NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday September 21, 2022
Location: Room 203 Toldo

AGENDA

Formal Business

1   Approval of Agenda

2   Minutes of Meeting of May 16, 2022   PDC220516M

3   Business Arising from the Minutes

4   Outstanding Business

5   Reports/New Business

   5.1   **Mandate of PDC**   **Lionel Walsh**-Information
            5.1.1   **Centre for Teaching and Learning Support for PDC Form**   PDC220921-5.1
                     Learning Outcomes   PDC220921-5.1.1

   5.2   **Management of PDC Business – PDC UPR Subcommittee**   **Lionel Walsh**-Approval
                                                                PDC220921-5.2

   *5.3   **Master of Social Work for Working Professionals (MSWwp)** **Robin Wright**-Information
                                                                PDC220921-5.3

   5.4   **Philosophy – Major Program Changes (Form B)**   **Radu Neculau**-Approval
                                                                PDC220921-5.4

   *5.5   **Concurrent Honours Modern Languages – Minor Program**   **Tanja Collet-Najem**-Approval
            Changes (Form C)   PDC220921-5.5

   *5.6   **Language Literatures and Culture – Minor Program Changes (Form C)**   **Tanja Collet-Najem**-Approval
                                                                PDC220921-5.6

   *5.7   **School of Creative Arts (SoCA) – Minor Program Changes (Form C)**   **Bruce Kotowich**-Approval
                                                                PDC220921-5.7

   *5.8   **Disability Studies – Minor Program Changes (Form C)**   **Jijian Voronka**-Approval
                                                                PDC220921-5.8

   *5.9   **Bachelor of Applied Science – Minor Program Changes (Form C)**   **Bruce Minaker**-Approval
                                                                PDC220921-5.9

   *5.10   **Psychology (Graduate) – Minor Program Changes (Form C)** **Patti Fritz**- Approval
                                                                PDC220921-5.10

*5.11   **Kinesiology (Graduate) – New Course Proposal (Form D)**   **Patti Millar-**Approval
                                                                            PDC220921-5.11

*5.12   **Law – New Course Proposal (Form D)**   **Reem Bahdi-**Approval
                                                                            PDC220921-5.12

*5.13   **Mechanical Engineering – New Course Proposal (Form D)**   **Bruce Minaker-**Approval
                                                                            PDC220921-5.13

*5.14   **Engineering – Summary of Minor Course and Calendar Changes**   **Bruce Minaker-**Information
             (Form E)   PDC220921-5.14

*5.15   **Language Literatures and Culture – Summary of Minor Course**   **Tanja Collet-Najem-** Information
             and Calendar Changes (Form E)   PDC220921-5.15

*5.16   **Science –Summary of Minor Course and Calendar Changes**   **Phil Dutton-** Information
                                                                            PDC220921-5.16

*5.17   **Disability Studies - Learning Outcomes**   **Jijian Voronka-**Information
                                                                            PDC220921-5.17

*5.18   **Social Work – Learning Outcomes**   **Robin Wright-** Information
                                                                            PDC220921-5.18

6   Adjournment

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

University of Windsor
Program Development Committee

5.1:   **Mandate of the Program Development Committee**

Item for: **Information**

The Mandate of the Program Development Committee (PDC), as set out in Senate Bylaw 3, is to make "recommendations to Senate with respect to program and curricular development and approval of the University calendar(s)."

Created as a Senate Standing Committee in 1998-99, PDC's primary concern is the development and maintenance of high academic standards and quality programs. To this end, it is charged with the production and presentation to Senate of: University Program Review Reports for academic programs, new program proposals, major program modifications, course additions and course and calendar changes (as outlined in Senate Bylaw 3).

Institutional Quality Assurance Process (IQAP)
• The new Quality Assurance Framework is guided by an Institutional Quality Assurance Process (IQAP) approved by Senate, in line with the University's mission and Undergraduate Degree Level Expectations (UDLEs). All graduate and undergraduate programs are reviewed on a cyclical basis. Such reviews provide a retrospective look at, and offer recommendations for the improvement of programs.
• PDC's role in this process is to generate a set of UPR recommendations for the programs under review (consolidating information from the Self- Study, the External Reviewers' Report, and the responses from the AAU Head and the Dean), and to review progress on these recommendations biennially. The initial reports are drafted by a PDC Subcommittee, and are then reviewed and approved by the full PDC.

Program/Course Changes
• PDC approves new programs, major program changes; minor changes, which affect program regulations or requirements, and new course proposals. Minor course calendar changes, which do not require new resources or change degree program requirements are approved at the Faculty level and forwarded to PDC for information.
• PDC will continue to support academic program development initiatives including changes such as the growing interest in flexible learning initiatives. The Committee will seek to encourage and be supportive of program innovation and, as much as possible, help facilitate change.
• In June 2010 PDC approved a motion to authorize a small Advisory Group to vet proposals prior to submission to PDC to ensure consistency with University policies, to ensure that clear rationales and learning outcomes are included, and to ensure that there are no logistical issues with regard to course numbering, *etc*.
• The Advisory Group consists of: University Secretariat, representatives from the Registrar's office, representative from Centre for Teaching and Learning to review Learning Outcomes, representatives from Graduate Studies and Quality Assurance Office, and members from PDC who wish to participate.

Starred 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.

Program Development Committee

1.2.1 <u>Program Development Committee</u>

    1.2.1.1   Membership, (The total number of members is twenty):
- Provost and Vice-President, Academic (or designate).
- Dean of Graduate Studies (or designate).
- Vice-Provost, Teaching and Learning (or designate).
- twelve regular faculty members, at least half of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
  - one regular faculty member from each of the Faculties of Business Administration, Education, Engineering, Human Kinetics, Law and Nursing.
  - two regular faculty members from the Faculty of Science.
  - three regular faculty members from the Faculty of Arts, Humanities and Social Sciences, at least one of whom shall be selected from Social Science disciplines and one from Arts/Humanities disciplines.
  - one librarian.
- five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates).

    1.2.1.2   Terms of Office: two years for faculty and librarian members, one year for students. Terms shall be staggered so that one-half of the regular faculty members are elected each year.

    1.2.1.3   Terms of Reference: The Committee is responsible for making recommendations to Senate with respect to program and curricular development and approval of the university calendar(s). Specifically, it is responsible for:

        1.2.1.3.1   formulating and recommending to Senate, objectives, strategies, plans and priorities for program and curriculum development;

        1.2.1.3.2   establishing processes for the review and approval of new programs, in accordance with externally mandated requirements;

        1.2.1.3.3   reviewing new program proposals and advising Senate whether such proposals are consistent with the university goals, mission statement, and planning priorities, and making recommendations as appropriate;

        1.2.1.3.4   assessing the budgetary impact of new program proposals on existing programs, where necessary, and making recommendations as appropriate;

        1.2.1.3.5   reviewing and recommending to Senate, through the calendar approval process, program changes and other major curriculum revisions including proposals for addition, consolidation or deletion of undergraduate or graduate courses and programs;

        1.2.1.3.6   reviewing proposals for distance learning programs and courses and making recommendations to Senate as appropriate;

        1.2.1.3.7   reviewing and recommending to Senate proposed academic regulations and policies of individual programs and advising Senate when such regulations deviate from general university policy;

1.2.1.3.8 recommending an institutional enrolment management strategy which defines enrolment goals and timetables for individual programs based on relevant data, potential for future growth and resource allocations;

1.2.1.3.9 on a reference by Senate, its chair or on its own motion, advising and recommending to Senate the addition, consolidation, or abolition of any unit over which Senate has jurisdiction.

[…]

E-Votes

1.1.12 With the exception of appointments procedures for limited-term, tenure or tenure-track faculty, or promotion, tenure and renewal procedures, or selection procedures for Deans, Associate Deans and AAU Heads, at the discretion of the Chair of the Committee and where the agenda is composed only of one or two non-controversial matters, business may be conducted by telephone or e-vote, provided that there is no objection by any member as to the procedure or the proposed recommendations concerning the agenda matters. Five calendar days notice shall be given to the Committee of the intent to conduct business by telephone or e-vote. Any objection to the procedure or proposed recommendations must be provided by committee members to the Chair 48 hours after the issuance of notice to conduct business by telephone or e-vote. Where an objection has been lodged by a committee member, the relevant matters shall be removed from the telephone or e-vote and placed on the next in-person meeting agenda. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.

1.1.13 Telephone or e-votes may be permitted on matters listed under 1.12 that were thoroughly discussed at a meeting but were not disposed of. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.

University of Windsor
Program Development Committee

5.1.1:   **Centre for Teaching and Learning Support for PDC Form Learning Outcomes**

Item for: **Information**

Forwarded by: **Centre for Teaching and Learning**

An outline for members of the PDC of the considerations CTL employees take into account when advising faculty regarding the development of course and program learning outcomes.

Course-level Learning Outcomes

With regard to advice on a set of learning outcomes for a **course**, CTL will:

1) Help faculty navigate the forms by explaining the overall purposes of learning outcomes and pointing out that:
    a. learning outcomes articulate what successful students should be able to know, do or value upon completion of a course (not what the faculty member intends to cover);
    b. learning outcomes are intended to provide guidance to students as well as instructors, so clear phrasing, consistent diction, and straightforward grammar should be used to ensure the outcomes communicate clearly;
    c. the PDC categories reflect the University of Windsor *graduate* attributes, and as such, a **single** course needn't address each and every one of these characteristics (it is helpful to look at the program learning outcomes to see how this course contributes to the program);
    d. different courses will have different outcomes (even though there may be overlap in some areas);
    e. the same course with different sections would have the same learning outcomes (though the way it is taught within the sections may vary);
    f. certain learning outcomes arise logically from the basic purpose of a course so that a research methods course would by its nature include items relating to research and an ethics course ones that relate to responsibility;
    g. Expectations at higher levels (later-year undergraduate courses, graduate courses) should be higher than they would be at lower levels, and that these expectations should be reflected in the outcomes.

2) Explain that learning outcomes express the *assessable* ends of a course, and so
    a. every proposed learning outcome should be assessed, and any proposed learning outcome that is not being assessed should be removed (the course may have other goals, but if not assessed, they will not be included in the learning outcomes);
    b. an overly large set of outcomes for a given course could easily become unmanageable;
    c. those things that cannot be validly or reliably assessed should be removed from the proposed set of learning outcomes;
    d. those things that are indirectly assessed are likely not being validly assessed -- that is, they may not be assessing the knowledge or skills expressed in the proposed learning outcomes;
    e. phrasing should be general and plural and should not include reference to the means of assessment.

3) Call attention to difficulties created by vague, overly broad, unobservable, or ambiguous wording, and provide suggestions to
    a. make outcomes more concrete, specific, and observable;
    b. employ verbs and phrasing that go beyond simple acquisition of knowledge;
    c. include an active verb, and complete the learning outcome stem to make a sentence;
    d. remove redundant outcomes and indicate when a given outcome is relevant to more than one University of Windsor graduate characteristic.

Program-level Learning Outcomes

With regard to advice on a set of learning outcomes for a **program**, we:

1) Inform faculty that program outcomes are intended to articulate higher expectations than most course-level learning outcomes, are intended to be more general, and are intended to be the end-point to which course-level outcomes lead – what students are able to know, do, or value once they complete the program;
2) Inform faculty that the same guidelines that apply to course-level learning outcomes apply to program-level learning outcomes (with the caveat expressed in #1 above);
3) Encourage careful, rational alignment between program-level and course-level learning outcomes;
4) Remind faculty that different programs will have different outcomes (even though there may be overlap in some areas);
5) Remind faculty that *sets* of program-level learning outcomes must address each of the University of Windsor graduate characteristics.

Generally, Learning Outcomes will evolve and change over time for a program and course, and so should be periodically reviewed and revised to accurately capture the intended student learning.

For more help on writing effective learning outcomes, please see Potter, MK. "A Primer on Learning Outcomes and the SOLO Taxonomy": http://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/primer-on-learning-outcomes.pdf

Learning Outcomes

What are Learning Outcomes?

Learning outcomes are *statements that indicate what successful students should know, value or be able to do by the end of the course or program*.

They are the assessable ends of education, written from the students' perspective, focused on what students can expect to achieve if they have learned successfully. In order to be assessable, they must specify things that can be observed, that are public, and not activities or states that are internal to students' minds. They can be set at both the program and course level.

Why Care About Learning Outcomes?

Strategic use of learning outcomes in your teaching and course design can result in many potential benefits. A few of these are summarized below:

Better Learning
>   Learning outcomes can be used to provide guidance for students, so they know what is expected of them, and thus, what they should focus on in-class and at home.

Increased Motivation
>   Learning outcomes reinforce the belief that there is a point to what is being learned and assessed, leading students to take a deeper approach consistent with trying to *understand* what they are learning, instead of memorizing and regurgitating information on exams.

Better Performance on Assignments and Tests
>   When students know what they are expected to demonstrate, they are better able to do so.

Focused Teaching
>   By defining what students are supposed to know, value, and be able to do at the end of a course, you generate questions and clarify your own ideas to guide your teaching.

Strategic Teaching
>   Once you have created learning outcomes for your course, you can use them to plan lessons that strategically target those outcomes, so that your classes have a greater likelihood of helping students learn what they need to learn.

Strategic Assessment
>   Outcomes can be used to create strategically-targeted and appropriate assessment methods. Assessments that test whether students have met the learning outcomes are also likely to be consistent with the sorts of teaching methods that help students learn those outcomes.

Attention to Outputs
>   The use of learning outcomes helps us focus on the outputs of our work, rather than the inputs. We work with the students we have, and focus on how much they have learned.

Meeting Requirements
>   Program-level learning outcomes are now required for university programs in Ontario; they are increasingly being required by professional accreditation boards globally.

Strategic Design of Programs
>   Learning outcomes at the course level build towards the overall program learning outcomes. Intentionally laying these out help with the strategic and intentional design of the program.

What is the format for Writing Learning Outcomes?

A learning outcome should start with stem, and be completed with an observable action identifying the learning to be demonstrated.

