, pre/anti/co-requisite changes, contact hour/laboratory requirement changes, renumbering of two courses, specification of Pass/Fail Grading
October 20, 2020	Psychology	Friendly amendment from AAU to specific priority system for courses, minor language changes

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
Psychology	Dennis Jackson	October 20, 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 Fall 2021/Winter 2022

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**

THERAPY COURSES

Therapy course sequences consist of courses numbered PSYC-8675 through PSYC-8697 as listed below. **General prerequisites for ALL two-term therapy course sequences are enrollment in the Clinical Psychology Program; PSYC-8674, and the consent of the instructor and Director of Clinical Training. PSYC 8581 is a prerequisite or co-requisite for all therapy courses. Additional prerequisites for individual therapy courses are indicated in the course description.**

Therapy course sequences are taught over two terms. Seminars involve readings, discussion, and presentations on the theory, relevant research, techniques, and processes that are specific to the therapeutic approach under consideration. Practica involve supervised experience appropriate to the therapeutic modality. Students include practicum hours ~~obtained~~ accrued through therapy courses in the total number of practicum hours reported on internship applications.

At least three different therapy course sequences will be offered in each academic year, but offerings will vary from year to year depending upon demand and the availability of qualified instructors.

PSYC-8675. Child/Adolescent Clinical Interventions I
Examination of the theory, research, and practice of clinical interventions with children, adolescents and families with an emphasis on fundamental principles and empirical foundations of effective psychotherapy. Issues relevant to the practice of psychotherapy with different groups will be discussed. **Space is limited; preference will be given to students in the Child Clinical Track and more advanced students in the Clinical Neuropsychology track who have previously indicated that they intend to apply to child-focused internship sites.** ~~(Prerequisites: enrollment in Clinical Psychology Program; PSYC-8674; consent of instructor and Director of Clinical Training.) (Prerequisite or co-requisite: PSYC-8581.)~~ (3 seminar hours a week, plus practicum.)

PSYC-8677. Advanced Child/Adolescent Clinical Interventions I
This advanced course focuses on training in theory and practice of clinical interventions with children, adolescents and families. Emphasis is placed on advanced intervention skills applied to child and adolescent populations and problems. Primary focus of training will be in individual and co-therapy with child and adolescent groups. Students may also be trained in parent-child interventions and co-therapy in group interventions with parents. Students explore their own psychological functioning as well as the therapeutic process and thus have the opportunity for personal as well as professional growth. Space is limited; preference will be given to students in the Child Clinical Track. (Prerequisites: completion of M.A. requirements; PSYC-8675 and PSYC-8676~~; consent of instructor and Director of Clinical Training~~.) (3 seminar hours a week, plus practicum.)

PSYC-8683. Special Topics in Therapy I
This course provides an ~~Introduction~~ **introduction** to theory, research and therapeutic techniques related to a specific approach to intervention not covered by other therapy course offered in the Clinical Psychology Program (e.g., marital/couples, group, systemic, crisis intervention, interpersonal, existential, dialectical behaviour therapy). Topics will vary from year to year. ~~(Prerequisites: enrollment in Clinical Psychology Program; PSYC-8674; consent of instructor and Director of Clinical Training.) (Prerequisite or co-requisite: PSYC-8581.)~~ (3 seminar hours a week, plus practicum.) (May be repeated for credit if ~~content~~ **therapy modality is different** ~~changes and with permission of the instructor~~.)

PSYC-8684. Special Topics in Therapy II
Supervised practical experience in applying the specific therapeutic theory and techniques introduced in the linked PSYC-8683 offering. (Prerequisite: PSYC-8683.) (3 seminar hours a week, plus practicum.) (May be repeated for credit if ~~content~~ **therapy modality is different** ~~changes and with permission of the instructor~~.)

PSYC-8686. Brief Psychodynamic Psychotherapy II
Students continue supervised practice with at least one client according to the BPP approach selected for PSYC-8685. Concurrently, students learn to conduct interpretive work through readings, didactic instruction, and role playing. In the practicum portion of this course, students learn to conduct interpretive work with their clients within BPP. ~~(Prerequisites: PSYC-8674, PSYC-8581, PSYC-8685; consent of instructor and Director of Clinical Training.)~~ **(Prerequisite: PSYC-8685.)** ~~(3 hours a week plus practicum.)~~ **(3 seminar hours a week, plus practicum).**

PSYC-~~8688~~8702. Introductory Practicum in Clinical Neuropsychology
Students will work with mock clients as they develop their neuropsychological assessment skills; and observe more advanced students conducting neuropsychological assessments. After demonstrating basic mastery of test administration and clinical interpersonal skills, students will administer, score, and interpret neuropsychological measures under supervision. This course will be largely practice-based with group supervision as well as limited didactic instruction and will be co-taught with PSYC-8703 (Intensive practicum in clinical neuropsychology). Students register for this course for three full terms (Inter/Summer, Fall, Winter). (Pre-requisite: PSYC-8583 and consent of instructor). ~~(Graded on a pass/fail basis.)~~ **(Graded on a Pass/Fail basis.)**

PSYC-~~8689~~8703. Advanced Practicum in Clinical Neuropsychology
Students will continue to work with clinical supervisors to design test batteries, conduct interviews and assessments, provide diagnoses, and communicate results of assessment and recommendations for intervention to clients in this year-long course. In this second year of clinical practice, students will also serve as lead assessors with assistance from more junior students. This course will be largely practice-based with group and individual supervision as well as limited didactic instruction and will be co-taught with PSYC-8702 (Introductory Practicum in Clinical Neuropsychology). Students register for this course for three full terms (Inter/Summer, Fall, Winter). (Pre-requisites: PSYC-8688.) (Graded on a Pass/Fail basis.)

PSYC-8690. Family Therapy I
This course covers the background theory, research, and therapeutic techniques of the major approaches to family therapy. Issues relevant to the practice of psychotherapy with different groups will be discussed. **Preference will be given to students in the Child Clinical track.** ~~Supervised practica will be arranged with families and/or couples.~~ **Prerequisite: One previous therapy course sequence and one or more of the following: PSYC-8540, 8651 and/or 8675/8676.**

PSYC-8691. Family Therapy II
Seminar and supervised practice in family therapy. **(Prerequisite: PSYC-8690). (3 seminar hours a week, plus practicum).**

PSYC-8692. Cognitive Behaviour Therapy I
This is the first course in a two-course series that is designed to provide a reasonably comprehensive and practical overview of cognitive-behavioural therapy (CBT). The focus in this course is on understanding the basic premises of CBT and on developing assessment, case conceptualization, and basic intervention skills. During the associated practicum, student therapists provide therapy to two clients and attend weekly supervision meetings during which videotaped sessions are reviewed and discussed. **(3 seminar hours a week, plus practicum.)**

PSYC-8693. Cognitive Behaviour Therapy II
This course focuses on how CBT is applied to a range of common clinical problems, on how CBT may be adapted and modified to meet the needs of diverse populations (e.g., clients from different ethnic and cultural groups), and on reviewing empirical support for the use of CBT. Issues related to therapist training and supervision are addressed. **(Prerequisite: PSYC 8692.) (3 seminar hours a week, plus practicum.)**

PSYC-8694. Integrative Psychotherapy I
This course is designed to facilitate the student therapist's development of a personal framework for integrating theoretical concepts and therapeutic interventions across two or more psychotherapy approaches (e.g., CBT, EFT, Psychodynamic, Humanistic/Experiential) in the service of providing more individualized treatments to enhance client outcomes. Students will continue to explore personal development relevant to professional practice. Students see at least one therapy client under individual supervision. Priority is given to students in the Adult Clinical Track. ~~(Prerequisites: enrollment in Clinical Psychology Program; PSYC-8581; consent of instructor and Director of Clinical Training.)~~ (Co-requisite: PSYC-8715.) (6 hours a week, combined seminar and practicum.)

PSYC-8695. Integrative Psychotherapy II
Further development of an integrative psychotherapy framework with an emphasis on case conceptualization as applied to diverse syndromes, situations, and populations. The focus is on the therapist's ability to understand the client's situation and symptoms and to select appropriate interventions based on the therapist's own articulation of integrative psychotherapy. Students will continue to explore personal development relevant to professional practice. Students see at least one therapy client under individual supervision. Priority is given to students in the Adult Clinical Track. (Prerequisite: ~~enrollment in Clinical Psychology Program; PSYC-8581; consent of instructor and Director of Clinical Training;~~ PSYC-8694.) (Co-requisite: PSYC-8715.) (6 hours a week, combined seminar and practicum.)

PSYC-8696. Emotion Focused Therapy I
EFT is based on current emotion theory and experiential therapy theory and research emphasizing the central role of emotion in functioning and therapeutic change. This course covers the theory, research, and therapeutic techniques used in this treatment model. Students will participate in class discussions, role play exercises, and view videotapes of expert therapists. Supervised practica will begin the end of the first semester. **(3 seminar hours a week, plus practicum.)**

PSYC-8697 Emotion Focused Therapy II
EFT is based on current emotion theory and experiential therapy theory and research emphasizing the central role of emotion in functioning and therapeutic change. This course covers the theory, research, and therapeutic techniques used in this treatment model. Students will participate in class discussions, role play exercises, and view videotapes of expert therapists. ~~Supervised practica will begin the end of the first semester.~~ **(Prerequisite PSYC-8696.) (3 seminar hours a week, plus practicum.)**

PSYC-8707. Supervision, Consultation, and Interdisciplinary Relationships
This course explores models, ethics, and issues related to supervision and consultation in the practice of clinical psychology, and the benefits and challenges of working with professionals in other disciplines. It includes didactic, discussion, and experiential components. (Prerequisites: completion of M.A. requirements; consent of instructor and Director of Clinical Training.) (3 hours a week.) **(Graded on a Pass/Fail basis.)**

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?*

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

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:	**PSYC-8675. Child/Adolescent Clinical Interventions I PSYC-8676. Child/Adolescent Clinical Interventions II** **PSYC-8677. Advanced Child/Adolescent Clinical Interventions I** **PSYC-8678. Advanced Child/Adolescent Clinical Interventions II** **PSYC-8683. Special Topics in Therapy I** **PSYC-8684. Special Topics in Therapy II** **PSYC-8685 Brief Psychodynamic Psychotherapy I** **PSYC-8686. Brief Psychodynamic Psychotherapy II** **PSYC-~~8689~~8703. Advanced Practicum in Clinical Neuropsychology** **PSYC-8690. Family Therapy I** **PSYC-8691. Family Therapy II** **PSYC-8692. Cognitive Behaviour Therapy I** **PSYC-8693. Cognitive Behaviour Therapy II** **PSYC-8694. Integrative Psychotherapy I** **PSYC-8695. Integrative Psychotherapy II** **PSYC-8696. Emotion Focused Therapy I** **PSYC-8697 Emotion Focused Therapy II.)** **PSYC-8707. Supervision, Consultation, and Interdisciplinary Relationships** *(Learning Outcomes last updated October 6, 2017)*
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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ 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.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: *All listed therapy courses and PSYC 8707 were last reviewed 2017/10/06; PSYC 8688 and 8689 were last reviewed 2018/03/09* (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.31   **Psychology - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Arts, Humanities and Social Sciences**

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
Psychology	Dr. Dennis Jackson			

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.**	Fall 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**

PSYC-3310.Conducting Research in Psychology
Required for students anticipating honours thesis projects in their fourth year. Topics include: how to generate research ideas, philosophy and place of research in psychology, utilizing research advisors and supervision, using library resources, writing research reports, ethical issues in student research, planning effective research designs,

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

dealing with participant recruitment and data collection, locating research measures, making data analysis decisions, using statistical packages such as SPSS, disseminating research ideas and findings. (Prerequisites: **SOSC-2500** and PSYC-2300; and consent of **instructor or** the Undergraduate Program Chair.)

PSYC-4290.Practicum in Psychology
Supervised practicum in a university or community setting. Students will consolidate and enhance their knowledge about psychology and skills in connection with a specific project, activity, or task. The practicum experience may include the opportunity to be involved in some aspect of community change, peer counselling, or research, among other possibilities. (A 6.00 credit hour course.)(Prerequisites: consent of instructor; restricted to 4th year Psychology majors with cumulative and major averages of at least 70%.) (Antirequisite: PSYC-4280.) (~~1.5~~ **3.0** lecture hours and 8 practicum hours per week.)

PSYC-4960. Thesis: Seminar
Experience in conducting psychological research is viewed as necessary for graduate work in psychology. This course is designed to provide such experience through planning, developing, and writing a research proposal under individual faculty supervision. Group sessions on research ethics, procedures, writing, and data analysis. (Prerequisites: PSYC-2300; PSYC-3130 or equivalent; PSYC-3310;PSYC-3200; a cumulative average of at least 75%; a major average of at least 78%; and consent of Undergraduate Program Chair.) (Prerequisites for B.Sc. Honours Behaviour, Cognition and Neuroscience students: PSYC-2300; PSYC-3130 or equivalent; PSYC-3350, PSYC-3530, and PSYC-3580; an average of 78% or higher in Psychology courses; and consent of **instructor or** the Undergraduate Program Chair.)

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?*

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

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:	**PSYC.3310 – Conducting Research in Psychology** *(Note: These are new learning outcomes.)*
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/)	__X__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Generate research ideas that may be used to develop future research studies. (Also applicable to B, C, I) Review literature to effectively support rational hypotheses. (Also applicable to B, D) Recognize and identify ethical issues in research, and consider possible ways of handling problematic situations. . (Also applicable to B,C, E) Plan a strategy for recruiting participants. (Also applicable to B,C, E) Formulate a data analysis strategy. (Also applicable to B,C, D)	A. the acquisition, application and integration of knowledge
B. Locate research materials, such as relevant literature and measures. (Also applicable to C) Prepare a time management plan. (Also applicable to C, G)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**PSYC.4290. Practicum in Psychology** *(Note: These are new learning outcomes.)*
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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply the student's accumulated knowledge of psychology in an organizational setting, and to be able to understand and articulate how they are applying theories and principles of psychology.(Also applies to C, F, G) Establish productive working relationships in an agency setting where they are applying their psychological knowledge.(Also applies to E, F, G.) Problem-solve, provide mutual support, and share ideas and experiences related to working in a non-academic setting.(Also applies to C, E, F, G.) Understand current issues in research, theory, and practice asthey relate to work beyond the university setting.(Also applies to B, C, E, G.) Utilize their self-reflexive capabilities, report writing, and presentation skills.(Also applies to B, C, F, G.) Conduct themselves in a professional and ethical manner.(Also applies to E, F, G.) Provide service to our community.(Also applies to E, F, G.)	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**PSYC.4960. Thesis Seminar** *(Note: These are new learning outcomes.)*

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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A.	A. the acquisition, application and integration of knowledge
B. Generate a research idea that is appropriate in scope to be tested in the available time (Also applies to A, C.) Locate and select research materials that are appropriate to one's specific research project(Also applies to A, C.) Review literature effectively to support one's research idea(Also applies to A, C, D.) Describe the appropriate methods that will be used to test one's research question(Also applies to C, F.) Keep track of one's research process through timely completion of milestones.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Write a research proposal for an empirical research investigation(Also applies to C, F.)	
C.	C. critical thinking and problem-solving skills
D. Identify and justify the appropriate statistical techniques or otheranalytic methods for one's research questions(Also applies to B.)	D. literacy and numeracy skills
E. Prepare an application to the Psychology Research Ethics Committee(Also applies to B, F)	E. responsible behaviour to self, others and society
F. Describe one's research ideas and proposed methods in an oral presentation(Also applies to H.)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.32:   **Sociology, Anthropology and Criminology - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Arts Humanities and Social Sciences**

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

			Supportive	
AAU Consulted	**AAU Head/Directors**	**Date Consulted**	**Yes**	**No**

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.	Fall 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

SACR-1000. Understanding Social Life
Understanding society through the exploration of contemporary social issues. (SACR-1000 is intended as a course for students who are not majors or minoring in Sociology, Criminology, Anthropology, and Family and Social Relations programs.) (Students who complete SACR-1000 may **not** subsequently enroll in SACR-1100 for credit.)

SACR-3270. Social Movements
An examination of theories and case studies of world revolutions, class struggles, and various social movements, such as the feminist, gay and lesbian, labour, native, ecological, and other movements. (Also offered as WORK-3270) (Prerequisites: SACR-1100, **SACR-1000, or** WORK-1000 and semester 5 or higher standing) (Credit can only be obtained for either SACR-3270 or WORK-3270).

SACR-3400. Food and Global Sustainability
This course offers a comparative examination of the emergence of a global food system and its implications for culture, environment, working conditions, health, and population movements. (Prerequisites: one of SACR-1100, **SACR-1000,** SACR-2130, SACR-2200, or SACR-2270 ~~or SACR-2400~~, and semester 5 or higher standing or instructor's consent).

SACR-3560. Cultural Theory
Through a selective examination of social theory, this seminar examines key ideas that inform identities and reflect contemporary issues. Topics may include: race, culture and ethnicity, colonial and post-colonial theory. (Prerequisite: **SACR-2900 and SACR 2910** ~~SACR-2130 and~~ semester 5 or higher standing)

SACR-3730. Contemporary Criminological Theory
A review of modern theoretical approaches in criminology. (Prerequisites: **SACR-2910, SACR-2900,** SACR-2600 and SACR-2620 and semester 5 or higher standing.)

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?*

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

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 <u>bolding and underlining</u>. 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:	**SACR-1000. Understanding Social Life** *NOTE: Learning outcomes were last reviewed April 12, 2013 which is longer then 5 years ago.*
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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**_X___** Provide learning outcomes for the course by completing the Learning Outcomes Table below. *NOTE: Learning outcomes were last reviewed April 12, 2013 which is longer then 5 years ago.*
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

Course Learning Outcomes SACR-1000. Understanding Social Life *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe, explain and apply key concepts, theories and methods used in sociology.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of sociology and identify strengths and limitations of methodological approaches discussed in the course.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on basic sociological concepts, theories and methods and how they apply to real-world ideas, problems and issues	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and present well organized and coherent evidence	D. literacy and numeracy skills

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

Course Learning Outcomes **SACR-1000. Understanding Social Life** *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
E. Reflect critically on personal choices regarded social interactions and propose and assess solutions	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form and discuss and debate issues of social concern.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-3270. Social Movements** *(Note: Learning outcomes last updated May 10, 2019)*
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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ 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.	_X___ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:

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

	__May 10, 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:	**SACR-3400. Food and Global Sustainability** *(Note: Learning outcomes last updated March 19, 2018)*
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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** 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.	**_X___** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **March 19, 2018** (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:	**SACR-3560. Cultural Theory** *(Note: Learning outcomes last updated May 10, 2019)*
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/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **May 10, 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:	**SACR-3730. Contemporary Criminological Theory** *(Note: Learning outcomes last updated May 10, 2019)*
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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ 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.	_X___ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _May 10, 2019(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development

*5.33   **Women's and Gender Studies - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Arts, Humanities, and Social Sciences**

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
Psychology	Dr. Dennis Jackson	March 17, 2021	X	
Sociology, Anthropology, & Criminology	Dr. Nick Harney	March 17, 2021	X	
Social Work	Dr. Robin Wright	March 17, 2021	X	
History	Dr. Rob Nelson	March 18, 2021	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.**	Undergraduate Fall 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**

WGST-3340. Love, Honour, and Obey: Marriage and Gender
Romantic heterosexual love shapes contemporary notions of marriage for both straight and gay women. But marriage is about much more than love. It shapes women's lives and organizes relations between women and men. This course examines the interpersonal, economic, social, cultural, and legal aspects of marriage past and present,

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

primarily in North America. **(Also offered as History HIST-3340.)** (Pre-requisite: One Women's and Gender Studies course or HIST-2510 or permission of the instructor.)