Stem:　　　　　On successful completion of this course, a student will be able to:
Completion:　**«** Active verb/phrase **»**　**+**　　a) Concept/Idea or b) Skill or c) Attitude/Value

Aligning Your Outcomes, Methods, and Assessments
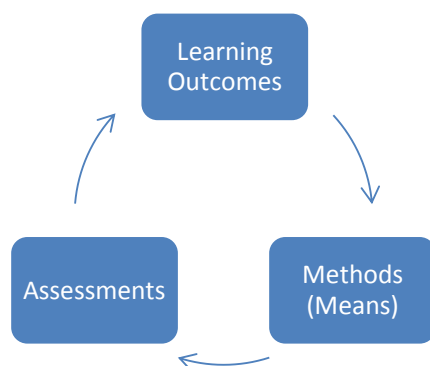
The Three Essentials of Alignment

1. Teaching methods, assessment tasks, and learning outcomes should be aligned, consistent and coherent.
2. Teaching methods should help students develop the ideas, skills and values/attitudes specified in the learning outcomes. *The teaching methods are the means; the learning outcomes are the ends.*
3. Assessment tasks should determine whether, and to what degree, students have achieved the learning outcomes.

Useful Verbs for Use in Learning Outcomes

Here are some active, public and observable verbs that you can use to communicate expectations at each level of Bloom's Revised Taxonomy, which we've adapted and changed to suit our needs. The first column indicates the likely level of complexity (each list starts with the least complex and moves down to the most complex). The second column suggests some verbs associated with each level of complexity. There is some overlap in categories. You don't need to use the verbs we've included; if you know better synonyms, go ahead and use them!

NOTES: Each level subsumes the ones beneath it. So, for instance, an outcome at the level of *application* presupposes that students can *remember* and *comprehend* the relevant information. Although the verbs listed pertain specifically to the cognitive domain, some can be used for the affective domain – and all of them are expressed in performative terms! That's because **cognitive and affective knowledge is often impossible to assess unless it's integrated with some sort of behaviour**!

Learning Outcomes (Revised May 2017)
Michael K. Potter, Erika Kustra and Nick Baker, Centre for Teaching and Learning, University of Windsor

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BLOOM'S REVISED TAXONOMY (Adapted by Potter, 2010)	
Evaluation Using standards, criteria, theories or processes to judge value	Evaluate, argue, verify, assess, test, judge, rank, measure, appraise, select, check, justify, determine, support, defend, criticize, critique, weigh, assess, choose, compare, contrast, decide, estimate, grade, rate, revise, score, coordinate, select, choose, debate, deduce, induce, recommend, monitor, compare, contrast, conclude, discriminate, explain (why), interpret, relate, summarize
Synthesis / Creation Relating items of information to each other, integrating them, and generating something new	Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, discuss, derive, relate, generalize, conclude, produce, arrange, assemble, collect, compose, construct, create, perform, prepare, propose, strategize, compare, contrast, hypothesize, invent, discover, present, write, deduce, induce, bring together, pretend, predict, strategize, modify, improve, set up, adapt, solve, categorize, devise, explain (why), generate, manage, rearrange, reconstruct, relate, reorganize, revise, argue, extend, project
Analysis Distilling and/or organizing information into its components; solving problems	Analyze, estimate, detect, classify, discover, discriminate, explore, distinguish, catalogue, investigate, break down, order, determine, differentiate, dissect, examine, interpret, calculate, categorize, debate, diagram, experiment, question, solve, test, dissect, deconstruct, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, determine evidence/premises and conclusions, appraise, criticize, debate, illustrate, infer, inspect, inventory, select, deduce, induce, argue, balance, moderate, identify, explain (how/why)
Application Using information in new situations	Apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, instruct, compute, use, perform, implement, employ, solve, construct, demonstrate, give examples, illustrate, interpret, investigate, practice, measure, operate, adjust, show, report, paint, draw, collect, dramatize, classify, order, change, write, manipulate, modify, organize, produce, schedule, translate, complete, examine
Comprehension / Interpretation Constructing meaning from information	Translate, extrapolate, convert, interpret, abstract, transform, select, indicate, illustrate, represent, formulate, explain (who/what/when/where/that/how), classify, describe, discuss, express, identify, locate, paraphrase, recognize, report, restate, review, summarize, find, relate, define, clarify, diagram, outline, compare, contrast, derive, arrange, estimate, extend, generalize, give examples, ask, distinguish
Recollection Recalling items of information	Recall, identify, recognize, acquire, distinguish, state, define, name, list, label, reproduce, order, indicate, record, relate, repeat, select, tell, describe, match, locate, report, choose, cite, define, outline, complete, draw, find, give, isolate, pick, put, show

Problem Words/Phrases

Understand	Be aware of	Grasp
Appreciate	Be conscious of	Have a knowledge of
Comprehend	Perceive	Learn
Know	Value	Perceive
See	Apprehend	Get
Accept	Be familiar with	

Ask yourself:

1. Is this outcome public and observable?
2. How will I, and the students, know when this outcome has been achieved?
3. Does the learning outcome follow from the stem (is it a complete sentence)?
4. Is it about the ends not the means (what students will be able to do when they leave the course, not the specific assignments they complete in the course)?

Learning Outcomes (Revised May 2017)
Michael K. Potter, Erika Kustra and Nick Baker, Centre for Teaching and Learning, University of Windsor

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Real – *and Real Bad* – Examples

1. Is it public and observable?

Upon successful completion of this course, you should be able to:

- Appreciate the intricacy of theoretical constructs
- Understand theory
- Think about complex adaptations

2. How will I, and the students, know when the outcome has been achieved? (Is it clear enough for students?)

Upon successful completion of this course, you should be able to:

- simulate a sizeable process
- work effectively in a project team

3. Does it follow the stem and make a complete sentence when read aloud?

Upon successful completion of this course, students will be able to:

- Have done team skills
- Develop an introductory knowledge in bridge building
- Good safe practice

4. Is it about the ends (what students will be able to do when they leave the course) not the means (the specific assignments and lessons they complete in the course)?

Upon successful completion of this course, you should be able to:

- The course includes a group project requiring teamwork and collaboration skills
- Get involved in team works and independent studies through assignments and projects
- Formulate answers to assignment problems
-

Resources

Anderson, L.W. and Krathwohl, D.R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing* (Based on Bloom's Taxonomy).

John Biggs (1996), "Enhancing Teaching through Constructive Alignment", *Higher Education*, vol 32, no 3, pp. 347-364.

John Biggs and Catherine Tang (2009). *Teaching for Quality Learning at University: What the Student Does*. 3rd edition. Berkshire, England: Society for Research into Higher Education & Open University Press.

John Burke (ed) (1995). *Outcomes, Learning and the Curriculum*. London: The Falmer Press.

Amy Driscoll & Swarup Wood (2007). *Developing Outcomes-based Assessment for Learner-centred Education: A Faculty Introduction*. Sterling, Virginia: Stylus.

Richard Hall, (2002), "Aligning learning, teaching and assessment using the web: an evaluation of pedagogic approaches", *British Journal of Educational Technology*, vol 33, no 2, pp. 149-158.

Richard Ladyshewsky (2006), "Aligning assessment, rewards, behaviours and outcomes in group learning tasks", *Enhancing Student Learning: 2006 Evaluations and Assessment Conference*.

Chris Rust (2002), "The Impact of Assessment on Student Learning: How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices?", *Active Learning in Higher Education*, vol 3, no 2, pp. 145-158.

Alenoush Saroyan & Cheryl Amundsen (eds) (2004). *Rethinking Teaching in Higher Education*. Sterling, Virginia: Stylus.

John Shepherd (2005), "Weaving a web of consistency: a case study of implementing constructive alignment", *HERDSA 2005 Conference Proceedings*.

Learning Outcomes (Revised May 2017)
Michael K. Potter, Erika Kustra and Nick Baker, Centre for Teaching and Learning, University of Windsor

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University of Windsor
Program Development Committee

5.2: **Management of PDC Business – PDC UPR Subcommittee**

Item for: **Approval**

MOTION: That the membership for the PDC UPR Subcommittee, defined below, be approved.

Proposal
It is proposed that a University Program Review Subcommittee be established to conduct the preliminary review of the various University Program Reviews (UPRs) and status reports submitted to PDC.

Proposed Membership
Erika Kustra (Chair) (Director of Centre for Teaching and Learning)
Maureen Sterling (Odette School of Business)
Jeremy Worth (Faculty of Arts, Humanities and Social Sciences)
Diana Marion (Organization of Part Time Students - OPUS)
Additional members – TBA

Renée Wintermute, University Secretary

Consultants (as needed):
Associate Vice-President, Academic Affairs Planning Office
Financial Services - Budgets Office of Institutional Analysis
Office of the Provost and Vice-President, Academic

University of Windsor
Program Development Committee

*5.3   **Master of Social Work for Working Professionals (MSW)**

Item for: **Information**

Rationale/Approvals:
In June 2023 the following change was made to the Master of Social Work programs: SWRK-8623 (Challenges in Social Behavior) was deleted and replaced with the choice of taking two new courses SWRK-8630 (Challenges in Child Welfare) or SWRK-8631 (Challenges in Health and Gerontology).

However, at this time it was not clarificated in the proposal that the MSW for Working Professionals (MSWwp) program were not to reflect these changes for one year as discussed at School of Social Work Council following changes in the on-campus program for the following reasons:
1. Faculty and Sessionals are hired a year in advance for the MSWwp program to teach courses previously listed (contractual obligation).
2. Schedules for the MSWwp are posted a year in advance due to weekend scheduling and hiring
3. Adapting the course syllabus and assignments for the MSWwp weekend program takes time to ensure consistency with the on-campus course offerings.

Proposed changes effective Fall 2023

Master of Social Work for Working Professionals (MSW)*

Regular Track Full-time MSW for Working Professionals
[…]
Students are required to complete a total of eleven (11) courses, one of which is a practicum in the Foundation level of study: SWRK-8503, SWRK-8504, ~~SWRK-8523~~ SWRK-8521, SWRK-8531, SWRK-8532, SWRK-8533, SWRK-8534, SWRK-8547, SWRK-8550, SWRK-8570, and SWRK-8571 (Foundation Practicum – 6.0 credit hours). Students are required to complete a total of nine (9) courses, one of which is an internship in the Advanced level of study: SWRK-8610, SWRK-8611, **SWRK-8630 or SWRK-8631**,, SWRK-8622, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship – 6.0 credit hours).

Advanced Standing Full-time MSW for Working Professionals
[…]
Students are required to complete a total of nine (9) courses, one of which is an Internship: ~~SWRK-8523~~ SWRK-8521, SWRK-8547, SWRK-8610, SWRK-8611, **SWRK-8630 or SWRK-8631**, SWRK-8622, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship 6.0 credit hours).

Deletion of course SWRK-8523

~~SWRK-8523. Challenges in Human Behaviour~~
~~This course examines how principle biological, psychological, and social theoretical perspectives differentially explain the etiology, occurrence, and response to common life challenges including physical illness and disability, mental illness and substance abuse, economic adversity, family and community violence, and minority status related to culture, ethnicity, or sexuality. An ecological perspective will be used to understand the individual, family, community, and societal issues related to these challenges. Both the impact of these challenges and strategies responding to these challenges will be appraised and critically analyzed.~~

See documents PDC220516-5.8 and PDC220516-5.9 for more details.

University of Windsor
Program Development Committee

5.4:   **Philosophy – Major Program Change (Form B)**

Item for: **Approval**

MOTION: **That the major program changes to the Bachelor of Arts in Philosophy (Honours); Bachelor of Arts in Philosophy (Combined Honours); Bachelor of Arts in Philosophy (General) be approved. ^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- This major program change has been approved by the Department of Philosophy and the Faculty of Arts, Humanities and Social Sciences Coordinating Council, and the Provost.
- Provosts Comments: *The proposal is clear and designed to improve clarity on degree progression and degree requirements. The change in foundational 1000 courses is designed to be more inclusive by reducing the reliance on Western Philosophy.*
- *See attached.*

<div align="center">**PROGRAM DEVELOPMENT COMMITTEE**</div>
<div align="center">**MAJOR PROGRAM CHANGES**</div>
<div align="center">**FORM B**</div>

A. <u>**Basic Program Information**</u>

Faculty(ies)	FAHSS
Department(s)/School(s)	Philosophy
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Bachelor of Arts, Philosophy (Honours); Bachelor of Arts, Philosophy (Combined Honours; Bachelor of Arts (philosophy (General)
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2023
Mode of Delivery:	
Planned steady-state Student Enrolment (per section B.4.2)	
Normal Duration for Completion:	4 years (Honours, combined Honours (3 years (General)
Will the program run on a cost-recovery basis?	No

B. <u>**Major Program Changes - Overall Plan**</u>

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

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

The Philosophy Department's current Program Requirements, while systematic, are nevertheless unnecessarily complicated. The organization of courses into different classes or kinds was marked by what was then the 'middle' digit of the course (this was when all courses had three digits instead of four, e.g., 01-34-250 vs. PHIL 2500). The classification system that was used to determine the Program Requirements went roughly along these lines (with all references being to the 'middle' digit): '2' was ethics and politics, '3' was culture, '4' was art, religion, and so on, '5' was epistemology and metaphysics, '6' was logic and argumentation, etc. The Program requirements were then determined and listed using the 'middle' digit as a reference, e.g., Honours students are required to take 2500 or 2540 (with '2' indicating that these were considered part of the same general type or class of courses), or 'students must take at least one 3000 level course with '5' as a middle digit,' etc. Not only does this make the Program Requirements and the rationale behind them difficult to follow (especially for newer students), but the long and complicated list of Required courses has also resulted in an excessive number of requests from students for DARS exceptions (e.g., a required course wasn't offered in a student's final year). Part of the rationale for the proposed changes to our Program Requirements is to make the Program both easier for students to follow and easier for students to satisfy (and reduce the number of requests for DARS exceptions/course equivalency substitutions).

The revised Program Requirements also makes more transparent and explicit the classification system by which the Program Requirements are organized, with the new Requirements being organized according to three very broad classes or types: Historical, Systematic, and Practical.