WGST-3500. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers. Restricted to students who have attained a cumulative GPA of 66% or higher at the time of application. (Prerequisite: Semester 4 standing or above and permission of the instructor by online application at bystander initiative.ca) (Also offered as SOSC-3500, PSYC-3500, **SJST-3500,** SWRK-3500, and SACR-3500.)

A.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 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?

All Women's and Gender Studies courses apply an intersectional feminist analysis to the subject matter under study. Inclusive to this analysis is an examination of the ways in which social and political identities overlap and intersect to create diverse experiences for members of specific racial and ethnic populations, including Indigenous populations. This course advances an intersectional understanding of barriers to intervention and access to support services and justice.

WGST-3500: This course addresses gendered colonial violence against Indigenous women and girls. Specifically, advancing understanding of the ongoing and interrelated impacts of settler colonialism, violence, and intergenerational trauma.

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	☐	☐
capstone	☐	☐
clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐

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

internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
labs	☐	☐

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:	**WGST-3340: Love, Honour, and Obey: Marriage and Gender**

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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**X** 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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. • Explain that marriage is not just a personal relationship but also a major social institution that has served to organize political alliances, kinship relations, economic activity, property, individuals' relationships with the state, and gender relations. • Describe when and how the romantic love ideal arose in **North American and** European cultures. • Describe when and how various challenges to traditional forms of marriage developed. • **Describe non-Western marriage practices and how they may translate in North America.** • Demonstrate the role of the modern-day wedding industry in promoting marriage	A. the acquisition, application and integration of knowledge
B. • Locate an appropriate scholarly article through library research. • Utilize proper citation of sources in course assignments.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Recognize different perspectives on course topics, e.g. feminist, gay and lesbian. • Choose and apply a perspective to analyze an issue and justify their particular viewpoint. • Recognize that knowledge in general is complex and that multiple perspectives are always possible.	C. critical thinking and problem-solving skills
D. • Read and comprehend short texts through exercises in outlining and summarizing the argument of a text.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. • Articulate his or her own point of view orally. • Show respect for alternative views that others may hold.	F. interpersonal and communications skills
G. • Work cooperatively in small groups to analyze an article and decide how to report clearly on the results.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. • Explain the importance of personal and political activism as a means of changing the institution of marriage.	I. the ability and desire for continuous learning

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:	**PSYC-3500, SACR-3500, SOSC-3500, SWRK-3500, WGST-3500** **Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**

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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**X** 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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply the relevant theory and research respecting: sexual violence prevention, bystander intervention, social norms, and social change.	A. the acquisition, application and integration of knowledge
B. Critically evaluate the relevant literature. Also applies to D.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate situations and formulate appropriate strategies to reduce risk of sexual violence.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Develop strategies to interest others in changing social norms around sexual violence. Analyze and critique personal investments in racist, sexist, and/or homophobic discourses which support sexual violence and sexual assault.	E. responsible behaviour to self, others and society

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
F. Formulate constructive feedback for group members. Also applies to G. Implement constructive feedback from group members and course instructors. Also applies to G.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Apply sexual violence prevention knowledge and principles in other settings (e.g., the workplace).	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.34:   **Computer Scienc**e **Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Science**

This package contains the following course learning outcomes:
COMP-1000. Key Concepts in Computer Science
COMP-1047. Computer Concepts for End-Users
COMP-1400. Introduction to Algorithms and Programming I
COMP-1410. Introduction to Algorithms and Programming II
COMP-2120. Object-Oriented Programming Using Java
COMP-2140. Computer Languages, Grammars, and Translators
COMP-2310. Theoretical Foundations of Computer Science
COMP-2560. Systems Programming
COMP-2650. Computer Architecture I: Digital Design
COMP-2660. Computer Architecture II: Microprocessor Programming
COMP-2750. Selected Topics
COMP-2800. Software Development
COMP-3110. Introduction to Software Engineering
COMP-3150. Database Management Systems
COMP-3300. Operating Systems Fundamentals
COMP-3400. Advanced Object Oriented System Design Using C++
COMP-3500. Introduction to Multimedia Systems
COMP-3520. Introduction to Computer Graphics
COMP-3540. Theory of Computation
COMP-3670. Computer Networks
COMP-3710. Artificial Intelligence Concepts
COMP-3750. Selected Topics
COMP-3760. Selected Topics
COMP-4110. Software Verification and Testing
COMP-4150. Advanced and Practical Database Systems
COMP-4200. Mobile Application Development
COMP-4220. Agile Software Development
COMP-4400. Principles of Programming Languages
COMP-4670. Network Security
COMP-4680. Advanced Networking
COMP-4730. Advanced Topics in Artificial Intelligence I
COMP-4740. Advanced Topics in Artificial Intelligence II
COMP-4750. Selected Topics
COMP-4760. Selected Topics
COMP-4800. Selected Topics in Software Engineering

COMP-1000. Key Concepts in Computer Science	Characteristics of a University of Windsor Graduate
	A U of Windsor graduate will have the ability to demonstrate:
• **Apply knowledge of logic, sets, functions, sequences and series, algorithm complexity, recursion, and mathematical induction.** • **Analyze expressions of first-order propositional logic with respect to satisfiability, validity, and logical consequence (also relevant to C).**	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• **Interpret** ~~Reason~~ mathematically ~~about~~ basic (discrete) structures ~~(such as numbers, sets, lists, graphs, etc.)~~ used in Computer Science. • Evaluate elementary mathematical arguments and identify fallacious reasoning. • Prove elementary arithmetic and algebraic properties of the integers, and modular arithmetic, and explain some of their basic applications in Informatics. • ~~Create conditional, compositional, and recursive algorithms for processing numbers and lists~~. • Prove, using structural induction, properties of data structures and algorithms. • **Analyze recursive algorithms applied to list and tree data structures.** • ~~Create algorithms to process queries for relational databases~~. • Calculate the computational time complexity of algorithms (also relevant to ~~Section~~ A). • ~~Analyze expressions of first-order propositional logic with respect to satisfiability, validity, and logical consequence (also relevant to Section A)~~. • Explain the concepts of formal proof, soundness, and completeness (also relevant to ~~Section~~ A).	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Explain how solutions to computational problems were derived.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-1047. Computer Concepts for End-Users

Course Learning Outcomes COMP-1047. Computer Concepts for End-Users At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Describe the components of a computerized system and the interactions between these components in supporting end users. • Describe the capabilities of the Internet. • Use the Internet effectively to find, send, and receive information. • Explain the use of databases in an information society.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
• Use a productivity suite of applications, including presentation tools, database tools, spreadsheet tools, word processing tools. • Create objects in one application and then link or embed them in a second application in order to manage and complete projects. • Apply productivity software to effectively manage and complete projects.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Create program documentation for use by other people. • ~~Create usage manuals for programs~~.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-1400. Introduction to Algorithms and Programming I

Course Learning Outcomes COMP-1400. Introduction to Algorithms and Programming I At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Discuss and explain programming and working in a modern computing system environment. • Define and implement C program solutions to problems involving use of sequential logic, decision logic and repetition logic control structures, simple standard input and output using C library functions, simple output formatting, simple and array data structures, simple array algorithms including search, functions with different parameter-passing mechanisms, and variables with different scope.	A. the acquisition, application and integration of knowledge
• Use tools for top-down design approach to problem solving, such as structure chart, flowchart, test and verification and tracing.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Prepare and create algorithmic solutions to a wide variety of problems.	C. critical thinking and problem-solving skills
• Work with standard UNIX operating system. • Work with computers in terms of creating and executing programs.	D. literacy and numeracy skills
• Follow professional principles of protection of intellectual property.	E. responsible behaviour to self, others and society
• Present program solutions to the others.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Create efficient C programs for simple real-world problems (like student-record collection or matrix calculation).	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-1410. Introduction to Algorithms and Programming II

Course Learning Outcomes COMP-1410. Introduction to Algorithms and Programming II At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Discuss and explain programming in the C language and working in Unix environment. • Define and implement C program solutions to problems involving use of simple and array data structures, search and sorting algorithms, character and string data structures, string processing algorithms, C library functions, functions with different parameter-passing mechanisms, variables with different range and scope, pointer variables and manipulation of pointers, dynamic storage allocation and record data structures, linked list data structures, text and binary file input and output, input and output formatting, and function recursion.	A. the acquisition, application and integration of knowledge
• Use textbooks, programming references and online help to access necessary information to learn new programming languages and techniques.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Prepare and create algorithmic solutions to a wide variety of problem. • Explain, discuss, and analyze the algorithmic complexity of simple algorithms.	C. critical thinking and problem-solving skills
• Work within a standard modern operating system and laboratory environment. • Appropriately employ editors, compilers and runtime debugging. • Document and comment (i.e., add explanatory non-computational comments) a program for future maintenance.	D. literacy and numeracy skills
• Follow professional principles of protection of intellectual property.	E. responsible behaviour to self, others and society
• Present program solutions to the others.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Create efficient and optimized C programs for simple real-world problems (like student-record collection, matrix calculation, textual games).	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-2120. Object-Oriented Programming Using Java

COMP-2120. Object-Oriented Programming Using Java At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Define and implement Java programs involving use of sequential logic, decision logic and repetition logic control structures, and simple standard input and output. • Express the formal concepts of object-oriented programming language as a new paradigm of software development. • Create Java programs using object-oriented programming methodology (Also relevant to C and H). • Apply data structures using Java as required. • Document and comment on Java programs for future maintenance.	A. the acquisition, application and integration of knowledge
• Use textbooks, programming references and online resources to access necessary information to learn new object-oriented programming languages and techniques. • Write and debug (i.e., locate revise and re-execute) robust, efficient, and elegant object-oriented programs.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Analyze object-oriented programs. • Select appropriate algorithms and data structures for solving complex problems. • Evaluate algorithms and choose appropriate data structures.	C. critical thinking and problem-solving skills
• Recognize the importance of object-oriented programming languages.	D. literacy and numeracy skills
• Adhere to the professional principles of protection of intellectual property.	E. responsible behaviour to self, others and society
• Create program documentation for use by other people. • Create user's manuals for programs, using standard Java documentation	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Create object-oriented program solutions for real-world problems (like simple textual games, and various record collections)	H. creativity and aesthetic appreciation
• Explain how to start object-oriented programming with graphical user interface capability	I. the ability and desire for continuous learning

COMP-2140. Computer Languages, Grammars, and Translators

COMP-2140. Computer Languages, Grammars, and Translators <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Distinguish between grammars in Chomsky Hierarchy such as regular, context free, and context sensitive grammars. • Transform any regular expression to its corresponding regular grammar, and vice versa. • Give formal derivations that lead grammars to sentences and draw parse trees for any given grammar. • Run scanner generator (based on regular grammar) and parser generator (based on context free grammar).	A. the acquisition, application and integration of knowledge
• Transform regular grammars into finite state machines. • Distinguish types of finite state machines, for example, Deterministic Finite Automata (DFA) and Non-deterministic Automata (NFA). • Generate parsers from context free grammars. • Trace the parsing process using parse tables. • Explore different types of parsing, that is, top-down parsing and bottom-up parsing. • Write recursive descent parsing. • Discern whether a grammar is ambiguous by using parse trees or left-most/right-most derivations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Write very large and correct computer programs by generating code automatically from grammars.	C. critical thinking and problem-solving skills
• Describe programming problems in high level specifications, that is, grammars. • Describe program translation tasks using attribute trees.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-2310. Theoretical Foundations of Computer Science

COMP-2310. Theoretical Foundations of Computer Science At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Analyze and use the syntax and semantics of well-formed formulas (expressions) in propositional and first-order logic. • Determine the validity or non-validity of well-formed formulas in propositional and first-order logic using formal proof methods. • Define fundamental concepts in set theory using first-order logic notation. • Define properties of relations and functions using first-order logic and set-theoretic notation. • Reason about fundamental concepts in set theory, relations and functions using formal proof methods. • Apply the diagonalization technique to prove the existence of uncountable sets, non-computable functions, etc. • Define fundamental graph-theoretic concepts using first-order logic and set-theoretic notation. • Prove fundamental properties of graph-theoretic concepts using formal proof methods.	A. the acquisition, application and integration of knowledge
• Formulate computational problems and their solutions using logical and set-theoretic notations. • Solve computational problems and verify the correctness of their solutions. • Apply set-theoretic and/or graph-theoretic concepts to solve computational problems	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Describe intuitive ideas rigorously using logical and set-theoretic notations. • Convert intuitive arguments into rigorous proofs.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Communicate precisely using logical and set-theoretic notations in scientific research (also relevant to D).	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-2560. Systems Programming

Course Learning Outcomes COMP-2560. Systems Programming *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Apply operating system concepts to solve systems programming problems in a Linux system environment.	A. the acquisition, application and integration of knowledge
• Identify systems programming problems. Access and evaluate information from Linux manual.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Combine ideas to develop systems programming solutions for a variety of problems and requirements, using system calls to Linux kernel.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• Develop software while respecting licensing restrictions in the Linux environment.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Identify problems/shortcomings in existing methodologies and propose solutions to solve/improve them.	H. creativity and aesthetic appreciation
•	I. the ability and desire for continuous learning

COMP-2650. Computer Architecture I: Digital Design

COMP-2650. Computer Architecture I: Digital Design <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Analyze and design combinatorial and sequential circuits (also relevant to C). • Explain how a computer system works (also relevant to D).	A. the acquisition, application and integration of knowledge
• Retrieve and evaluate information about the performance and speed of different processors.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Design arithmetic circuits, logic circuits and shifting circuits, according to specifications. • Design Arithmetic Logic Unit for processors. • Select and use control circuits for a processor	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-2660. Computer Architecture II: Microprocessor Programming

Course Learning Outcomes COMP-2660. Computer Architecture II: Microprocessor Programming At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Define and recognize different data types used in assembly language programming • Describe and explain the relationship between a CPU architecture and its machine instruction set. • Analyze and explain how a program works (also relevant to F). • Describe and explain the use of stacks for parameter passing and procedure calls (also relevant to F). • Describe the operation of a floating-point unit and demonstrate understanding of floating-point representations.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Create assembly language programs to perform specified functions. • Recognize and correct both logical and syntax errors in an assembly language program. • Analyze and explain how a program works at the hardware level.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Discuss the characteristics of segmented memory and virtual memory.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-2750. Selected Topics At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Identify the authoritative sources, documentation, and standards related to the programming language(s) or tool(s) identified in the course topic. • Reproduce a working programming environment for compiling, executing, and debugging the programming language(s) identified in the course topic. • Define the key features and limitations of the programming environment or tool(s) identified in the course topic.	A. the acquisition, application and integration of knowledge
• Differentiate computational problem feasibilities by means of evaluating requirements and classifying the underlying algorithmic complexities	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Construct working solutions for various computational problems related to the selected course topic. • Reproduce existing solutions and integrate them in a variety of requirement or problem settings. • Compose algorithmic solutions and compare alternate approaches by measuring their efficiency	C. critical thinking and problem-solving skills
• Recall the mainstream problem-solving approaches and interpreting them in the context of the selected course topic. • Demonstrate competence in the selected course topic at a level suitable for developing industry or real-world applications	D. literacy and numeracy skills
• Explain the ethical standards and professional conduct attributed to the applications impact from the knowledge gained from the selected course topic. • Recognize the authorship of source code and problem implementations, and properly reference the original sources used in a developed solution	E. responsible behaviour to self, others and society
• Report a technical solution in high-level form suitable for a general audience	F. interpersonal and communications skills
• Plan an effective team strategy for problem solving. • Debate alternate approaches for problem solving and compose a convincing explanation for the final outcomes.	G. teamwork, and personal and group leadership skills
• Apply creative thinking to explain and solve complex problems	H. creativity and aesthetic appreciation

COMP-2750. Selected Topics At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Develop a degree of autonomy to identify and integrate new and ongoing feature changes related to the standard or versions of the programming language(s) or tool(s) introduced in this selected course topic	I. the ability and desire for continuous learning

COMP-2800. Software Development

COMP-2800. Software Development At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Develop programs using the event-driven paradigm. • Develop concurrent systems. • Design and implement programs with advanced human/computer interaction. • Develop automated software engineering tools using inter-process communication	A. the acquisition, application and integration of knowledge
• Retrieve and use helpful information from Java API (also relevant to D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Develop correct implementations to satisfy sets of software requirements	C. critical thinking and problem-solving skills
• Identify suitable software libraries and library functions to accomplish a given programming task	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Communicate precisely using software engineering terminologies	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Find suitable designs and implementation solutions to problems using any methods available from Java library	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-3110. Introduction to Software Engineering

Course Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Describe fundamental concepts, common principles, and main issues involved in the development life-cycle of nontrivial software systems.	A. the acquisition, application and integration of knowledge
Estimate the cost of software systems. Examine the market for competitive factors. Compare the features and prices of similar products.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze problems in hand and propose appropriate software engineering techniques or methods to solve problems.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Examine the professional responsibilities of software engineers.	E. responsible behaviour to self, others and society
Report the results of market investigations and/or software development project.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Examine the importance of software engineers in the success of software development.	H. creativity and aesthetic appreciation
Relate software engineering methodologies to other application areas of computer science. Relate academic study to industry practice.	I. the ability and desire for continuous learning

COMP-3150. Database Management Systems

Course Learning Outcomes COMP-3150. Database Management Systems *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Explain effectively the underlying concepts of database technologies and architecture. • Apply theory of normalization to databases. (Also relevant to E) • Implement theoretical concepts in relational database systems in industry.	A. the acquisition, application and integration of knowledge