Another equally important rationale for revising the Program Requirements was the desire to make the Philosophy Program more welcoming and inclusive of students from a broad range of diverse backgrounds. While the current Program Requirements are highly rigorous and systematically organized, they are also unnecessarily restrictive. For example, by requiring all current Majors to take PHIL 1100 (Introduction to Western Philosophy), we may be discouraging students who may have an interest in philosophy, but who do not have a strong interest in western philosophy per se, or we may be forcing students who may already have taken one or two 1000 level philosophy

courses other than PHIL 1100 to take more 1000 level courses than is necessary or desirable. By replacing the current PHIL 1100 requirement with a disjunctive set of 1000 level options, we hope to broaden the range of 'gateway' courses into our Program, thereby making the Program more inviting and inclusive to people with a broader range of backgrounds and interests.

The classification system used to organize the newly proposed Program Requirements is one that would be widely recognized and accepted within the broader philosophical community. Not only is the new system cleaner and clearer, it also provides students with an increased number of options while still remaining rigorous and systematic. There are no substantial changes being made to the Program's content, objectives, or learning outcomes. Because of this, the newly proposed Program Requirements remain consistent not only with the mission of the Philosophy Department, but they also remain consistent with the mission, goals and objectives of the University as a whole.

B.2 Changes to Program Content (QAF Section 2.1.2.2)

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

N/A (The classification system used to organize the new Program Requirements is one that is broadly recognized and employed within philosophy in general, and so is perfectly consistent with the current state of the discipline.)

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)

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

N/A (We have added a new course in Indigenous philosophy as one of the disjunctive Program Requirements under 'Systematic Philosophy'.

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

*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 revising this program, **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 additional Resources 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 literatures, 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?*

The changes do not affect course content or reduce the department's offerings in Indigenous Philosophy. However, part of the rationale for the changes proposed was to make the program more inviting and inclusive to people whose background and interests may lie outside the Western Philosophical tradition. For example, it is with this and other considerations in mind that we are proposing to extend the list of possible 'gateway' courses in Philosophy at the 1000-level. Whereas the current Program makes PHIL 1100 (Introduction to Western Philosophy) a required course for all Philosophy Majors, under the newly proposed Program the list of possible courses that a student is required to take is broadly extended to include a broad range of disjunctive options. Part of the rationale for this was to allow students who do not have a special interest in PHIL 1100 (Introduction to Western Philosophy) to still be admitted into the Philosophy Program. These kinds of considerations have also been a driving force behind other changes to the Program as well. We have also included PHIL 2300 (Indigenous Philosophy of the Americas) among the disjunctive requirements for the new Program.

The following is a list of courses that have been identified as having Indigenous content:
PHIL-1100. Introduction to Western Philosophy
PHIL-1290. Contemporary Moral Issues
PHIL-2220. Introduction to Social and Political Philosophy
PHIL-2270. Environmental Ethics
PHIL-2300. Indigenous Philosophy of America
PHIL-2360. Feminist Philosophies
PHIL-2380. Social Identify, Diversity and Race

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)

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

N/A

B.4 DEMAND FOR THE MODIFIED PROGRAM
B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.   *Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.*   *Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:*   *1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*   *2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*   *3) the anticipated duration of, and trends in societal need.*   *Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.*

The changes are to an existing program. We do hope to make the program more attractive, but do not anticipate any sharp increase in majors. Since the newly proposed Program Requirements do not involve any substantive changes to the Philosophy Degree as such (but to stand more as a friendly 'rearrangement' of its requirements), then we expect the new Requirements to satisfy the same student and market demand/societal need as the currently existing program, with the possibility of making the Program more inclusive of students from a broader diversity of backgrounds.

B.4.2   Estimated Enrolments (Senate Co-op Policy)

Provide details on projected enrolments for the first five years of operation of the revised program in the following table. (If the program is in operation, use actual and projected data.) 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.

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
In the regular program (non-co-op)	Total Enrollments under Current Program 24 Total Projected Enrollments under Proposed Program 25		Total Projected Enrollments under Current Program 24 Total Projected Enrollments under Proposed Program 26		Total Projected Enrollments under Current Program 23 Total Projected Enrollments under Proposed Program 26		Total Projected enrollments under Current Program 25 Total Projected Enrollments under Proposed Program 28		Total Projected Enrollments under Current Program 25 Total Projected Enrollments under Proposed Program 29	
In the co-op/ experiential learning stream (if applicable)	N/A									

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution. List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include https://www.ontariouniversitiesinfo.ca/programs and https://www.universitystudy.ca/search-programs/. If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs

Not applicable. Since the newly proposed Program Requirements do not depart substantively from those of the current Program (but is more like a friendly 'rearrangement' of the current Program), then it will have the same similarities (substantively) to comparable Programs at other Institutions that it has always had (as supported by past IQAP reviews).

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

The changes do not require any new resources but seek to make more efficient use of the personnel we currently have.

B.5.1 Resources Available

B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

> *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 revised program. Please do <u>not</u> name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from <u>other</u> campus units and include 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. Consider, for example:*
> *faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources staff support, library, teaching and learning support, information technology support,laboratory access, student support services, space, equipment, facilities, GA/TA*

Not applicable.

B.5.1.1a   Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

> *Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.*
> *Include:*
> - *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
> - *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
> - *any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

N/A. The changes are programmatic, not substantive. The current faculty complement is adequate to the existing and the newly proposed requirements.

B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

> *Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.*

The Program does not rely at all upon adjunct or sessional faculty to deliver the courses required for the degrees.

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

None

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

None

B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

> *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

B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

> *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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

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

No changes are being made to the admission requirements.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

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

N/A

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)

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

Honours Philosophy
Total courses: 40
Degree requirements**:**

(a) ~~twenty Philosophy courses, at least 18 of which must be at the 2000-level or above, including: PHIL-1100; PHIL-2210; one of PHIL-2500 or PHIL-2540; PHIL-2730 and PHIL-2760; one 3000-level Philosophy course with '5' as the middle digit; PHIL-3760 and PHIL-4770; one of PHIL-4700 or PHIL-4710; one of PHIL-4720 or PHIL-4730; one additional 3000-level or above Philosophy course with '7' as a middle digit; two of PHIL-2600, PHIL-2610, PHIL-2620, PHIL-3600, or PHIL-3520; PHIL-4910; six additional Philosophy courses, at least three of which are at the 3000-level or above.~~

(a) A minimum of twenty Philosophy courses, at least eighteen of which must be 2000 level or above.
1. 1000-level: Any one of the following: PHIL-1100, PHIL-1120, PHIL-1290, PHIL-1300, PHIL-1600, PHIL-1620.
2. Ethical Theory: PHIL-2210.
3. History of Philosophy: All five of the following: PHIL-2730, PHIL-2760, PHIL-3760, PHIL-4710, PHIL-4720.
4. Systematic Philosophy: Any two of the following: PHIL-2300, PHIL-2500, PHIL-2540, PHIL-2570, PHIL-2610, PHIL-2620, PHIL-3520, PHIL-3590, PHIL- 3600
5. Practical Philosophy: Any two of the following: PHIL-2220, PHIL- 2360, PHIL-2380, PHIL-2550, PHIL-3190, PHIL-3230, PHIL-3290
6. Honours Seminar: PHIL-4910.
7. Other Philosophy: Any eight additional Philosophy courses (including any listed above that have not already been taken), at least three of which must be at the 3000 level or above.

(b) two courses from Social Sciences;
(c) two courses from Languages or Science;
(d) two courses from any area of study, excluding Arts.
(e) GART-1500, GART-1510;
(f) four other courses from any area of study, including Philosophy;
(g) eight other courses from any area of study, excluding Philosophy.

Courses used to calculate the major average are: courses listed under requirement (a) up to a maximum of 20 courses taken from those listed among the requirements (a).

Combined Honours Philosophy:
Total courses: forty.
(a) *~~sixteen Philosophy courses, at least 14 of which must be at the 2000-level or above, and including:~~* ~~PHIL-1100; PHIL-2210; one of PHIL-2500 or PHIL-2540;one additional Philosophy course with '5' as the middle digit; PHIL-2730; PHIL-2760; PHIL-4720 or PHIL-4730; PHIL-4700 or PHIL-4710; one additional 3000-level or above Philosophy course with '7' as the middle digit; one of PHIL-2600, PHIL-2610, or PHIL-2620; PHIL-4910; any five additional Philosophy courses, at least two of which are at the 3000-level or above.~~
(a) A minimum of sixteen Philosophy courses, at least fourteen of which must be 2000 level or above.
1. 1000-level: Any one of the following: PHIL-1100, PHIL-1120, PHIL-1290, PHIL-1300, PHIL-1600, PHIL-1620.
2. Ethical Theory: PHIL-2210.
3. History of Philosophy: All five of the following: PHIL-2730, PHIL-2760, PHIL-3760, PHIL-4710, PHIL-4720.

4. Systematic Philosophy: Any two of the following: PHIL-2300, PHIL-2500, PHIL-2540, PHIL-2570, PHIL-2610, PHIL-2620, PHIL-3520, PHIL-3590, PHIL-3600.

5. Practical Philosophy: Any two of the following: PHIL-2220, PHIL-2360, 2380, 2550, 3190, 3230, 3290.

6. Honours seminar: PHIL-4910.

7. Other Philosophy: Any four additional Philosophy courses (including any listed above that have not already been taken), at least two of which must be at the 3000 level or above.

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

(c) GART-1500, GART-1510;

(d) two courses from Social Sciences;

(e) two courses from Languages or Science;

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

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

Courses used to calculate the major average are: courses listed under requirement (a) up to a maximum of 16 courses taken from those listed among the program requirements (a).

General Philosophy

Total courses: ~~thirty.~~

~~(a) twelve Philosophy courses, at least 9 of which must be at the 2000-level or above, including: PHIL-1100;PHIL-2210, PHIL-2730 and PHIL-2760;one of PHIL-4700, PHIL-4710, PHIL-4720, PHIL-4730; one additional 3000-level or above Philosophy course with '7' as middle digit; one Philosophy course with '5' as the middle digit; one 2000 of PHIL-2600, PHIL-2610, PHIL-2620; four additional Philosophy courses, at least two of which are at the 3000-level or above.~~

(a) A minimum of twelve Philosophy courses, at least ten of which must be 2000 level or above.

1. 1000-level: Any one of the following: PHIL-1100, PHIL-1120, PHIL-1290, PHIL-1300, PHIL-1600, PHIL-1620.

2. Ethical Theory: PHIL-2210.

3. History of Philosophy: All four of the following: PHIL-2730, PHIL-2760, PHIL-3760, and one of PHIL-4710 or PHIL-4720.

4. Systematic Philosophy: Any two of the following: PHIL-2300, PHIL-2500, PHIL-2540, PHIL-2570, PHIL-2610, PHIL-2620, PHIL-3520, PHIL-3590, PHIL-3600.

5. Practical Philosophy: Any two of the following: PHIL-2220, PHIL-2360, PHIL-2380, PHIL-2550, PHIL-3190, PHIL-3230, PHIL-3290.

6. Other Philosophy: Any two additional Philosophy courses (including any listed above that have not already been taken).

(b) two courses from Social Sciences;

(c) two courses from Languages or Science;

(d) two courses from any area of study, excluding Arts.

(e) GART-1500, GART-1510;

(f) four courses from any area of study, including Philosophy;

(g) six other courses from any area of study, excluding Philosophy.

Courses used to calculate the major average are: courses listed under requirement (a) up to a maximum of 12 courses taken from those listed among the program requirements (a).

Description of thesis option (if applicable):

C.2.1 Co-op/Experiential Learning Component (if applicable)

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> ***Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.** *Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

> *Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring 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).*

N/A

C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)

> *Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.*

The changes do not affect Program level Learning Outcomes or Course Learning Outcomes but simply make the program more accessible and easier to navigate for students.

C.3.2 For All Program Proposals
C.3.2.1 New or Changes to Standing Required for Continuation in Program

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

Cumulative average requirement 60%, Major Average requirement 60% (Remains the same as the current Program)

C.3.2.2 New or Changes to Standing Required for Graduation

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

Cumulative average requirement 60%, Major Average requirement 60% (Remains the same as the current Program)

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)
COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

> *In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these*

characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations). **For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.] **For programs with an Experiential Learning or Co-op Option**: Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.