Course Learning Outcomes COMP-3150. Database Management Systems *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Assess an understanding of relational algebra and relational calculus. • Translate English queries into SQL queries against real databases. • Design and assess file structures for database applications. (Also relevant to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Apply integrity constraints on a database using a state-of-art RDBMS. (Also relevant to E)	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Illustrate DBMS Concepts.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Choose appropriate translation of English queries into SQL queries against real databases.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

Course Learning Outcomes COMP-3300. Operating Systems Fundamentals	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
• Describe the basic concepts of operating systems, including development and achievements, functionalities, objectives, structures, and components. • Analyze the key trade-offs between multiple approaches to operating system design (also relevant to C). • ~~Explain how memory, I/O devices, files, processes and threads are managed.~~ • ~~Demonstrate understanding of~~ **Identify** concepts related to processes, synchronization, multitasking, deadlock and starvation and resource control (CPU, physical and virtual memory, process scheduling, I/O, and files).	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Analyze concurrency control and deadlock detection/recovery mechanisms in contemporary operating systems (also relevant to A). • Evaluate the performance of various scheduling algorithms.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Explain how solutions to problems involving concurrency control are derived.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• ~~Recognize the evolving needs of users and computational environments over a period of time.~~ • Combine new design principles with existing approaches.	I. the ability and desire for continuous learning

COMP-3400. Advanced Object Oriented System Design Using C++

COMP-3400. Advanced Object Oriented System Design Using C++ *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Define and implement efficient and robust C++ program solutions for complex problems.	A. the acquisition, application and integration of knowledge
• Use tools for top-down design approach to problem solving.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Prepare and create algorithmic solutions to a wide variety of problems.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• Prepare projects following professional principles of protection of intellectual property. • Formulate and follow a schedule**s** in order to complete major projects.	E. responsible behaviour to self, others and society
• Create project documentation.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Design aesthetically pleasing end user interfaces.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-3500. Introduction to Multimedia Systems

Course Learning Outcomes COMP-3500. Introduction to Multimedia Systems At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Demonstrate understanding of multimedia components and employ techniques to develop applications using multimedia authoring process.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Identify requirements to create aesthetically pleasant multimedia presentations. (Also relevant to H)	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• Design and develop original and aesthetically pleasing multimedia presentations (Also relevant to H) • Observe and practice ethical and responsible behavior in following the copyright laws of the material used/developed in multimedia presentations.	E. responsible behaviour to self, others and society
• Justify project design and techniques employed through presentations and design report.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-3520. Introduction to Computer Graphics *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Apply knowledge of computer graphics concepts to create graphics-based programs. • Design programs using graphics libraries to create objects, scenes, and animations in 2D and 3D.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Combine existing algorithms to develop computer graphics programs for solving more complex problems.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• Develop software while respecting licensing restrictions in the computer graphics area.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
•	G. teamwork, and personal and group leadership skills
• Identify problems/shortcomings in existing computer graphics solutions and propose possible improvements. Design aesthetically pleasant computer graphics	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-3540. Theory of Computation

Course Learning Outcomes COMP-3540. Theory of Computation *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Discuss and explain the relative powers of different computational models (e.g., Finite State Machines, Pushdown Automata, Turing Machines). • Classify and explain a regular language, a context-free language, a recursively enumerable language. • Demonstrate that languages belong in given classes by designing suitable automata that accept them. (Also relevant to C) • Identify and formulate mechanisms for generating languages accepted by relevant computational models (right-linear grammars, context-free grammars, etc.). (Also relevant to B)	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Determine and assess that there are problems for which no algorithms can be designed – that is, some languages are undecidable.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Explore what lies beyond "undecidability", for example, Oracle Turing Machines.	I. the ability and desire for continuous learning

COMP-3670. Computer Networks

Course Learning Outcomes COMP-3670. Computer Networks *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Explain data communication and computer network principles. • Discuss the design principles and philosophy of computer network protocols. • Demonstrate experience in designing computer networks using different network appliances such as hubs, switches, and routers. • Demonstrate an understanding of network architecture, both hardware and software. Explain routing protocols and how they work.	A. the acquisition, application and integration of knowledge
• Research networking topics using various sources, including textbooks, RFC documents, and Internet sources (Also relevant to I).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Criticize different design frameworks for computer networking, such as the end-to-end principle.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-3710. Artificial Intelligence Concepts

Course Learning Outcomes COMP-3710. Artificial Intelligence Concepts At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Characterize and contrast the standard agent architectures • Describe the trade-offs between optimality and efficiency in search • Explain the distinction between deductive, inductive, and non-monotonic (abductive) inference. • Implement simple algorithms for supervised learning, reinforcement learning, and unsupervised learning.	A. the acquisition, application and integration of knowledge
• Express a problem space**s** in terms of states, operators, an initial state, and a description of a goal state. • Explain and apply the resolution technique for theorem proving. • Apply probabilistic reasoning and identify its limitations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Compare common models used for structured knowledge representation, highlighting their strengths and weaknesses. • Solve inference problems using logic, search, and probabilistic techniques.	C. critical thinking and problem-solving skills
• Read and write technical material using the appropriate technical terminology used in the field of artificial intelligence.	D. literacy and numeracy skills
• Explain the legal and ethical implications of artificial intelligence.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-3750. Selected Topics

Course Learning Outcomes COMP-3750. Selected Topics At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Identify the authoritative sources, documentation, and standards related to the programming language(s) or tool(s) identified in the course topic. • Reproduce a working programming environment for compiling, executing, and debugging the programming language(s) identified in the course topic. • Define the key features and limitations of the programming environment or tool(s) identified in the course topic.	A. the acquisition, application and integration of knowledge
• Differentiate computational problem feasibilities by means of evaluating requirements and classifying the underlying algorithmic complexities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Create conditional, compositional, and recursive algorithms for real-world computational problems (also relevant to A).	C. critical thinking and problem-solving skills
o Recall the mainstream problem-solving approaches and interpreting them in the context of the selected course topic. • Demonstrate competence in the selected course topic at a level suitable for developing industry or real-world applications.	D. literacy and numeracy skills
• Explain the ethical standards and professional conduct attributed to the applications impact from the knowledge gained from the selected course topic.	E. responsible behaviour to self, others and society
• Explain how solution to computational problems were derived.	F. interpersonal and communications skills
• Debate alternate approaches for problem solving and compose a convincing explanation for the final outcomes.	G. teamwork, and personal and group leadership skills
• Apply creative thinking to explain and solve complex problems.	H. creativity and aesthetic appreciation
• Develop a degree of autonomy to identify and integrate new and ongoing feature changes related to the standard or versions of the programming language(s) or tool(s) introduced in this selected course topics course.	I. the ability and desire for continuous learning

COMP-3760. Selected Topics

Course Learning Outcomes COMP-3760. Selected Topics At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Identify the authoritative sources, documentation, and standards related to the programming language(s) or tool(s) identified in the course topic. • Reproduce a working programming environment for compiling, executing, and debugging the programming language(s) identified in the course topic. • Define the key features and limitations of the programming environment or tool(s) identified in the course topic.	A. the acquisition, application and integration of knowledge
• Differentiate computational problem feasibilities by means of evaluating requirements and classifying the underlying algorithmic complexities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Create conditional, compositional, and recursive algorithms for real-world computational problems (also relevant to A).	C. critical thinking and problem-solving skills
o Recall the mainstream problem-solving approaches and interpreting them in the context of the selected course topic. • Demonstrate competence in the selected course topic at a level suitable for developing industry or real-world applications.	D. literacy and numeracy skills
• Explain the ethical standards and professional conduct attributed to the applications impact from the knowledge gained from the selected course topic.	E. responsible behaviour to self, others and society
• Explain how solution to computational problems were derived.	F. interpersonal and communications skills
• Debate alternate approaches for problem solving and compose a convincing explanation for the final outcomes.	G. teamwork, and personal and group leadership skills
• Apply creative thinking to explain and solve complex problems.	H. creativity and aesthetic appreciation
• Develop a degree of autonomy to identify and integrate new and ongoing feature changes related to the standard or versions of the programming language(s) or tool(s) introduced in this selected course topics course.	I. the ability and desire for continuous learning

COMP-4110. Software Verification and Testing

COMP-4110. Software Verification and Testing At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• ~~Verify and test software~~ • **Acquire knowledge of activities and methodologies in software verification and testing.**	A. the acquisition, application and integration of knowledge
• ~~choose appropriate technique(s) for verification/ testing and evaluate the results of the exercises~~ • Choose appropriate technique(s) for, and evaluate the results of, verification/ testing. • ~~choose proper level of abstraction to build test models and to define the testing and verification problems~~	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Analyze the strengths and weakness of different techniques for software verification and testing. • **Demonstrate skills of identifying and applying adequate techniques according to the software artifacts under testing.** • ~~solve practical problems in software testing~~	C. critical thinking and problem-solving skills
• Identify techniques for test automation and develop related automated tools. • Explain the values of tools **for testing automation** in general, and their benefits in practice in particular	D. literacy and numeracy skills
• **Recognize and value the professional responsibilities of software testers.** • ~~conduct work in a manner consistent with the professional responsibilities of software testers.~~	E. responsible behavior to self, others and society
• **Choose appropriate channels and media for team communication.** • **Identify difficulties, solve problems, and schedule group meetings.** • Express progress and/or results using proper software engineering terminologies	F. interpersonal and communications skills
• **Organize groups according to project needs.**	G. teamwork, and personal and group leadership skills
• Appraise ~~software~~ solutions and accomplishments of software testers	H. creativity and aesthetic appreciation
• **Appraise the added value of testing and verification towards the high quality of software products.** • **Demonstrate ability for advanced study in foundations of software engineering and in methodologies of software development.**	I. the ability and desire for continuous learning

COMP-4150. Advanced and Practical Database Systems

Course Learning Outcomes COMP-4150. Advanced and Practical Database Systems At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Explain and apply database systems theories to building practical applications with specific tools. • Design databases that obey normal forms theory and rules. • Use SQL, DDL, and DML, relational algebra and calculus to query databases. • Illustrate file organizations and indexing. • Integrate query optimization, transaction management, and database administration. (Also relevant to C and E) • Use SQL and PL/SQL on database management systems (DBMS) to build database applications. • Perform GUI based database development with DBMS front ends tools such as forms, php.	A. the acquisition, application and integration of knowledge
• Collect and analyze business requirements for organized and structured databases. (Also relevant to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Perform database development (GUI) with DBMS front end tools. • Apply academic database theory to build practical and useful database systems. (Also relevant to I)	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Explain and demonstrate technical information regarding database systems.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-4200. Mobile Application Development At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Assemble (i.e., install and configure) and employ a complex mobile application development environment. • Integrate knowledge of graphics interface design, object-oriented programming, data management, systems programming, and client-server programming in the design of application**s**.	B. the acquisition, application and integration of knowledge
• Identify new software components that are available from many sources, evaluate the usefulness of those components, and retrieve and install those components which are relevant to **given** project**s** ~~that they are working on.~~	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Define and analyze end-user requirements for ~~a~~ mobile application**s**. • Design and construct non-trivial applications involving choice of: a. an appropriate graphical end-user interface (taking into account the "cost" in terms of time of the implementation); b. an appropriate data management strategy. c. an appropriate means of communication with remote computing resources (residing on remote compute servers); and d. the construction of modular object-oriented programs to provide the logic for the application.	C. critical thinking and problem-solving skills
• ~~Use~~ **Interpret** extremely complex instructions on how to construct ~~a~~ mobile application**s** in a development environment. • Construct end-user manuals and program documentation	D. literacy and numeracy skills
• ~~Work responsibly and~~ Follow a schedule of activities to deliver a software product on time.	E. responsible behaviour to self, others and society
• ~~Better explain complex ideas (to the instructor) and potential users of the mobile application.~~ • **Explain complex ideas to diverse audiences, including potential users of mobile applications.** • Justify technical design decisions ~~made.~~	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Create aesthetically pleasing end-user interfaces to mobile applications.	H. creativity and aesthetic appreciation
• ~~Recognize that mobile application technology is changing rapidly and therefore develop an understanding that it is necessary to keep up to date with the latest developments in one of the fastest -growing segments of the IT industry.~~	I. the ability and desire for continuous learning

COMP-4220. Agile Software Development

Course Learning Outcomes COMP-4220. Agile Software Development At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Describe the principles of the Agile software development process. • Demonstrate proficiency in the use of the extreme Programming methodology.	A. the acquisition, application and integration of knowledge
• Assess technologies and approaches **of Agile software development** ~~learned in the course~~	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Apply the Agile software development process to industry-oriented projects.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• **Reliably interpret customer expectations. (also relevant to f).** • ~~Interpret reliably customer expectations~~	E. responsible behaviour to self, others and society
• Assess customers' acceptance tests. • ~~Interpret reliably customer expectations~~	F. interpersonal and communications skills
• Organize ~~the~~ software development activities in a team environment. • Solve industry-oriented problems cooperatively.	G. teamwork, and personal and group leadership skills
• Show creativity in the development of project ideas	H. creativity and aesthetic appreciation
• Appraise and select new languages and tools for software development.	I. the ability and desire for continuous learning

COMP-4400. Principles of Programming Languages At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Explain key concepts of programming languages. List paradigms of programming languages and their characteristics. Write functional and logic programs. Write correct terms in lambda calculus and carry out reductions in lambda calculus. Describe semantics of conventional programs, using formal notations such as Hoare Logic.	A. the acquisition, application and integration of knowledge
• Identify and describe new developments in programing languages	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Describe the pros and cons of declarative and imperative programming languages.	C. critical thinking and problem-solving skills
• Read and write programs written in functional and logic programming languages.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Communicate with programmers effectively using concepts in programming languages.	F. interpersonal and communications skills
• Describe and present problem specifications in formal notations.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Apply concepts in programming language design in emerging technologies.	I. the ability and desire for continuous learning

COMP-4670. Network Security At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• define the basic terms in information security terminology • Interpret technical aspects of network attacks as well as network security protocols in local and global networks. • demonstrate different network security and network design techniques to mitigate common network attacks.	A. the acquisition, application and integration of knowledge
• evaluate and report on the security needs of a network (also relevant to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• categorize security controls needed to protect an organization's network and information assets. • compare the various ways in which cryptography is used.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
• Manage security infrastructure in a group setting.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Assess suitability of different security solutions in a network setting.	I. the ability and desire for continuous learning

COMP-4680. Advanced Networking *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Describe and explain different networking technologies.	G. the acquisition, application and integration of knowledge
• Identify and critically evaluate relevant current research/technologies in a variety of networking topics, such as optical networking and wireless networking.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Design and implement strategies for improving network performance.	C. critical thinking and problem-solving skills
• Interpret data from network simulations.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Clearly express ideas and information in the form of written reports and/or oral presentations.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-4730. Advanced Topics in Artificial Intelligence I *This is a sentence completion exercise.* <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>
• Describe the concepts of advanced intelligent systems. • Describe the main features of advanced learning systems. • Implement existing and new algorithms for advanced intelligent systems.	G. the acquisition, application and integration of knowledge
• Discuss new models for advanced learning systems and propose new models. • Compare existing models used for learning problems, outlining their advantages and drawbacks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Solve real-life problems using existing advanced learning models. • Evaluate different learning models in real-life problems and analyze their results.	C. critical thinking and problem-solving skills
• Review and explain technical material about advanced learning systems.	D. literacy and numeracy skills
• Discuss the legal and ethical implications of intelligent systems.	E. responsible behaviour to self, others and society
•	F. interpersonal and communications skills
• Propose solutions and develop advanced intelligent systems in a group setting.	G. teamwork, and personal and group leadership skills
• Design advanced intelligent algorithms and models for new and emerging applications of artificial intelligence.	H. creativity and aesthetic appreciation
• Identify new methods and problems in advanced intelligent systems and artificial intelligence	I. the ability and desire for continuous learning

Learning Outcomes COMP-4740. Advanced Topics in Artificial Intelligence II *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Explain the concepts of advanced intelligent systems. • Describe the main features of advanced learning systems. • Implement existing and new algorithms for advanced intelligent systems.	G. the acquisition, application and integration of knowledge
• Discuss new models for advanced learning systems and propose new models. • Compare existing models used for learning problems, outlining their advantages and drawbacks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Solve real-life problems using existing advanced learning models. • Evaluate different learning models in real-life problems and analyze their results.	C. critical thinking and problem-solving skills
• Review and explain technical material about advanced learning systems.	D. literacy and numeracy skills
• Discuss the legal and ethical implications of intelligent systems.	E. responsible behaviour to self, others and society
•	F. interpersonal and communications skills
• Propose solutions and develop advanced intelligent systems in a group setting.	G. teamwork, and personal and group leadership skills
Design advanced intelligent algorithms and models for new and emerging applications of artificial intelligence.	H. creativity and aesthetic appreciation
• Identify new methods and problems in advanced intelligent systems and artificial intelligence	I. the ability and desire for continuous learning

COMP-4750. Selected Topics

COMP-4750. Selected Topics At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Identify the authoritative sources, documentation, and standards related to the programming language(s) or tool(s) identified in the course topic. • Reproduce a working programming environment for compiling, executing, and debugging the programming language(s) identified in the course topic. • Define the key features and limitations of the programming environment or tool(s) identified in the course topic.	A. the acquisition, application and integration of knowledge
• Differentiate computational problem feasibilities by means of evaluating requirements and classifying the underlying algorithmic complexities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Create conditional, compositional, and recursive algorithms for real-world computational problems (also relevant to A).	C. critical thinking and problem-solving skills
• Recall the mainstream problem-solving approaches and interpreting them in the context of the selected course topic. • Demonstrate competence in the selected course topic at a level suitable for developing industry or real-world applications.	D. literacy and numeracy skills
• Explain the ethical standards and professional conduct attributed to the applications impact from the knowledge gained from the selected course topic.	E. responsible behaviour to self, others and society
• Explain how solutions to computational problems were derived.	F. interpersonal and communications skills
• Debate alternate approaches for problem solving and compose a convincing explanation for the final outcomes.	G. teamwork, and personal and group leadership skills
• Apply creative thinking to explain and solve complex problems.	H. creativity and aesthetic appreciation
• Develop a degree of autonomy to identify and integrate new and ongoing feature changes related to the standard or versions of the programming language(s) or tool(s) introduced in this selected course topics course.	I. the ability and desire for continuous learning