Honours Philosophy (Learning Outcomes were last updated November 14, 2014)

Honours Philosophy **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. Identify, explain, philosophically discuss in depth (at length and in greater detail), and evaluate using primary and secondary sources at a high level of achievement: • the philosophical origins of major intellectual disciplines concerned with understanding and explaining the natural and social worlds; • the major problems, developments, and systems of the western philosophical tradition; • internal criticisms of the major problems, developments, and systems of the western philosophical tradition and alternatives posed in light of these criticisms; • the historical and enduring relationship between philosophy and the unavoidable existential problems generated by humanity's place in the universe; • the historical and enduring relationship between philosophical inquiry and criticism and the problems specific to different forms of social organization and relationships; • the historical and enduring relationship between philosophical inquiry and criticism and problems specific to the relationship between human consciousness and an external world, natural and social.	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.	B. research skills, including the ability to	1. Depth and Breadth of Knowledge

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Honours Philosophy 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
• access, retrieve, and evaluate primary and secondary sources relevant to philosophical inquiry; • read and interpret philosophical texts systematically and critically (applicable to Characteristic D and I); • read and interpret common (i.e. non-academic) texts critically and systematically, with sources including, but not limited to, various popular media (also applicable to Characteristics D and I).	define problems and access, retrieve and evaluate information (information literacy)	2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. • identify, interpret, evaluate, formulate, and articulate arguments in different forms; critically assess and recognize the limits of different sources of information in carrying out the preceding tasks (also applicable to Characteristic I).	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. • write systematically, critically, and with a high degree of coherence in both expository and argumentative modes.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. • critically reflect on some of the different proposed sources of obligation and their limits.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. • listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others (also applicable to Characteristic G).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. • rationally and respectfully argue towards a common position.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. • independently formulate, advance, and defend with a high degree of coherence, and in one's own voice, positions on key philosophical problems.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. • apply different ways of thinking philosophically about ethical, legal, and political issues to the various problems of life (also applicable to Characteristic E.)	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

Combined Honours Philosophy *(These are new learning outcomes)*

Combined Honours Philosophy **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
Identify, explain, philosophically discuss *in depth (at length and in detail),* and evaluate using primary and secondary sources *at a high level of achievement*: • the philosophical origins of major intellectual disciplines concerned with understanding and explaining the natural and social worlds; • the major problems, developments, and systems of the western philosophical tradition; • internal criticisms of the major problems, developments, and systems of the western philosophical tradition and alternatives posed in light of these criticisms; • the historical and enduring relationship between philosophy and the unavoidable existential problems generated by humanity's place in the universe; • the historical and enduring relationship between philosophical inquiry and criticism and the problems specific to different forms of social organization and relationships; • the historical and enduring relationship between philosophical inquiry and criticism and problems specific to the relationship between human consciousness and an external world, natural and social.	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. Access, retrieve, and evaluate primary and secondary sources relevant to philosophical inquiry; Read and interpret philosophical texts systematically and critically (applicable to Characteristic D and I); (Also applies to D, I.) Read and interpret common (i.e. non-academic) texts critically and systematically, with sources including, but not limited to, various popular media (also	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

Combined Honours Philosophy **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
applicable to Characteristics D and I). (Also applies to D, I.)		
C. Identify, interpret, evaluate, formulate, and articulate arguments in different forms; Critically assess and recognize the limits of different sources of information in carrying out the preceding tasks (also applicable to Characteristic I). (Also applies to I.)	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. Write systematically, critically, and with a *relatively high degree of coherence* in both expository and argumentative modes.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Critically reflect on some of the different proposed sources of obligation and their limits.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others (also applicable to Characteristic G).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Rationally and respectfully argue towards a common position.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Independently formulate, advance, and defend with a relatively high degree of coherence, and in one's own voice, positions on key philosophical problems.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Apply different ways of thinking philosophically about ethical, legal, and political issues to the various problems of life (also applicable to Characteristic E).	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

General Philosophy *(Learning Outcomes were last updated November 14, 2014)*

General Philosophy **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. identify, explain, philosophically discuss, and evaluate using primary sources: • the philosophical origins of major intellectual disciplines concerned with understanding and explaining the natural and social worlds; • the major problems, developments, and systems of the western philosophical tradition; • internal criticisms of the major problems, developments, and systems of the western philosophical tradition and alternatives posed in light of these criticisms; • the historical and enduring relationship between philosophy and the unavoidable existential problems generated by humanity's place in the universe; • the historical and enduring relationship between philosophical inquiry and criticism and the problems specific to different forms of social organization and relationships; • the historical and enduring relationship between philosophical inquiry and criticism and problems specific to the relationship between human consciousness and an external world, natural and social.	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. • access, retrieve, and evaluate primary sources relevant to philosophical inquiry; • read and interpret philosophical texts systematically and critically (also applicable to Characteristics D and I); • read and interpret common (i.e. non-academic) texts critically and systematically, with sources including, but not limited to, various popular media (also applicable to Characteristics D and I).	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

General Philosophy **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
C. • identify, interpret, evaluate, formulate, and articulate arguments in different forms; & • critically assess and recognize the limits of different sources of information in carrying out the preceding tasks (also applicable to Characteristic I).	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. • write systematically and critically in both expository and argumentative modes.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. • critically reflect on some of the different proposed sources of obligation and their limits.	E. responsible behaviour to self, others and society	6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. • listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others (also applicable to Characteristic G).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. • rationally and respectfully argue towards a common position.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. • formulate, advance, and defend positions on key philosophical problems.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. • apply different ways of thinking philosophically about ethical, legal, and political issues to the various problems of life (also applicable to Characteristic E.)	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

The mode of delivery of the new proposed Program Requirements remain the same as are employed in the current Program.

D.   MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

The methods of assessing student achievement remain the same as those used in the current Program.

D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)

Describe the appropriateness of the plans to monitor and assess:
- *the overall quality of the revised program;*
- *whether the revised program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*
- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

Since there are no substantive differences between the newly proposed Program Requirements and the Program Requirements currently in place, then the plan to document and demonstrate program quality and student performance will remain the same as it has been under the old (current) Program, i.e., the normal cycle of IQAP reviews.

APPENDIX A – BUDGET SUMMARY SHEET
N/A

University of Windsor
Program Development Committee

*5.5:   **Languages, Literatures and Cultures – Minor Program Change (Form C)**

Item for: **Approval**

MOTION: That the changes to the degree requirements for the Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- This proposed change has been approved by the Department of Languages, Literatures and Cultures Council, 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):	Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education
DEPARTMENT(S)/SCHOOL(S):	Languages, Literatures and Cultures
FACULTY(IES):	Faculty of Arts, Humanities, and Social Sciences

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2023

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.

Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education

Degree Requirements
Total courses: forty
(a)   INCS-1200; INCS-2200; INCS-3200; INCS-3210; INCS-4200;
(b)   17 course equivalents from the Language Stream or 18 course equivalents from the Intercultural Stream:
    Language Stream:
    […]
OR
    Intercultural stream: GRMN-2600; ~~or~~ ASIA-2620; GRMN-2610; ITLN-2600; ~~or~~ ASIA-2640; ITLN-2610; SPAN-2600; SPAN-2610; JWST-1200; ARAB-2610; ARAB-2620; GRMN-2480; ITLN-2480; SPAN-2480; ~~**INCS-4990 (6.0 credits);**~~ plus one of the following language pairs: GRMN-1020 (6.0 credits) and GRMN-2020 (6.0 credits); or ITLN-1020 (6.0 credits) and ITLN-2020 (6.0 credits); or SPAN-1020 (6.0 credits) and SPAN-2020 (6.0 credits).

(c) two courses from Arts or Science;
(d) two courses from Social Sciences;
(e) two courses from any area of study, excluding Arts.
(f) GART-1500, GART-1510;
(g) Language stream: five more courses from any area of study, including Modern Languages; OR Intercultural stream: four more courses from any area of study, including Modern Languages*****;
(h) five courses from any area of study, excluding Modern Languages;

*INCS-4990 (6.0 credits), Internship in Intercultural Studies, is recommended.

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.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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).

When this concurrent program was created, the intention of Modern Languages was to enlarge the exposure of the students to the elementary school environment as a moment of observation and reflection, given the focus of the degree—which is to prepare experts in the field of English acquisition by non-native children speakers. During the first three years of this program, Modern Languages has observed how this course INCS-4990 presents some overlap with other placements and practica, as well as posing a serious economic challenge. Indeed, for a Sessional Instructor to teach this double credit course two stipends would be needed. In essence, making it optional would shield the students from possible degree audit exceptions and further enhance the flexibility of this innovative program.

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

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 [revising this program](#), **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 [additional Resources](#) 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 [literatures](#), 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?*

The Department of Languages, Literatures and Cultures has begun a process of serious reflection on the process of curriculum Indigenization. Some headway has been made while working on these very PDC forms. The Department

realizes that this process should be initiated, vetted and managed first and foremost at the departmental level, by consulting with the Indigenous community and making use of all the materials and expertise provided by the Centre for Teaching and Learning. In time, each course will be re-vamped as to contain as many Indigenization elements as possible. In the specific case of this course, which Modern Languages simply intends to make optional, we would insist on the incorporation of an entire module into its outline. The module would comprise Indigenous Knowledges in all their articulations: Truth and Reconciliation Commission, Calls to Action, University Principles on Indigenous Education, What is Indigenous Knowledge?, The Conversation Articles, Indigenous Protocols, and Indigenous Pedagogies. In this case, the instructor would have to explain how crucial the presentation of Indigeneity should be for children coming to Canada. This would be specified in the job description for the hiring of the sessional Instructor.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

> *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 revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include 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. Consider, for example:*
> - *faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources,staff support, library, teaching and learning support,information technology support, laboratory access, student support services, space, equipment, facilitiesGA/TA.*

No resources needed. If anything, in the event that enrolments be insufficient making the course optional would save money for the Faculty.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

> *Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.*

None

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

> *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.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

> *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.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None

C.5 Planned Reallocation of Resources and Cost-Savings

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

The money saved, if the course is not opted for by students, might be used to offer more language training courses.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*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:	none
Staff:	none
GA/TAs:	none

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*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:	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

*5.6   **Languages, Literatures and Cultures – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for Honours Greek and Roman Studies (Greek or Latin Option), Combined Honours Greek and Roman Studies, Minor in Greek and Roman Studies and Major and Minor Concentrations - Bachelor of Arts and Science (BAS) - Greek and Roman Studies be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the Department of Languages, Literatures and Cultures and the Faculty of Arts Humanities and Social Science Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Greek and Roman Studies**
DEPARTMENT(S)/SCHOOL(S):	**Languages, Literatures and Cultures**
FACULTY(IES):	**Faculty of Arts, Humanities and Social Sciences**

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2023

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 <u>**bolding and underlining**</u>. Example:* Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the <u>**3000-level or**</u> 4000-level.

GREEK AND ROMAN STUDIES

Honours Greek and Roman Studies (Greek or Latin Option)

Degree Requirements:
Total courses: forty.
(a) twenty courses, consisting of four Greek (GREK-) or Latin (LATN-) Language and Literature courses; plus GRST-1100 and GRST-1200; plus fourteen additional Greek and Roman Studies (GRST-), Greek and Roman History (GRHS-), Greek Language and Literature (GREK-), or Latin Language and Literature (LATN-) or the Ancient Greek Philosophy course PHIL-2730, including at least one in each of the following four areas:
(i) Art and Archaeology: GRST-2120, GRST-2220, <u>**GRST-3020,**</u> GRST-4020;
(ii) Greek and Roman History: GRHS-2100, GRHS-2101, GRHS-2200, GRHS-2201, GRHS-3000<u>**, GRHS-4002**</u>;
(iii) Literature: GRST-2110, GRST-2111, GRST-2210, GRST-2211, GRST-3010;
(iv) Mythology and Religion: <u>**GRST-2030,**</u> GRST-3130, GRST-3230.
(b) two courses from Social Sciences;
(c) two courses from Arts or Science;
(d) two courses from any area of study, excluding Arts.
(e) GART-1500, GART-1510;
(f) four other courses from Arts, Languages, Social Sciences, or Science, including Greek and Roman Studies (GRST-), Greek and Roman History (GRHS-), Greek Language and Literature (GREK-), and Latin Language and Literature (LATN-);
(g) eight courses from any area of study, excluding Greek and Roman Studies (GRST-), Greek and Roman History (GRHS-), Greek Language and Literature (GREK-), and Latin Language and Literature (LATN-).

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

Combined Honours Greek and Roman Studies

Program Regulation:
Students in combined programs must complete all courses used to calculate the major average for both subject areas, and GART-1500 and GART-1510. They must also complete the degree requirements, in the order presented,

to a total of forty courses. Example: If the total course requirements add up to 43 once the requirements for the second subject area are included, the degree requirements are to be completed in the order presented, until the student reaches a total of 40 courses.

Degree Requirements:

Total courses: forty.
(a) GRST-1100 and GRST-1200 plus fourteen other courses in Greek and Roman Studies (GRST-), Greek and Roman History (GRHS-), Greek (GREK-) or Latin (LATN-) Language and Literature, or the Ancient Greek Philosophy course PHIL-2730 plus four of GREK-1100, GREK-1101, GREK-2100, GREK-2101, GREK-4000, LATN-1200, LATN-1201, LATN-2200, LATN-2201 or LATN-4200; and at least one course in each of the following four areas:
(i) Art and Archaeology: GRST-2120, GRST-2220, **GRST-3020,** GRST-4020;
(ii) Greek and Roman History: GRHS-2100, GRHS-2101, GRHS-2200, GRHS-2201, GRHS-3000, **GRHS-4002**;
(iii) Literature: GRST-2110, GRST-2111, GRST-2210, GRST-2211, GRST-3010;
(iv) Mythology and Religion: **GRST-2030,** GRST-3130, GRST-3230.
(b) *Course requirements - Other Subject:* courses used to calculate the major average in the other subject area, as prescribed by that area of study.
(c) GART-1500, GART-1510;
(d) two courses from Social Sciences;
(e) two courses from Arts or Science;
(f) two courses from any area of study, excluding Arts.
(g) additional courses from any area of study to a total of forty courses.

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

Minor in Greek and Roman Studies
Greek and Roman Studies: six courses in Greek and Roman Studies **(prefix GRST-, GRHS-, GREK-, LATN-)**, with no more than four at the 1000-level.

Major and Minor Concentrations - Bachelor of Arts and Science (BAS) - Greek and Roman Studies

Major Concentration: : GRST-1100, GRST-1200 at least one course each in any three of the following areas:
Art and Archaeology: GRST-2120, GRST-2220**, GRST-3020, GRST-4020;**
Greek and Roman History: GRHS-2100, GRHS-2101, GRHS-2200, GRHS-2201**, GRHS-3000, GRHS-4002;**
Literature: GRST-2110, GRST-2111, GRST-2210, GRST-2211**, GRST-3010;**
Mythology and Religion: **GRST-2030,** GRST-3130, GRST-3230**.**
Plus, any seven Greek and Roman Studies courses (prefix GRST-, GRHS-, GREK-, LATN-)
Minor Concentration: six courses in Greek and Roman Studies (prefix GRST-, GRHS-, GREK-, LATN-) with no more than four at the 1000-level; and at least one at the 3000-level or above.

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**ing and underlining.*

Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing

> *courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E.***

N/A

B. RATIONALE

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

The new program requirements correct previous omissions, add relatively new courses not listed in the requirements, and offer students more options.

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

> *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 revising this program, **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 additional Resources 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 literatures, 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?*

The Department has been in the process of implementing a number of changes in our courses in order to provide our students with Indigenous perspectives and in order to adopt Indigenous pedagogical methods. Our general approach is to deal carefully and critically with elite-generated and Eurocentric texts and in courses in material culture we examine what artifacts can tell us about their users (regardless, for instance, of ethnicity) to supplement or even subvert accepted narratives. In our Greek and Roman mythology courses we discuss the ancient oral transmission of lore, which can be fruitfully paralleled with Indigenous processes of passing down traditional teachings. In our course on the classical tradition we look at how Greco-Roman texts have been used and abused by more recent colonizers, for instance, in defense of slavery and conquest on the North American continent. We also have thought about using a talking circle format for smaller, upper-level classes rather than the more entrenched discussion styles.