COMP-4760. Selected Topics

COMP-4760. Selected Topics At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Identify the authoritative sources, documentation, and standards related to the programming language(s) or tool(s) identified in the course topic. • Reproduce a working programming environment for compiling, executing, and debugging the programming language(s) identified in the course topic. • Define the key features and limitations of the programming environment or tool(s) identified in the course topic.	A. the acquisition, application and integration of knowledge
• Differentiate computational problem feasibilities by means of evaluating requirements and classifying the underlying algorithmic complexities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Create conditional, compositional, and recursive algorithms for real-world computational problems (also relevant to A).	C. critical thinking and problem-solving skills
• Recall the mainstream problem-solving approaches and interpreting them in the context of the selected course topic. • Demonstrate competence in the selected course topic at a level suitable for developing industry or real-world applications.	D. literacy and numeracy skills
• Explain the ethical standards and professional conduct attributed to the applications impact from the knowledge gained from the selected course topic.	E. responsible behaviour to self, others and society
• Explain how solutions to computational problems were derived.	F. interpersonal and communications skills
• Debate alternate approaches for problem solving and compose a convincing explanation for the final outcomes.	G. teamwork, and personal and group leadership skills
• Apply creative thinking to explain and solve complex problems.	H. creativity and aesthetic appreciation
• Develop a degree of autonomy to identify and integrate new and ongoing feature changes related to the standard or versions of the programming language(s) or tool(s) introduced in this selected course topics course.	I. the ability and desire for continuous learning

COMP-4800. Selected Topics in Software Engineering At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Analyze and apply state-of-the-art software engineering methods and techniques. • Identify, formulate, and solve complex engineering problems by applying principles of engineering, mathematics, and theoretical computer science.	A. the acquisition, application and integration of knowledge
• Identify and apply suitable software libraries and library functions to build required software systems. • Search for suitable information from online documents, tutorials and from the theoretical results in computer science to solve practical problems	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Develop high quality complex systems that meet the specified needs.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
• Communicate precisely and effectively on software design using proper terminologies	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Achieve high quality software systems by suitably applying software engineering methods and techniques.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

5.35 **University Program Review** *(CONFIDENTIAL)*
    a) **Women's and Gender Studies – Summary and Analysis**
    b) **Self Study, External Review, Director's Response, Dean's Response**

REMINDER: These CONFIDENTIAL documents were circulated in a separately.

University of Windsor
Program Development Committee

*5.36:   **Nursing – Proposal to Extend Degree Completion Pathway to St. Clair College**

Item for: **Approval**

Forwarded by: **Faculty of Nursing**

MOTION: That the degree completion pathway available to graduates of Lambton College's Practical Nursing
Programs be extended to graduates of the St. Clair College's Practical Nursing Programs.

Rationale:
- There are no changes to admission or degree requirements, or program regulations. This simply opens up eligibility to graduates of St. Clair College's Practical Nursing Programs.
- Admissions would open for St. Clair College graduates for Fall 2021.

University of Windsor
Program Development Committee

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

Item for: **Approval**

MOTION 1:   **That the Recommendations for PDC Form Revisions be approved.**

MOTION 2:   **That the PDC support the Short-Term Recommendations beyond the PDC Forms and the Long-Term Strategic Recommendations and that they be forwarded to Senate for consideration.**

Rationale:
See attached.

Recommendations for Revisions to the PDC Forms Indigenization Question

Report from the Program Development Committee (PDC) Subcommittee Refining the Indigenous Question on the Program/Course Change Forms

Subcommittee Members: Jaimie Kechego, Alison Zilli, Karen Pillon, Kevin Milne, Erika Kustra
April 12, 2021

With heartfelt thanks to the many people who shared their time and insight for consultations.

Table of Contents

Purpose

The Subcommittee was initiated to modify the question wording and supports in the PDC form that asks *how* faculty have considered Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material in courses and programs. The initiative was in response to concerns raised in Senate and by the campus community, and within a context where we do not have a larger guiding institutional plan. The PDC values the role this question has in helping people thinking about Indigenization, and hopes enhancements to the question will encourage and enable more people to be thoughtful and intentional in their approach, following a respectful process and respectful consultation. The goal was to follow a collaborative process, and the recommendations were developed through consultations with Indigenous faculty, staff, students, alumni and community members, as well as non-Indigenous allies engaged in supporting Indigenization in curriculum.

Context

Indigenization of curriculum takes place in a larger context, including a requirement to respond to the Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

December 8, 2017, Senate agreed PDC should include a question about Indigenizing curriculum in the PDC forms, in response to the Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education. The final wording was approved on April 2018, following consultation: *"The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing or revising this program or course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?"* However, faculty completing the PDC forms may not be aware of how to approach the PDC Indigenization question or may not have sufficient background or support. February 13, 2020, PDC created a Subcommittee to revise the wording of the PDC form question.

Enhancements to the PDC forms is seen as one step in a larger and ongoing process of Indigenizing curriculum and pedagogy and in the University of Windsor's engagement in Truth and Reconciliation Commissions (TRC) Calls to Action and legal requirements. Where we are now has been decades in the making, and will take time to address. Those we consulted have shared that the relationship of trust is essential, and this process needs to place emphasis on the journey and the growth during the journey.

Process:

A guiding principle used during the revisions was the importance of engaging in consultation throughout the process, consistent with the recommendation of the AEC. The recommendations in this document are a summary of the ideas shared through consultation. The process followed these steps:

1. Initial brainstorming meeting with PDC members
2. Additional braining storming within the sub-committee, building and summarizing the ideas from PDC to form the basis of a consultation document.
3. Consultation meetings both one-on-one and with groups.
4. A student hired through the Ignite work study program to help support the process and gather resources.
5. The document was iteratively refined during the consultation process. Following consultation, the draft document was shared with Aboriginal Education Council (AEC), PDC and those consulted with for further feedback.
6. The document will be shared with Senate for information and with the intent of continuing the conversation with initial recommendations for change.

Consultations: Consultations were held with Aboriginal Education Council (AEC), Turtle Island Aboriginal Education Centre, President's Indigenous Peoples Scholars, Program Development Committee, and any individuals identified as having an interest, including faculty, staff, students, alumni, Elders and Indigenous Knowledge Holders within the community. A total of 61 people was consulted.

The consultations revealed recommendations directly related to modifying the PDC form, and specific immediate resources that can be developed. Consultations also reinforced the understanding that Indigenizing curriculum is a complex process based within the larger university and community context. As a result, recommendations for larger context and change were shared that extend beyond the scope of the PDC sub-committee, but that are critical to share in order to help our institution continue to develop.   These recommendations are shared below in recommendations 1 and 2.

Recommendations for PDC Form Revisions

Immediate actions for PDC are focussed on revising the wording of the question within the PDC form to help people focus on the process they are using, and to share helpful resources.
(These recommendations will be supported by PDC, University Secretariat and CTL.)

1. **Modify question wording to emphasize process**, by bolding 'how' (Please see Appendix A for wording).
2. **Add a statement to the PDC question to clarify the larger context** beyond the University of Windsor. Add mention that this is an initiative based on the *TRC Calls to Action* and the *Universities Canada Principles on Indigenous Education* essential for universities to engage in, with legal requirements (See Appendix A).
3. **Add one link that will connect to resources** to support people as they engage in the process. This will link to information and resources that can be updated regularly (https://www.uwindsor.ca/ctl/513/indigenous-resources). Information being added will continually be enhanced, and based on the consultations feedback will include:
   a. Contact for the Indigenous Curriculum and Pedagogies Project Coordinator, Jaimie Kechego
   b. Short descriptions of the TRC Calls to Action and University Principles and Indian Act and legal requirements with highlights of the points relevant for course and program development and with links to the documents
   c. University context with a link to the Senate working document that held initial Recommendations for Changes, Aboriginal Education Council Response to the Report of the Senate Working Group (response to Senate report above, pp. 3-7), University of Windsor Indigenous Initiatives
   d. Foundational information about Indigenization of curriculum and pedagogy
   e. Foundational webinars developed in-house
   f. Sample disciplinary resources, syllabi, and content
4. **Add prompt questions to help people begin to approach the question**
   a. Based on consultations with instructors, prompts will be included within the form itself rather than as a footnote, appendix or external resource. The prompts will be piloted with faculty members (See Appendix A).
   b. Prompts related to reaching out to people with expertise are later in the list to encourage self-education first, and to decrease consultation fatigue and workload for Indigenous faculty, staff. Knowledge Holders and Elders.
5. **Include information that aligns within sections of the PDC documents:** When including Indigenization, we encourage faculty to include mention of Indigenization in other sections of the PDC documents where relevant (for example, the Indigenization may influence learning outcomes, assignments, etc.). A question has been added to the prompt questions to encourage this. Feedback can be provided through the PDC review.

Recommendations Raised by Consultations Beyond the Scope of the Subcommittee

Consultations made it clear that Indigenizing curriculum is a complex process based within the larger university and community context, and as a result people raised recommendations that extended beyond the scope of the Subcommittee to change the PDC forms. These recommendations are important in the larger context to support Indigenization of curriculum at the University of Windsor and consequently, these recommendations are shared below.

1. Short-Term Recommendations beyond the PDC Forms
(Possible agents to support the recommendations and future follow-up are identified in brackets)

1. **Transparency for students** *(Associate Deans/Heads, University Secretariat, CTL):* When including Indigenization in the PDC form, help to share this intention with students, for example, including reference in the syllabi. One strategy to encourage this will be to **add reference to Indigenization in the Learning-Centred Syllabus Checklist** to encourage instructors to make the information public through their syllabus. Possible examples include:
   a. Instructor should inform students of their approach to Indigenizing Curriculum and Pedagogy where applicable. Instructors may consider including the wording that was submitted in the PDC form if it is worded appropriately for students.
   b. Add information to the syllabus such as their approach to Indigenizing curriculum and pedagogy as part of the course description.
   c. Have a statement and link to TRC and Universities Principles, with sample wording "The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities, as mandated by the Truth and Reconciliation Commission (TRC) and University Principles."
   d. Add specific resources and readings where appropriate.
2. **Gather PDC examples** *(University Secretariat, CTL)*: Develop a resource that includes a variety of possible answers to the PDC form question, including examples that differ in their approach, and demonstrate how the answer can be contextualized within the discipline. Diversity in the examples will be important to avoid a cut-and-paste approach, and to encourage thoughtful engagement in Indigenization.
3. **Audio recording for the Land Acknowledgement** *(Turtle Island Aboriginal Education Centre, CTL)*: Develop and link an audio recording for the University of Windsor's Land Acknowledgement to help people practice saying the names correctly to enhance the respect shown through Land Acknowledgements.
4. **Short learning modules** *(PDC, University Secretariat, CTL, OOL)*: Develop short learning modules for the rationale and approach to the PDC forms, and to explain the PDC process (https://www.uwindsor.ca/qualityassurance/sites/uwindsor.ca.qualityassurance/files/pdc_forms_workflow_chart_feb2020.pdf)
5. **Extended professional development** *(Turtle Island Aboriginal Education Centre, Associate Deans/Heads/Faculty specific, CTL)*: Continue to explore extended educational opportunities for faculty and students to learn about treaties, equity, and Indigenous ways of knowing. Build resources such as effective approaches to bring in the Indigenous voice without centring out a student as a representative of the Indigenous perspective, or placing undue burden on Indigenous faculty and staff. Explore opportunities to shadow and share resources.
6. **Promote awareness of process and resources** *(Turtle Island Aboriginal Education Centre, University Secretariat, CTL)*: Share information through multiple avenues including Daily News, CTL Newsletter. Also ask to be invited to Department Council Meetings to give presentations and find out what help Departments might need.

2.   Long-Term Strategic Recommendations

Several recommendations raised during consultation extend beyond the scope of the PDC sub-committee but are critical to Indigenizing curriculum and pedagogy. These relate to the larger institutional structures that will support the Indigenization work reported through the PDC forms.

1. **Build formal connections with the Indigenous Communities** *(President, Provost, Deans)*:   Building relationships of trust with the Indigenous Communities is essential and will take several forms. Consultations indicated that it will be important for the President and upper administrators to play a key role in building community relationships. Relationship building may also include liaisons who are formally employed (full or part-time) and linked with the multiple communities. For example, GLIER has followed this model, but it could be conducted at the departmental, Faculty or institutional level. Consider the *Deepening Our Relationship Report* Ontario Universities August 2017. Also, recommendations were made to bring together an Elders Group, and Indigenous Knowledge Holders, including language speakers, for conversation.

2. **Promote awareness of the newly developed Indigenous courses and Minor** *(Executive Director, Academic Initiatives Indigenous Initiatives site, Dean of FAHSS)***:** One strategy for this is to develop a resource page that will advertise all of the various Indigenous courses and the Minor offered at the University.

3. **Integrate opportunities across the curriculum** *(Program Coordinators, faculty members, CTL)***:** Encourage curriculum refinement for continuous integration of Indigenization through each level of the program, rather than in a single chapter or module, so students demonstrate they understand and integrate the concepts with increasing complexity as they move forward. Encourage integration within core courses as well as the addition or new or link to existing elective courses or minors with a focus on relevant Indigenous content.

4. **Develop Program Statements** *(Heads, Program Coordinators)***:** Encourage program committees to consider developing a program statement that is shared online, and that instructors could adapt to include on their course syllabus (refer to examples in Appendix B).

5. **Re-examine the Graduate Characteristics** *(Provost, PDC, Senate)***:** Raise a recommendation to open and revise the "Characteristics of a University of Windsor Graduate" originally approved by Senate June 5, 2008 that all courses are structured and embedded within. This might be adding a new characteristic such as "respect for teaching and learning through diverse lenses" or "open to the awareness that there are other ways of thinking about things" but the wording would be part of a larger process, beyond the scope of this current sub-committee.

6. **Identify Faculty or Departmental Champions** *(Associate Deans/Heads, Provost)***:** Raise the possibility of recognizing and working with an instructor in each AAU. This would be an instructor who has gone through a process of understanding Indigenizing curriculum and pedagogy and completing the PDC documents, and who could be a knowledgeable disciplinary resource within the AAU for those engaging in the process. It would be helpful for them to share reflections on their journey. An alternative might be a model in other institutions of an Associate Dean, Teaching and Learning who is responsible for teaching, and who can facilitate for colleagues their grasp of this perspective over time.

7. **Develop Student Champions and Partners** *(Native Student Alliance, Turtle Island Aboriginal Education Centre, Office of Student Experience, CTL)***:** Some universities have developed partnerships with students, further than Indigenous student groups, and have created student societies with more support, more integration or student partnerships that can also help with recruiting and supporting students and providing feedback on course and curriculum initiatives.

8. **Hire Indigenous Employees** *(Executive Leadership Team)*: Increase Indigenous employees in critical areas of support for including the library and other units and provide opportunity for the individuals to work together. This recommendation from the consultation process is consistent with the Sisco 2021 report, *University of Windsor Indigenous Student Experience, Recruitment and Enrolment*.

9. **Developing an Indigenous Strategic Plan** *(Executive Leadership Team, Senate, Turtle Island Aboriginal Education Centre, with appropriate community consultation)*: Develop a coherent and comprehensive plan, through consultation, to explore the institutional strategic approach to the TRC for the whole campus. This

could include actions and the committees at the institutional, Faculty and unit levels to consider elements such as: how Indigenous people are present in the institution; how they are reflected in the space of the institution; what spaces are available for Indigenous learning; how is the curriculum Indigenized; how are learners supported; how are allies developed; how are relationships of trust developed with the Indigenous communities.

The TRC called us to "educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms" (TRC, 2015). The long-term strategic recommendations raised during the consultations clearly show that more steps are needed following the revision of the PDC forms. They are consistent with the current scholarly literature exploring Indigenization in higher education, exploring the complexity (such as Bopp, Brown & Robb, 2017) and include moving forward from inclusion to reconciliation and decolonial indigenization (Gaudry & Lorenzo, 2018). We hope that this will be part of a broader institutional conversation at the University of Windsor, and these recommendations will be shared with the President, Provost and Senate.

References

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Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada.* Ottawa, ON. Retrieved from
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Appendix A Modified PDC Indigenous Question Wording

Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material
FORM A (New Program) *NOTE: Any changes agreed to for Form A would then be integrated into the other forms*

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

In <u>developing this program</u>, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Please consider these prompt questions and <u>additional Resources</u> including disciplinary examples:
- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the *TRC* and *University Principles* documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which <u>literatures</u>, sources, or Indigenous Knowledge Holders have you consulted? *(Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization? Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?
- Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?

NOTE: Any changes agreed to for Form A would then be integrated into the other forms below.
FORM B (Major Program Changes)
FORM C (Minor Program Changes)
FORM C1 (Articulation Agreement/Degree Completion)
FORM C2 (Combined Program/Concurrent Offerings)
FORM D (New Course Proposal)
FORM E (Summary of Minor Course and Calendar Changes)

Appendix B: Encourage Programs to develop a coherent statement on Indigenization

The importance of having a public statement in courses and for the programs was raised, so faculty and students have context, and continue to think, ask questions, and keep the conversation and commitment public.

Example from History Program level- Preview for Decolonization, Indigenization and the History Department in Canada: Decolonization, Indigenization and the History Department in Canada

https://activehistory.ca/2017/09/decolonization-indigenization-and-the-history-department-in-canada/#_ftn6
One of the first projects of this Committee was to develop an optional statement that acknowledges Indigenous territory and history in department course syllabi. Devising this statement and sharing it with the department became an excellent opportunity for discussion among ourselves and with our students.[6] As a result of these discussions, and out of a desire to ensure that the statement does not become "pro- forma", the Committee is redrafting the statement. The provisional new statement is:

The department of history at the University of Winnipeg acknowledges that we live and work in the ancestral and traditional territories of the Anishinaabe, Assiniboine, Cree, Dakota, Métis and Oji-Cree Nations. We also acknowledge that the discipline of history has been used to support programs of dispossession and assimilation directed against Indigenous peoples. Teaching and learning Indigenous histories allows us to confront colonial history as well as honour and respect the people who have called this place home for millennia.

[This article was first published in the Canadian Historical Association Bulletin, 43.2, 2017, p. 32-33] By: Mary Jane Logan McCallum, Julie Nagam, James Hanley, Anne-Laurence Caudano and Delia Ga…
activehistory.ca

Human Kinetics Program University of Windsor for PDC 2021
A) Members of the program developed a statement and instructors are encouraged to include on course syllabus:

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

B) Sample PDC Course Statement developed from Program statement for a specific course – KINE-3500 (Patti Miller, 2021 permission to share)

   The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community. A broad goal of this course is for students to gain an understanding of how social, cultural, and historical perspectives influence how one acts within an organizational setting and how this might impact how organizations interact with their environments. This includes discussion of Indigenous Peoples and

traditions that might influence the functions of an organization. Additionally, the course instructor integrates examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, North American Indigenous Games Council (NAIG) and community level organizations that provide sport and recreation opportunities for the Indigenous community. Lastly, one assignment in this course requires that students relate course content to an organizational event of their choosing. Students are encouraged to consider organizations with a targeted focus, such as those listed above.

Example from Odette School of Business:

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