The following is a list of courses that have been identified as having Indigenous content:
GRHS-3000 (Topics in Ancient History)
GRST-3012 (Ancient Impacts on the Modern World)
GRST-3130 (Greek Mythology)

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GRST-3230 (Roman Mythology)
GRST-4000 (Seminar in Classical Studies)

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 changes do not require any further resources.

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.

The changes do not require any further resources.

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.

Nothing changes.

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.

We have no graduate students.

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

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

No additional resources are required.

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

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

No additional resources are required.

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

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

No new resources are required.

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.).

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

None.

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

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

*5.7: **School of Creative Arts – Minor Program Changes (Form C)**

Item for: **PDC Approval**

MOTION : **That the Honours Bachelor of Fine Arts (Visual Arts) for Graduates of Fanshawe/Georgian College's three-year Fine Art Program be discontinued in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved by the School of Creative Arts and the Faculty of Arts Humanities and Social Science Coordinating Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Bachelor of Fine Arts (Visual Arts) for Graduates of Fanshawe College's three-year Fine Art Program Honours Bachelor of Fine Arts (Visual Arts) for Graduates of Georgian College's three-year Fine Arts Diploma
DEPARTMENT(S)/SCHOOL(S):	School of Creative Arts
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2023

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 Bachelor of Fine Arts (Visual Arts) for Graduates of Fanshawe College's three-year Fine Art Program~~
~~Graduates of Fanshawe College who have completed a three-year Fine Art program may apply for transfer into an appropriate level of the Honours Bachelor of Fine Arts (Visual Arts) program. Transfer students must satisfy University regulations for transfer from CAATs and meet the academic requirements and standards of the B.F.A. program. Completion of the B.F.A. program in Visual Arts will normally require four terms of academic work or the equivalent at the University of Windsor. For further information, contact Visual Arts.~~

~~Honours Bachelor of Fine Arts (Visual Arts) for Graduates of Georgian College's three-year Fine Arts Diploma~~
~~Graduates of the three-year Diploma program in Fine Arts with a cumulative average of 2.7 (B) may gain admission to the third year of the BFA Visual Arts program. Two letters of recommendation, a letter of intent and a successful portfolio are also required.~~

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

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

N/A

B.   RATIONALE

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

This agreement has expired between Fanshawe and Georgian and the University of Windsor. The text of the agreement is also redundant to current transfer practices. All terms of the this agreement are true of any student transferring into Windsor's programs.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

> *The University of Windsor is committed to building 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 revising this program, **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 additional Resources 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 literatures, 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?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across the disciplines to ensure that course materials are open to the increase of Indigenous content and inclusive to Indigenous peoples. Some instructors are also working on incorporating upgrading into teaching as a form of deconolization

This minor change is a housekeeping measure to keep the Calendar accurate to our current practices and partnerships. There is a small but possibility that 'unlinking' old program matriculation language could make transfer credits more open to Indigenized courses rather than linking older European 'conservatory' course modelling.

The following is a list of courses that have been identified as having Indigenous content:
MACS 1500. Contemporary Visual Culture
MACS 2600. History of Photograph
MACS 3620. Contempory Issues in Photography
MACS 3450. Contemporary Art
MACS 4520. Urban Ecologies
VSAR 1060. Studio Practice and Ideas/Images
VSAR 1070. Studio Practice and Ideas/Drawing
VSAR 3830. Inter-Media Practices – Topics

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.*

SoCA has seven full time faculty (combined studio faculty and media art histories/visual culture) and three permanent sessional lecturers.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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.

This regulation change has no effect on sessional reliance and requires no additional resources.

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

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

N/A

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

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

N/A

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

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

No additional resources are needed for this change.

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.

No additional resources are needed for this change.

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 additional resources are needed for this change.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

*Describe all **additional institutional resources and services** required by <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

*5.8   **Social Work/Psychology – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the Disability Studies Emphasis courses be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the School of Social Work, the Department of Psychology and the Faculty of Arts Humanities and Social Science Coordinating Council.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Disability Studies
DEPARTMENT(S)/SCHOOL(S):	School of Social Work (Disability Studies, Women's and Gender Studies) and Department of Psychology (Disability Studies)
FACULTY(IES):	Arts, Humanities, and Social Sciences

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

DISABILITY STUDIES – EMPHASIS COURSES

DISABILITY STUDIES EMPHASIS COURSES Program requirements in Disability Studies make reference to Disability Studies-Emphasis courses. These currently include: Anthropology/Zoology: ANZO-1600; ~~Diaspora Studies: INCS-2360;~~ General Arts: GART-2040, GART-2090; **Intercultural Studies: INCS-2360**; Kinesiology: KINE-1000; KINE-4000; KINE-4040, KINE-4100; KINE-4610; Nursing: NURS-3510; NURS-3910; Organizational Learning and Teaching ~~Courses~~: EDUC-4000; Philosophy: PHIL-1290; PHIL-2250; PHIL-2270; PHIL-2280; PHIL-3190; Psychology: PSYC-1070; PSYC-2280; PSYC-2400; PSYC-2560; PSYC-3220; PSYC-3230; PSYC-3240; **PSYC 3330; PSYC-3390**; PSYC-4300; PSYC-4320; PSYC-4450; Social Justice Studies: SJST-2100, **SJST-2350**; SJST-2700, SJST-3000; Social Work: SWRK-2040, SWRK-3460; SWRK-3470; SWRK-3580; Sociology: SACR-1100; SACR-2100; SACR-2280; SACR-2400; SACR-2900; SACR-3050; SACR-3150; SACR-3270; SACR-3520; SACR-4510; Women's and Gender Studies: WGST-2100; WGST-2200; **WGST -2350;** WGST-3900.

Various areas of study from time to time may offer courses dealing specifically with disability studies under specific course titles or general titles such as "Special Topics," "Directed Readings," or "Seminars." These courses may be taken with permission of the Disability Studies Program Coordinator.

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 increasing the number of relevant emphasis courses that our Disability Studies students can take.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

*The University of Windsor is committed to building 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 revising this program, **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 additional Resources 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 literatures, 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?*

Disability Studies courses (DISB-1000, DISB-2010, DISB-3020, DISB-4010) include references to Indigenous perspectives and epistemologies. For example, DISB-2010 includes discussion of Indigenizing health care and the impact of colonization on Indigenous wellbeing. DISB-3020 includes content that discusses Indigenous approaches to disability, the historical and current impact of colonization on Indigenous peoples' health and welfare, and content written by Indigenous people with disabilities that centres their knowledge and experience of disability. DISB-4010 includes content written by Indigenous people with disabilities and profiles the consequences of disability policies that are not indigenized. The Disability Studies Coordinator and Disability Studies Interdisciplinary Committee review Disability Studies-Emphasis course content and descriptions on a regular basis and encourage the recognition and inclusion of Indigenous content in these 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, in general terms, all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.

N/A

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

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.

The proposed revision of the list of possible Disability Studies – Emphasis courses may increase the enrolment in these courses by three or four students per section.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

University of Windsor
Program Development Committee

*5.9   **Bachelor of Applied Science in Mechanical Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for Bachelor of Applied Science in Mechanical Engineering be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the Department of Mechanical, Automotive, and Materials Engineering Coucil and the Faculty of Engineering Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Mechanical Engineering, including all Options
DEPARTMENT(S)/SCHOOL(S):	Mechanical, Automotive, & Materials Engineering
FACULTY(IES):	Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	**Summary 2023** Note: Change is effective in Summer 2023 for the student cohort in semester six; students in semester eight in summer 2023 will complete their programs under the previous calendar.

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 Applied Science in Mechanical Engineering

OUTLINE OF STUDIES

Note: All students will follow the sequence of study terms shown in their program of study.

Degree Requirements

FIRST YEAR - Common to all Engineering Programs

Fall Term
GENG-1101. Engineering 1
GENG-1102. Engineering Graphics
GENG-1110. Engineering Mechanics
MATH-1720. Differential Calculus
MATH-1270. Linear Algebra (Engineering)

Winter Term
GENG-1201. Cornerstone Design
GENG-1200. Engineering Thermofluids
MATH-1730. Integral Calculus
PHYS-1410. Introductory Physics II
CHEM-1103. Topics in General Chemistry

SECOND YEAR

Fall Term
MATH-2790. Differential Equations
GENG-2320. Engineering Software Fundamentals
GENG-2340. Electrical and Computing Fundamentals
MECH-2210. Dynamics
GENG-2500. Engineering and the Environment

INDE-2010. Engineering Management and Globalization

Winter Term
MATH-2780. Vector Calculus
GENG-2190. Introduction Engineering Materials
GENG-2220. Treatment of Experimental Data
GENG-2200. Numerical Analysis for Engineering
MECH-2230. Advanced Engineering and Design
GENG-2180. Mechanics of Deformable Bodies

Summer Term - Co-op students only
GENG-2980. Work Term I

THIRD YEAR
Fall Term
MECH-3212. Thermodynamics
MECH-3233. Fluid Mechanics I
GENG-3130. Engineering Economics
MECH-3211. Stress Analysis
MECH-3223. Machine Dynamics
1 course from outside Engineering, selected from the approved list

Winter Term - Co-op students only
GENG-3980. Work Term II

Summer Term
MECH-3217. Applied Thermodynamics
MECH-3220. Fluid Mechanics II
MECH-3228. Heat Transfer
MECH-4221. Machine Design
MECH-4259. Computer Aided Engineering – CAE **or MECH -4258. Computational Fluid Dynamics**
~~1 additional course*~~
Technical Elective MECH-3XXX or MECH-4XXX

FOURTH YEAR
Fall Term - Co-op students only
GENG-4980. Work Term III

Winter Term
MECH-4218. Thermofluid Systems Design
MECH-4200. Capstone Design
MECH-4211. Design for Failure Prevention
~~3 additional courses*~~
MECH-3215. Mechanical Vibrations
Technical Elective MECH-3XXX or MECH-4XXX

Summer Term
MECH-3221. Control Theory
MECH-3224. Engineering Measurements
GENG-4210. Engineering and Society

MECH-4200. Capstone Design
~~2 additional courses*~~
MECH-4253. Heating, Ventilation, and Air Conditioning

~~*The six additional courses must comply with the following rules:~~
~~-A minimum of two must be numbered MECH-32XX, 42XX~~
~~-A maximum of two may be numbered MECH-34XX, MECH-44XX~~
~~-A maximum of two may be numbered MECH-36XX, MECH-46XX~~
~~-A maximum of two may be numbered MECH-38XX, MECH-48XX~~
~~-A maximum of two may be taken from any program or Faculty outside of MECH-XXXX~~

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

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

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

N/A

B.   RATIONALE

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

The total hours requirement of the Faculty of Engineering's external accrediting body, the Canadian Engineering Accreditation Board (CEAB) has been reduced by 100 hours, from 1950 to 1850, since the curriculum was last reviewed. The Mechanical Engineering program currently comfortably exceeds the minimum requirement, with approximately 2050 hours. The current program allows two "unrestricted" electives, i.e., either technical or non-technical, in order to align the "non-Option" Mechanical Engineering program with the Option programs (e.g., Mechanical Engineering with Automotive Option, etc.) in terms of total course hours. The program will still comfortably meet the new hours requirement and fulfill the CEAB graduate attributes without the two unrestricted electives. Further, to better prepare students for industry positions, two formerly elective courses (MECH-3215 Mechanical Vibrations and MECH-4253 Heating, Ventilation, and Air Conditioning) and now being required. Both of these topics are required in many other programs across the country, and they align with specific industry needs.

Rationale for adding MECH-4259:
While the Finite Element Analysis (FEA) content in the current required course MECH-4259 Computer Aided Engineering - CAE prepares students well for the needs of industry in terms of applications of solid mechanics, the Mechanical Engineering program does not have an equivalent course in fluids mechanics, i.e., Computational Fluid Dynamics (CFD), which has also become increasing commonplace in industry. With this change, students will be required to take either the existing MECH-4259 course, or the new MECH-4258 course. For those students who would like to study both topics, the second course would be available as an elective. This change allows students to better align their studies with their interests.

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

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 revising this program, **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 [additional Resources](...) 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 [literatures](...), 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?*

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content in its undergraduate curricula by including content in each year of study through a common-core course required for all BASc students. This approach affirms the spirit of the Call to Action 62(i) of the Final Report Summary of the Truth and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

As part of the Faculty of Engineering's continuous improvement process, the content of the modules was reviewed by the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. In addition to this review, the Indigenous Curriculum and Pedagogy Project Coordinator helped the Faculty of Engineering identify items to incorporate into its roadmap toward Indigenization. These items included organizations that provide education and courses appropriate for faculty and administration members, and experiential learning associated with sites such as the Ska-Nah-Doht Longhouse, which would tie in with the design aspect of the program curricula in engineering. Additionally, documenting the Faculty's development of and progress along its roadmap will become part of the reporting process for both IQAP and the Canadian Engineering Accreditation Board.

The focus on Indigenous content in the undergraduate engineering programs at Windsor is led by the example of Canada's engineering establishment, which met in 2009 in Montreal and developed a guiding document for the engineering profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues, and future projections for engineering in Canada. Among the areas addressed are the recruitment and representation of women, Indigenous Peoples, and other underrepresented groups in the profession.

The current proposal is associated with Years 3 and 4 of the Mechanical Engineering program. The courses GENG-3130 Engineering Economics and GENG-4210 are designated courses in Year 3 and Year 4 for the inclusion of a module on Indigenous content. The learning outcome assessment associated with this teaching module is one input for the graduate attribute associated with Ethics and Equity for engineering's external accreditation process. Specifically, the assessment considers the identification of equity issues within the engineering profession and Canadian society, with an emphasis on the role of Indigenous Peoples.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.   RESOURCES
C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

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 revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include 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. Consider, for example:

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

The newly created required course MECH -4258. Computational Fluid Dynamics will be offered using current resources in the department. There are no resource implications for other units on campus.

The two newly required courses MECH-3215 and MECH-4253 are already offered in the department and will require no additional teaching resources. The eliminaton of the two unrestricted electives will reduce the reliance of the department on other units on campus.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

The courses are expected to be offered by an existing tenured or tenure-track faculty member inside the department. Additional faculty members inside the department have the ability to deliver these courses.

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

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.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

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.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

No new resources are anticipated.

C.5 Planned Reallocation of Resources and Cost-Savings

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

No significant reallocation of resources or cost savings is anticipated.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*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 (QAF section 2.1.2.6f)

*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

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

*5.10   **Psychology (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the admission requirements for PhD in Psychology be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved by the Department of Psychology Council, the Faculty of Arts Humanities and Social Science Coordinating Council and the Faculty of Graduate Studies Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	PhD in Psychology
DEPARTMENT(S)/SCHOOL(S):	Psychology
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2023

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.

PhD in Psychology

Applicants will be assessed with respect to their academic qualifications including grades, ~~Graduate Record Examination (GRE) scores,~~ letters of recommendation, and career-related achievements. ~~GRE scores (Verbal, Quantitative, Writing) are required of all students seeking admission to the Department of Psychology. In the event that an applicant does not have the required number of undergraduate courses, the GRE Advanced Test in Psychology may be required.~~ Possession of the minimum academic requirements does not ensure acceptance. Applications for admission must be completed by December 1.

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

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

N/A

B.   RATIONALE

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

The GRE does not necessarily predict success in graduate school, and may inadvertently result in applicants from minority and marginalized groups being negatively affected. Many graduate Psychology programs in Ontario have removed this requirement already. We removed it temporarily during the pandemic and found no adverse effects, so would like to remove the requirement permanently.

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

*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](https://) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](https://) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](https://), 1990, and provincial legislation [Bill Pr36](https://) (1967). In revising this program, **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 additional Resources 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 literatures, 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?*

This change should make the application process easier for all students, and more equitable for Indigenous applicants as it reduces the resources required to develop an application for graduate school since preparing for, taking, paying for, and accessing the GRE would not be required. Indigenous applicants are some of the potential applicants that have been affected by this requirement in the past, and eliminating this requirement would remove a barrier to application for Indigenous students.

C.   RESOURCES
C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

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 revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include 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. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support,library, teaching and learning support,information technology support,laboratory access, student support services,space, equipment, facilitiesGA/TA

N/A

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)(QAF section 2.1.2.7)

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.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

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.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*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 (QAF section 2.1.2.6f)

*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

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

Date of Modification	Approval Body Modifying	Reason for Modification

University of Windsor
Program Development Committee

*5.11:   **Kinesiology (Graduate) – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved:^
                KINE-8090. Newsroom

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ This course has been approved by the Faculty of Human Kinetics Council and the Faculty of Graduate Studies Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Human Kinetics
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Faculty of Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2023

A. NEW COURSE PROFILE

Course # and Title: KINE-8090. Newsroom

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.

Newsroom situates students into a living, breathing newsroom dedicated to journalistic coverage of University of Windsor Lancer varsity athletics. Students will engage in cross-platform content creation (e.g., text-based, audio, audio/visual journalism) that the job market covets. Student-generated content, in its various forms, will be posted on a course-created website. Alternating "newsroom" roles as the term progresses, learners will experience a number of journalistic duties that will enhance their abilities and understanding of sport media.

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
- [x] field experience or site visit
- [ ] labs
- [ ] No experiential learning in this course
- [x] 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				1.5	1.5		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
none	none	none	n/a	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?	NA

This course has been offered under the Special Topics umbrella KINE-8940.

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.

Newsroom is an extension of the *Media & Sport* course offered at the senior undergrad level and will move from understanding how the media operates and has revolutionized sport to a very hands-on journalistic course that will provide an experiential opportunity for Kinesiology's graduate students. Students will engage in cross-platform content creation (text-based, audio, audio/visual journalism, etc.) that is in demand in the job market. Beyond that, students will alternate "newsroom" jobs as the course progresses that will offer experience in a number of journalistic roles that will enhance their abilities and understanding of sport media – from assignment editor to website layout – and will not only enrich their academic life at UWindsor but make them more marketable graduates. This course also provides a service to the campus community. For the last 3 years, Newsroom has become the sports section for the *Lance*. As of last year, our students also became involved in CJAM's sports programming.

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

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* developing this new course*,* **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 additional Resources *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* literatures*, 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?*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

> - *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?*

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. Within this course specifically, student journalists are encouraged to create content that represents the student diversity at the University of Windsor.   This effort, of course, includes the exploration of Indigenous topics such as media representation of Indigenous issues and athletes in sport and considering the importance of Indigenous representation among members of the sport media. In addition, students will explore scholarly material, as well as industry pieces, that address matters of Indigeneity and will be asked to reflect on that content.

The following is a list of courses that have been identified as having Indigenous content:

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

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** <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze media evolution, practices and representations and the complex symbiotic relationship between sport and media. Identify industry issues and trends (past, present and future) in the sports media sector. (also applicable to C and I)	A. the acquisition, application and integration of knowledge
B. Conduct interviews that focus on sport matters that are important to communities. (also applicable to F, G, H and I)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate best practices in sport journalism.	C. critical thinking and problem-solving skills
D. Develop story ideas central to sport media. (also applicable to G, H, and I)	D. literacy and numeracy skills
E. Formulate ideas about how social issues relate to ethical media behaviour and a responsible fourth estate.	E. responsible behaviour to self, others and society
F. Summarize and evaluate essential topics in sport in groups. (also applicable to A and B)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Create media pieces on current topics central to sport media. (also applicable to G, and I)	H. creativity and aesthetic appreciation
I. Explain how sport media evolves with different technologies and different social and economic forces. (also applicable to 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
	4-8	4-8	4-8	4-8	4-8

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 offering will bolster the graduate program's list of offerings. No negative impact will be felt on other courses as far as enrolment is concerned.

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:	
1.5	Lectures
1.5	Tutorials
	Labs
1.5	Practical experience
1.5	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
1.5	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?	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 Department of Kinesiology's faculty has expertise (academic and, in some cases, industry) in the subject matter that is central to this offering, with research published in leading national and international journals. This course has also been aided by campus community media outlets (The Lance & CJAM).

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

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 does not rely on other campus units.   As a Selected Topics offering since 2017, however, the course has been actively engaged with other campus resources (The Lance and, to a lesser extent, CJAM and the Digital Journalism program when it existed). The relationship with the Lance (the student newspaper) and, as of 2019, CJAM has provided a platform for the student-generated content to be displayed to campus community.

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

*5.12:   **Law – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course addition be made:^
               LAWG-5708. International Disability Rights Law Moot

^*Subject to approval of the expenditures required.*

Rationale/Approvals:
▪   The proposal has been approved by the Faculty of Law Faculty Council

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2023

A. NEW COURSE PROFILE

Course # and Title: LAWG-5708. International Disability Rights Law Moot

A.1 Calendar Description

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

The ODIHR Disability Rights Law Moot Court Competition is held in a different country each year. The moot is intended to promote the use of international law litigation to advance the rights of persons with disabilities. Students learn to how to apply international human rights law, such as the UN *Convention on the Rights of Persons with Disabilities* (CRPD), and relevant regional and domestic legal sources by working as appellants and respondents in a team of four. Students prepare legal submissions and present oral arguments before the fictional Disability Rights Court, the mandate of which is modelled from the UN CRPD. The moot competition is open to students enrolled in a law program at the undergraduate or Master's level in one of the OSCE participating States (Canada is a participating state). Individuals who self-identify as having lived experience of disability are especially encouraged to participate. The moot was established by the OSCE Office for Democratic Institutions and Human Rights (ODIHR) and the Centre for Disability Law and Policy at the National University of Ireland Galway in 2021.

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.3 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
None					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?	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 International Disability Rights Moot will assist students to develop their legal research and advocacy skills. It will enable them to develop skills in the research, application and integration of legal knowledge and to do so in a simulated litigation context. This Moot will also help students to develop critical thinking and interpersonal skills. Students will think critically about the legal problem not only from a jurisprudential point of view but also through the lens of the human rights model of disability. With respect to interpersonal skills, students will develop interpersonal skills by working with their teammates on the legal issues of the moot problem.

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

*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 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?*
Please consider these prompt questions and additional Resources 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 [literatures](), 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) or in the course syllabus where appropriate?*

The Faculty of Law does not have control over the design of the moot problem. The content of moots is highly dependent on the fact scenario. Some deal exclusively with issues impacting Indigenous peoples and some do not. This typically changes each year. The scenarios are drafted by parties external to the university.

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. Analyze a moot problem in the area of disability rights law, based on current international disability rights law issues. Formulate arguments for and against any errors committed by the domestic court judge that adjudicated the case, pursuant to international disability human rights law instruments, including the United Nations *Convention on the Rights of Persons with Disabilities*.	A. the acquisition, application and integration of knowledge
B. Research and develop persuasive legal arguments; identify and produce the required format of an appellate court factum for both the appellants and the respondents.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Distinguish cases based on the facts and application of the law.	C. critical thinking and problem-solving skills
D. Read, summarize and organize large volumes of cases.	D. literacy and numeracy skills
E. Identify and explain the relevant legal, statutory and disability-Related policy issues surrounding the decision appealed from. Recognize when advocacy becomes unprofessional.	E. responsible behaviour to self, others and society
F. Formulate a persuasive argument before an appellate court utilizing advocacy techniques, language, and elements that have been taught by coach(es).	F. interpersonal and communications skills
G. Identify and employ the relevant procedures and protocols associated with appellate advocacy as part of a two-person counsel team.	G. teamwork, and personal and group leadership skills

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:
H. Explore and apply elements of a persuasive factum and oral argument.	H. creativity and aesthetic appreciation
I. Strive for the advancement of the human rights of persons with disabilities.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

The impact should be negligible as there are only 4 students/year.

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
34	Practical experience
10	Independent Study
	Reading for the course
	Work for assessment (essays, papers, projects, laboratory work)
4	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?	Similar

C. RESOURCES

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

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

None.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

C.1.1 Faculty Expertise in Support of the Revised Program

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

The Law Faculty has expertise in this area.

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

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

The Law Faculty does not expect to rely on adjunct faculty for this Moot. It may not be offered every year in light of travel expenditures.

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 <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.

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

*5.13:   **Engineering – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved:^
              MECH-4640. Topics in Aerospace Engineering

^Subject to approval of the expenditures required.

Rationale/Approvals:
- This course has been approved by the Faculty of Mechanical, Automotive, and Materials Engineering Council and the Faculty of Engineering Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BASc in Mechanical Engineering with Aerospace Option
DEPARTMENT(S)/SCHOOL(S):	Mechanical, Automotive, & Materials Engineering
FACULTY(IES):	Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2023

A. NEW COURSE PROFILE

Course # and Title: MECH-4640. Topics in Aerospace 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.

Selected topics of current interest in Aerospace Engineering. (Prerequisite: Semester 7 or higher standing or permission of instructor.) (3 lecture, 1 lab hours per 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.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	48	X				3	1		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Semester 7 or				No	

higher standing or permission of instructor					

> ******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 allows instruction of current topics in Aerospace Engineering. It will provide a mechanism to bring in fresh and up-to-date content as the field evolves and consider current events and advancements. Faculty and instructors from the industry will also provide students with critical insights into the current state of the art in Aerospace Engineering and the skills needed to be successful, thus incorporating elements of professional development.

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

> *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 [developing this new course](#), **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 [additional Resources](#) 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 [literatures](#), 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) or in the course syllabus where appropriate?*

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content in its undergraduate curricula by including content in each year of study through a common-core course required for all BASc students. This approach affirms the spirit of the Call to Action 62(i) of the Final Report Summary of the Truth

and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

As part of the Faculty of Engineering's continuous improvement process, the content of the modules was reviewed by the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. In addition to this review, the Indigenous Curriculum and Pedagogy Project Coordinator helped the Faculty of Engineering identify items to incorporate into its roadmap toward Indigenization. These items included organizations that provide education and courses appropriate for faculty and administration members, and experiential learning associated with sites such as the Ska-Nah-Doht Longhouse, which would tie in with the design aspect of the program curricula in engineering. Additionally, documenting the Faculty's development of and progress along its roadmap will become part of the reporting process for both IQAP and the Canadian Engineering Accreditation Board.

The focus on Indigenous content in the undergraduate engineering programs at Windsor is led by the example of Canada's engineering establishment, which met in 2009 in Montreal and developed a guiding document for the engineering profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues, and future projections for engineering in Canada. Among the areas addressed are the recruitment and representation of women, Indigenous Peoples, and other underrepresented groups in the profession.

The current proposal is associated with Year 4 of the Mechanical Engineering program. The course GENG 4210 Engineering and Society is the designated course in Year 4 for the inclusion of a module on Indigenous content. The learning outcome assessment associated with this teaching module is one input for the graduate attribute associated with Ethics and Equity for engineering's external accreditation process. Specifically, the assessment considers the identification of equity issues within the engineering profession and Canadian society, with an emphasis on the role of Indigenous Peoples.

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

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

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

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

MECH-4640 Topics in Aerospace Engineering

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. Identify and explain the key concepts/themes, data, theoretical and policy questions, problems or gaps in the literature related to topics in Aerospace Engineering.	A. the acquisition, application and integration of knowledge

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>
B. Critically analyze and evaluate to reflect on topics in Aerospace Engineering.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Debate the information, possible outcomes, goals of a decision-making process, research methods, data interpretation, identified and proposed solutions, and conclusions/recommendations on topics in Aerospace Engineering.	C. critical thinking and problem-solving skills
D. Articulate questions regarding the empirical interpretation and information about research conclusions, assumptions, problems, methodology, results, and theoretical insights underlying topics in Aerospace Engineering.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Orally discuss complex ideas, concepts, or research results effectually.	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. N/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
	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?

There is no adverse impact anticipated on the enrollment in existing courses. This course is open to BASc in Mechanical Engineering with Aerospace Option students only or with the permission of other program 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:
3	Lectures
	Tutorials
1	Labs
	Practical experience
1	Independent Study
	Reading for the course
1	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?	Same

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 taught by a number of instructors in the Department of Mechanical Engineering.

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

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

The course will be staffed with full-time faculty and AAS members. No adjunct, limited-term, or sessional faculty will be required.

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

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

The staff and resources for this course are contained entirely in the Department of Mechanical, Automotive, & Materials Engineering.

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 <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:   **Mechanical Engineering - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Department of Mechanical, Automotive and Materials 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

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 Winter 2023

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**

MECH-4469. ~~Diesel Engine Fundamentals~~ Sustainable Propulsion
~~Theory and practice of modern diesel engines. Diesel combustion cycle. Engine design aspects including fuel injection, turbocharging, and intercooling. Measurement and control of engine emissions. Engine performance testing. Future and advanced technologies including exhaust aftertreatment. (Prerequisites: MECH-3217 and~~

PROGRAM DEVELOPMENT COMMITTEE
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~~Semester 6 or higher standing.)~~ **This course develops a fundamental understanding of the theory and practice of sustainable propulsion systems for automotive applications. A concise review of energy sources suitable for automotive applications will be introduced, focusing on the impact of energy density on real-world applications. Critical concepts and issues of advanced clean combustion strategies will be studied along with their applications in modern internal combustion engines, including fuel properties, lean-burn stoichiometry, fuel injection systems, combustion systems, turbocharging, and other aspects of engine design and performance evaluation. The development trend of future propulsion systems, including engine electrification, smart hybridization, and carbon-neutral renewable fuels, will be discussed. (Prerequisites: MECH-3217 and Semester 6 or higher standing.)**

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

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 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?*

Please consider these prompt questions and [additional Resources](#) 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 [literatures](#), 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) or in the course syllabus where appropriate?*

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content in its undergraduate curricula by including content in each year of study through a common-core course required for all BASc students. This approach affirms the spirit of the Call to Action 62(i) of the Final Report Summary of the Truth and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

As part of the Faculty of Engineering's continuous improvement process, the content of the modules was reviewed by the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. In addition to this review, the Indigenous Curriculum and Pedagogy Project Coordinator helped the Faculty of Engineering identify items to incorporate into its roadmap toward Indigenization. These items included organizations that provide education and courses appropriate for faculty and administration members, and experiential learning associated with

sites such as the Ska-Nah-Doht Longhouse, which would tie in with the design aspect of the program curricula in engineering. Additionally, documenting the Faculty's development of and progress along its roadmap will become part of the reporting process for both IQAP and the Canadian Engineering Accreditation Board.

The focus on Indigenous content in the undergraduate engineering programs at Windsor is led by the example of Canada's engineering establishment, which met in 2009 in Montreal and developed a guiding document for the engineering profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues, and future projections for engineering in Canada. Among the areas addressed are the recruitment and representation of women, Indigenous Peoples, and other underrepresented groups in the profession.

The current proposal is associated with Year 4 of the Mechanical Engineering program. The course GENG 4210 Engineering & Society is the designated course in Year 4 for the inclusion of a module on Indigenous content. The learning outcome assessment associated with this teaching module is one input for the graduate attribute associated with Ethics and Equity for engineering's external accreditation process. Specifically, the assessment considers the identification of equity issues within the engineering profession and Canadian society, with an emphasis on the role of Indigenous Peoples.

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	☐	☐

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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:	**MECH-4469. Sustainable Propulsion** *(Note: Learning outcomes were last updated December 10, 2007. 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: **December 10, 2007_** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

MECH-4469. Sustainable Propulsion

LEARNING OUTCOMES TABLE

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 the critical aspects of fuel properties, fuel injection systems, combustion systems, turbocharging, and other engine design and performance evaluation aspects.	A. the acquisition, application and integration of knowledge

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:
B. Identify the basic calculations for engine performance and representative diagrams of engine cycles. Locate and utilize engine testing and research techniques used in the industry.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C Employ the procedure and instrumentation for diesel engine tests in a laboratory, including engine control, in-cylinder pressure acquisition, and emission measurement. Analyze the diesel engine test data.	C. critical thinking and problem-solving skills
D. Perform emission calculations based on the measurement results.	D. literacy and numeracy skills
E. Research the emission regulations and testing methods.	E. responsible behaviour to self, others and society
F. Utilize technical writing skills.	F. interpersonal and communications skills
G. Collaborate in a team working environment.	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

*5.15   **Language Literatures and Culture** - **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
LLC	Dr. Antonio Rossini	April 13, 2022	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.**	Winter 2023 Undergraduate

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 **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 **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**

GREEK AND ROMAN STUDIES COURSES

GRST-3012. Ancient Impacts on the Modern World
This course explores the reception and (re)interpretation of ancient Greco-Roman culture by, and in, the modern world in a variety of different media (e.g., literature, visual arts, architecture, **and** film). Topics may vary from year to

year. (May be repeated for credit if content changes.) (Prerequisites: GRST-1100, GRST-1200 **or consent of advisor**.)

GRST-3020. Topics in Ancient Material Culture
This rotating topics course provides an in-depth study of some aspect of ancient material culture that may be thematic or chronological in scope. Required readings more usually consist of ancient sources in English translation and/or articles in modern scholarly journals than formal textbooks. **(**May be repeated for credit if content changes.**)** (Prerequisite: GRST-2120 or GRST-2220 **or consent of advisor.**~~.~~

GRST-4020. Practicum in Classical Archaeology
Students will participate in various aspects (e.g. digging, artifact processing and analysis) of the excavation of an ancient Greek or Roman site in Europe. They will also visit and report on several key archaeological sites in the region. (Note: this is a 6-credit-hour course.) (Prerequisites: Admission only by consent of instructor after an interview with the candidate. Experience in ~~Classical~~ **Greek and Roman** Studies courses (numbered GRST-xxxx and/or GRHS-xxxx) is highly recommended, though not always essential. Given the nature of archaeological excavation abroad, the assembly of a team of hardworking, emotionally mature, and mutually compatible individuals is of paramount importance. All other factors being equal, preference will be given to ~~Classical~~ **Greek and Roman** Studies majors over non-majors and to more senior students over more junior.) **(**May be repeated for credit if content changes.**)**

GREEK LANGUAGE AND LITERATURE COURSES

GREK-1101. Introduction to Ancient Greek II
Designed to equip the beginner with the basic skills needed for reading ancient Greek literature, including the New Testament. (Prerequisite: GREK-1100 **or consent of instructor**.)

GREK-2100. Intermediate Greek I
Review of vocabulary and grammar. Readings from classical prose, poetry, or the New Testament. (Prerequisite: GREK-1101 **or consent of instructor**.)

GREK-2101. Intermediate Greek II
Continuation of GREK-2100. (Prerequisite: GREK-2100 **or consent of instructor**.

LATIN LANGUAGE AND LITERATURE COURSES

LATN-1201. Introductory Latin II
Continuation of LATN-1200. (Prerequisite: LATN-1200 or consent of ~~an advisor in Classics~~**instructor**.)

LATN-2200. Intermediate Latin I
Designed for students who have previously studied Latin. Review of forms, syntax and grammar. Selected passages from the works of Latin authors may be used. (Prerequisite: LATN-1201 or ~~permission of a program advisor~~**consent of instructor**.)

LATN-2201. Intermediate Latin II
Review of forms, syntax, and grammar. Selected passages from the works of Latin authors. (Prerequisite: LATN-2200 or consent of ~~an advisor in Classics~~**instructor**.)

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GREEK LANGUAGE AND LITERATURE COURSES

GREK-40~~1~~00. **Directed Readings in Greek Literature**
Designed for the student who wishes to explore a special area of interest with the aid of a faculty advisor. (May be repeated for credit if content changes.) (Hours by arrangement.)

Rationale for renumbering: The program has two foci, namely Greek Studies and Roman Studies. Most students pursue their studies by taking courses in both streams. Therefore, an alignment for the courses in either discipline is necessary. (Courses in ancient Greek Studies are given a "**1**" as the second digit).

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

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>*revising this/these courses*</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 [additional Resources](#) 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 [literatures](#), 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?*

The Department has been in the process of implementing a number of changes in our courses in order to provide our students with Indigenous perspectives and in order to adopt Indigenous pedagogical methods. Our general approach is to deal carefully and critically with elite-generated and Eurocentric texts and in courses in material culture we examine what artifacts can tell us about their users (regardless, for instance, of ethnicity) to supplement or even subvert accepted narratives. In our Greek and Roman mythology courses we discuss the ancient oral transmission of lore, which can be fruitfully paralleled with Indigenous processes of passing down traditional teachings. In our course on the classical tradition, we look at how Greco-Roman texts have been used and abused by more recent colonizers, for instance, in defense of slavery and conquest on the North American continent. We also have thought about using a talking circle format for smaller, upper-level classes rather than the more entrenched discussion styles.

The following is a list of courses that have been identified as having Indigenous content:
GRHS-3000 (Topics in Ancient History)
GRST-3012 (Ancient Impacts on the Modern World)
GRST-3130 (Greek Mythology)

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GRST-3230 (Roman Mythology)
GRST-4000 (Seminar in Classical Studies)

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).

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:	**GRST-3012. Ancient Impacts on the Modern World** *(Learning outcomes 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/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**GRST-3020. Topics in Ancient Material Culture** **GRST-4020. Practicum in Classical Archaeology** **GREK-1101. Introduction to Ancient Greek II** **GREK-2100. Intermediate Greek I** **GREK-2101. Intermediate Greek II**

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	LATN-1201. Introductory Latin II **LATN-2200. Intermediate Latin I** **LATN-2201. Intermediate Latin II** **GREK-4000. Directed Readings in Greek Literature** *(Learning outcomes last updated May 11, 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 11, 2018___** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.16   **Science - Summary of Minor Course and Calendar Changes (Form E)**

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	No
Sociology and Criminology	Shelagh Towson	Mar. 4, 2022 Approved by SAC Council xxx xx, 2022	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.**	Winter 2023

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**

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~~SACR-2150~~**BIOL-2063**. Principles of ~~Physical~~ **Biological** Anthropology
A biocultural perspective of human genetic and phenotypic variation in an evolutionary context including but not limited to: comparisons to other primates; identifying sources and nature of variation in living humans and critique of race; investigations of illness in the past and present; and the study of extinct species. **May be taken by Science students for credit but does not count as a Science option towards the fulfillment of the specified requirements for the Biological Sciences and Behaviour, Cognition and Neuroscience degrees.**

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

> *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 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?*
>
> *Please consider these prompt questions and [additional Resources](#) 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 [literatures](#), 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) or in the course syllabus where appropriate?*

The Faculty of Science is looking to welcome an expert in Indigenous-centred relationships who is a recognized Knowledge Keeper in their community into a role within the Integrative Biology Department to pursue community-based interests in research, teaching, and capacity development. With the help and support of this individual, we hope to build and develop new and innovative initiatives to further Indigenous-focussed research co-production and lifelong learning within the Department and across the Faculty of Science. The person in this role will support the creation of an Indigenized space for Indigenous students, community members and allies to engage, learn and create. It is expected that courses will be offered relating to Indigenous Natural Science and ecology, natural resource management, conservation, and governance. The Indigenous Knowledge Keeper will provide counsel to the Office of the Dean to create further space for Indigenous knowledge and partnerships in the Faculty of Science and across the University of Windsor. Major themes and concepts of the course include decolonization of knowledge creation, critiquing the racialization of human variation, and critiquing pseudo-scientific constructions of human differences that have been used to marginalize and exploit individuals and groups including Indigenous Peoples. A multidisciplinary, inclusive, and humanizing approach to understanding human evolution and modern human variation is presented in the course. Specific topics include the first Peoples of Australia and the Americas. Course content is based in part on 25 years of research experience of the instructor working with and for various Indigenous Communities.

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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).

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:	~~SACR 2150~~**BIOL-2063**. Principles of ~~Physical~~ **Biological** Anthropology
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: **_____April 29 2019_____** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.17: **Disability Studies – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **School of Social Work**

Approvals:
These learning outcomes has been approved by the School of Social Work Council and the Faculty of Arts, Humanities and Social Sciences Council.

This package includes the following course learning outcomes:
DISB-3020. Historical Approaches to People with Disabilities
DISB-4010. Community Approaches, Advocacy and Empowerment

DISB-3020. Historical Approaches to People with Disabilities

Learning Outcomes

Last Updated: March 12, 2008(PDC080212-6.4.1)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
a. Relate historical approaches to disability using current social, intersectional, and disability justice modes of analysis b. Relate the impact of historical and ongoing colonization on Indigenous people	**A.** the acquisition, application and integration of knowledge
Analyze the historical development of disability issues from the perspective of people with lived experience of various disabilities	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Identify issues relevant to disability communities and propose actions using intersectional frameworks Identify the need for continuous education in addressing disability issues (see also I)	**C.** critical thinking and problem-solving skills
analyze research and historical literature relativeto disability issues.	**D.** literacy and numeracy skills
Employ a considerate and responsible manner to self, others, and society, especially when discussing case studies and personal experiences with disability	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
Explain the importance of accommodation in successful teamwork and leadership	**G.** teamwork, and personal and group leadership skills
Describe the history of disability and identify the past and current impacts of disability history within the context of colonization in Canada	**H.** creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

DISB-4010. Community Approaches, Advocacy and Empowerment
Learning Outcomes
PDC210224-5.15 - Last Updated - February 24, 2021

Learning Outcomes At the end of the course, the successful student will know and beable to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate willhave the ability to demonstrate:
Promote equity and full participation for people with disabilities using intersectional disability justice approaches when addressing disability issues	**A.** the acquisition, application andintegration of knowledge
	B. research skills, including the ability todefine problems and access, retrieve and evaluate information (information literacy)
Critically analyze concepts of disability rights, disability justice, intersectionality, and systemic advocacy as applied to disability issues	**C.** critical thinking and problem-solvingskills
Analyze advocacy and empowerment literatures and apply them to community practices Explore self-advocacy organizations to support continuing learning about disability justice (See also I)	**D.** literacy and numeracy skills
Assess issues related to empowerment and recognize empowering and disempowering professional interventions	**E.** responsible behaviour to self, othersand society
Apply interpersonal communication skills in the context of macropractice and advocacy for various disability communities	**F.** interpersonal and communicationsskills
Work as part of a team and take responsibility on completinggroup tasks	**G.** teamwork, and personal and groupleadership skills
Promote understanding of self-determination and choice indisability studies	**H.** creativity and aesthetic appreciation
	I. the ability and desire for continuouslearning

University of Windsor
Program Development Committee

*5.18:   **Social Work – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **School of Social Work**

Approvals:
These learning outcomes has been approved by the School of Social Work Council and the Faculty of Arts, Humanities and Social Sciences Council.

This package includes the following course learning outcomes:
SWRK-2040. Issues and Perspectives in Social Welfare
SWRK-3470. Social Work and Violence (Also offered as WGST-3470)
SWRK-3480 Professional issues in Social Work
SWRK-3560. Serving Older People
SWRK-3590. Social Work and Health
SWRK-3600. Social Work and Addictions
SWRK-3710. Field Education Preparation
SWRK-4300. Integration Seminar I
SWRK-4310. Integration Seminar II
SWRK-4340. Social Work with Children
SWRK-4480. Professional issues in social work
SWRK-4550. Social Work and Mental Health

SWRK-2040. Issues and Perspectives in Social Welfare
(These are revised learning outcomes. Last updated February 11, 2011)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Describe foundational knowledge about the origin and development of the welfare state including, competing philosophies, ideologies, and values underlying the welfare state; and the various social, economic, and political forces which promote the emergence and advancement of the welfare state. (also relevant to D)	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. Explain the complexity of how social policy impacts citizens, clients, communities, organizations, and society as a whole, including the role of professional ethics. (also relevant to D) Explain how dominant social work ideologies can create inequalities and injustices for diverse groups, with particular focus on Indigenous, Francophone, and Black individuals and communities. (also relevant to D) Critically analyze social welfare policy formation, design, and implementation	critical thinking and problem-solving skills
D.	literacy and numeracy skills
E. Apply social work values related to social problems, proposed policy solutions, service delivery and administration, and examine relationships between personal, professional, cliental, and societal values. Describe the impact of social services upon vulnerable populations and the barriers that such populations confront in their interactions with social institutions. Promote social justice and social change.	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

SWRK 3470: Social Work and Violence
(These are revised learning outcomes. Last updated March 19, 2012)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Apply relevant inter-disciplinary theories, concepts and ideas about violence to analyze assessments and interventions, legal consequences, and ethical practices, taking into consideration diverse needs of oppressed and under-represented individuals and populations such as Francophone, Black, and Indigenous individuals and communities.	A. the acquisition, application and integration of knowledge
B. Identify, analyze, and organize Social Work and feminist research about violence in society, highlighting inequities faced by Francophone, Black, and Indigenous individuals and communities. Formulate research inquiries based on a critical review of existing knowledge about violence in society.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically appraise research, practice, policy, and social responses to violence acknowledging the potential for further victimization inherent to these systems and practices. Evaluate the link between diverse research outcomes and different social constructions and responses. Employ problem solving skills in conducting assessments and interventions aimed at achieving maximum potential of both survivors and perpetrators of violence.	C. critical thinking and problem-solving skills
D. Clearly and effectively express theories, concepts and thoughts verbally and in writing.	D. literacy and numeracy skills
E. Critically assess their own perspectives and values related to violence and ethically and professionally resolve value conflicts Analyze and explain violence as a human rights issue. Advocate for the maximum potential for survivors, perpetrators, and other members of society in a professional manner consistent with the Social Work Code of Ethics.	E. responsible behaviour to self, others and society
F. Identify knowledge gaps, research questions, and strategies for addressing research questions in a professional, coherent, and cogent manner. (Also applies to I)	F. interpersonal and communications skills
G. Respectfully and responsibly offer and receive constructive peer feedback on work.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Demonstrate commitment to knowledge generation/ advancement to develop optimal intervention and prevention.	I. the ability and desire for continuous learning

SWRK 3480 Professional issues in Social Work
(These are new learning outcomes.)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Explain empowerment theories and the sociology of professions as they relate to social work practice	A. the acquisition, application and integration of knowledge
B. Investigate the implications of various Codes of Ethics for social work practice, with particular attention to anti-oppressive practice with Francophone, Black and Indigenous individuals and communities (also relevant to E).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify and assess ethical and professional dilemmas (also relevant to E)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Debate the process of resolution for various ethical and professional dilemmas	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Articulate an ongoing plan for addressing professional issues in Social Work.	I. the ability and desire for continuous learning

SWRK 3560: Serving Older People
(These are new learning outcomes.)

Learning Outcomes *This is a sentence completion exercise.* 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:
A. Discuss the complexities and issues related to the aging process with particular attention to gender, health status, economic status, race, culture, ability, gender, sexuality, language, and immigration/residency status	A. the acquisition, application and integration of knowledge
B. Identify the service needs, access issues, gaps, and policy issues related to older people with particular attention to individuals and groups facing barriers, including but not limited to Indigenous, Francophone, and Black individuals and communities	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct an assessment of older people and identify resources available to meet their needs	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Recognize the contributions of older people to society (also for F) Support the need for self-determination among older people.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Create strategies to address inequities facing older people in relation to gaps, access, and barriers to service.	G. teamwork, and personal and group leadership skills
H. Apply theories and concepts to articulate appropriate intervention strategies based on developmental lifespan	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

SWRK 3590: Social Work and Health

(These are new learning outcomes.)

Learning Outcomes *This is a sentence completion exercise.* 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:
A. Explain factors that impact health, health policy, social work practice within heath care systems, and with specific health conditions. Describe the process for developing and implementing health care policies in Canada.	A. the acquisition, application and integration of knowledge
B. Describe and analyze various theoretical approaches to explaining health and healthcare, including biopsychosocial, PIE, patient centered, Indigenous, cultural safety, social determinants of health.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze the variety of functions of social workers in health care settings, including within multidisciplinary teams.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Critically evaluate health care policy and service barriers faced by diverse populations, with with specific attention to Indigenous, Francophone, and Black individuals and communities. Advocate for social policy positions addressing the inequities in Canadian healthcare policy and programs.	E. responsible behaviour to self, others and society
F. Conduct a social work assessment within in the health care context (also relevant to G).	F. interpersonal and communications skills
G. Create plan of care with social work interventions consistent with assessment.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

SWRK-3600. Social Work and Addictions

(These are new learning outcomes.)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Articulate the theories that guide our understanding of those who misuse substances. Identify models of intervention relevant to support of those who misuse substances.	A. the acquisition, application and integration of knowledge
B. Identify the service needs, access issues, gaps, and policy issues related to people affected by substance misuse, with particular attention to individuals and groups facing barriers, including but not limited to Francophone, Black and Indigenous individuals and communities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Recommend and describe multi-level intervention and support strategies relevant to an assessed situation of substance misuse (also relevant to H).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Create strategies to address inequities facing those affected by substance misuse in relation to gaps, access, and barriers to service.	E. responsible behaviour to self, others and society
F. Apply a "Person In Environment[1]" lens to assess a situation of substance misuse.	F. interpersonal and communications skills
G. Apply a social justice lens to identify support strategies for an individual facing substance misuse	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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[1] *The person in environment, or PIE theory, is a popular social work concept that states that a person is heavily influenced by their environment; therefore, their problems and issues can be largely understood by environmental influences. (www.study.com)*

SWRK 3710. Field Education Preparation

(These are new learning outcomes.)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Describe the different ways organizations provide services and meet their mission statements. Articulate the hierarchy in organizations, and how this pertains to support and supervision for specific roles. Plan, carry out, review and evaluate social work practice with individuals, groups, communities, and other professionals. Recognize the impact of economic, political and social conditions on the functioning of communities, with specific attention to Indigenous, Francophone, and Black individuals and communities. Explain how skills developed in the generalist social work program apply to different contexts of practice. Explain the importance of self-care to practice and develop a personal holistic self-care plan. Articulate strategies to effectively evaluate and mitigate risk in field, including developing safety plans.	A. the acquisition, application and integration of knowledge
B. Access, present, and utilize research to inform practice and advocacy work in the community	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply reflective social work practice through self-assessment, analyzing personal bias and privilege and utilizing supervision Employ critical thinking to recognize ways in which multiple sources of knowledge can be utilized in various contexts of practice. Analyze the social work profession's role in promoting social justice and challenging oppressive societal structures (poverty, marginalization, privilege and power) that many groups face, with particular focus on Indigenous, Francophone, and Black individuals and communities. Identify, discuss and compare strategies that address the economic, political and social conditions present in communities.	C. critical thinking and problem-solving skills
D. Identify the components of professional social work writing within case-notes, professional letters, assessments, case management plans, emails, and a professional portfolio.	D. literacy and numeracy skills
E. Identify and apply an ethical decision making model and articulate the ethical responsibility social workers have to maintain up to date expertise in the field they are practicing in Align their practice with the social work code of ethics	E. responsible behaviour to self, others and society

Learning Outcomes *This is a sentence completion exercise.* <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>
Indicate appropriate professional use social media. Explain the responsibility social workers have to their clients, colleagues, the practice setting, profession and the broader society.	
F. Articulate how to present oneself to and within a social work organization in a professional manner, behaviorally, and through written and verbal communication. Utilize appropriate interpersonal communication skills with supervisors, organizations, communities and persons served.	F. interpersonal and communications skills
G. Identify various ways that Social Workers and organizations display leadership skills. Assess the role leadership, collaboration and advocacy play in the promotion of equity and social justice.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Explain methods and resources for using continuous learning Articulate the relationship between continuous learning and a professional social work identity.	I. the ability and desire for continuous learning

SWRK-4300. Integration Seminar I

(These are revised learning outcomes. Last updated April 13, 2012)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Explain how theoretical frameworks (including generalist social work practice) guide practice skills and strategies in diverse contexts, populations, or practice situations, with particular attention to Indigenous, Francophone and Black individuals and communities.	A. the acquisition, application and integration of knowledge
B. Assess community conditions (social, economic, political) which impact client system/community empowerment.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Explain how agency mission and structures impact service delivery and community needs.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Utilize leadership, collaboration, and advocacy skills to promote human rights, and social and economic justice at all levels of practice. (Also relevant to G).	E. responsible behaviour to self, others and society
F. Employ reflection, peer review, constructive feedback and consultation to analyze professional relationships and communication with staff, peers, and clients and colleagues. (Also relevant to G and H).	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Evaluate practice skills and need for continuing education.	I. the ability and desire for continuous learning

SWRK-4310. Integration Seminar II
(These are revised learning outcomes. Last updated April 13, 2012)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Analyze the organizational context of practice and how that impacts service delivery, community needs and social justice, for diverse groups, with particular attention to Indigenous, Francophone and Black individuals and communities.	A. the acquisition, application and integration of knowledge
B. Evaluate their own practice, using evidence-based frameworks, supervision, and research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze the variety of functions of social workers in health care settings, including within multidisciplinary teams. Critically analyze multiple sources of knowledge based upon the purpose, values, and ethics of the social work profession, including theoretical approaches, research-based knowledge, practice experience, variety of client systems (individuals, families, groups, organizations and communities), the needs of vulnerable populations, and social and economic justice.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Critically analyze the needs of vulnerable populations, including the influences of social, economic and political factors. Differentiate intervention strategies and skills that promote social justice, (Also relevant to H).	E. responsible behaviour to self, others and society
F. Utilize available support mechanisms (peers, colleagues, supervisors, training) to maximize the development of professional identity through reflective practice, self-awareness and identification of one's own belief system that affects professional practice, teamwork and leadership skills. (Also relevant to G and I).	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

SWRK 4340. Social Work with Children
(These are new learning outcomes.)

Program Learning Outcomes *This is a sentence completion exercise.* <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>
A. Assess the relevance of family, environment, and individual factors when identifying assessment and intervention techniques for child clients from a generalist social work perspective.	A. the acquisition, application and integration of knowledge
B. Research specific problems of children along with potential interventions to facilitate assessment, intervention, evaluation, and multi-disciplinary collaboration in generalist social work practice with children and their parents in the Canadian context, with particular attention to Indigenous, Francophone and Black individuals and communities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Integrate theories and concepts of multi-disciplinary practice as they relate to direct intervention in social work practice with a child client. Analyze the provision of services to parents of children receiving direct interventions from a social justice perspective, with particular attention to Indigenous, Francophone and Black individuals and communities.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Analyze ethical dilemmas and values conflicts as they relate to child protection, advocacy and generalist social work practice with children, their parents, and multi-disciplinary teams in practice situations.	E. responsible behaviour to self, others and society
F. Articulate and present individual and group interventions with children.	F. interpersonal and communications skills
G. Communicate respectfully with diverse groups and individuals, including individuals and communities from diverse racial, cultural, gender, sexual, disability and social locations.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

SWRK-4480. Professional Issues in Social Work
(These are new learning outcomes.)

Learning Outcomes *This is a sentence completion exercise.* <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>
A. Explain empowerment theories and the sociology of professions as they relate to social work practice	A. the acquisition, application and integration of knowledge
B. Investigate the implications of various Codes of Ethics for social work practice with particular attention to anti oppressive practice with Indigenous, Francophones and Black individuals and communities (also relevant to E).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify and assess ethical and professional dilemmas (also relevant to E).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Debate the process of resolution for various ethical and professional dilemmas.	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

SWRK-4550. Social Work and Mental Health

(These are new learning outcomes.)

Learning Outcomes *This is a sentence completion exercise.* 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:
A. Describe and critique the labels and language of the mental health sector.	A. the acquisition, application and integration of knowledge
B. Appraise the links between social/health policy and support for people who have mental health concerns and/or diagnosis. Critically analyze the disparity in access to culturally informed mental health care in communities, with particular attention to Indigenous, Francophone and Black individuals and communities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze the role of consumer/survivor/ex-patient and recovery movements in the mental health sector.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Plan ways to partner with people with lived experiences.	E. responsible behaviour to self, others and society
F. Explore and analyze intervention and support strategies with people with mental health concerns and/or diagnosis.	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