

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday, January 18, 2023 at 9:00am-11:00am
Location: Room 203 Toldo and/or MS Teams (Hybrid Meeting)

AGENDA

- 1 Approval of Agenda**
- 2 Minutes of Meeting of December 16, 2022
E-Vote of December 12, 2022**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**
- 5 Reports/New Business**
 - 5.1 Tracking Sustainability in Curriculum and Programs** Joel Gagnon-Discussion
 - *5.2 English – Minor Program Changes (Form C)** Joanna Luft-Approval
PDC230118-5.2
 - *5.3 English – New Course Proposal (Form D)** Joanna Luft-Approval
PDC230118-5.3
 - *5.4 English – Summary of Minor Course and Calendar Changes (Form E)** Joanna Luft-Information
PDC230118-5.4
 - *5.5 Psychology – Course Learning Outcomes** Patti Fritz-Information
PDC230118-5.5
 - 5.6 Draft PDC Reports on University Program Reviews Final Assessment Reports
and Implementation Plans and Progress Reports** Erika Kustra-Approval
PDC230118-5.6
(CONFIDENTIAL) *(Sent in a separate package)*
 - 5.6a Self-Study, External Reviewers' Report, AAU/Head's Response, and
Dean's Response for: Civil and Environmental Engineering and History** PDC230118-5.6a
(CONFIDENTIAL)
- 5 Question Period/Other Business**
- 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**

*5.2: **English and Creative Writing – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for Honours English and Creative Writing 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 English and Creative Writing Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours English and Creative Writing
DEPARTMENT(S)/SCHOOL(S):	English and Creative Writing
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Undergraduate Spring 2023
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A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

Example:

Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Honours English and Creative Writing

Degree Requirements

Total courses: forty

- (a) ENGL-1002, ENGL-1003, and ENGL-1004;
- (b) two of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
- (c) one of ENGL-2110, ENGL-2120, or ENGL-2130;
- (d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
- (e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
- (f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
- (g) any five ENGL courses at 3000-level or 4000-level;
- (h) one of ENGL-4001, ENGL-4002, ENGL-4003, **ENGL-4004**, or ENGL-4005;
- (i) ENGL-2710 (a 6.0-credit course), ENGL-3710, and ENGL-4710 (a 6.0-credit course);
- (j) two courses from Social Sciences;
- (k) two courses from Languages or Science;
- (l) two courses from any area of study, excluding Arts;
- (m) GART-1500;
- (n) four courses from any area of study, including English;
- (o) nine courses from any area of study, excluding English

Note: Only five (5) 1000-level English courses may count toward the major.

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

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

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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 is a minor housekeeping issue; ENGL-4004 is the second of two linked practicum courses. The Editing (ENGL-4003) and Publishing (ENGL-4004) courses are normally taken sequentially, and this course was erroneously left off the Academic Advisement Report (AAR) requirement list. The course provides direct professional training in as well as deeper understanding of the publishing industry, thus relevant to future career prospects for Creative Writing and English graduates. Intensive and “high-impact” experience in the editing and book production process.

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 course ENGL-4004 has a direct link with the local arts community in its diversity, and also provides in-depth practical training in, and awareness of the publishing industry in Canada, in which Indigenous writers increasingly play a major role, including our own graduates (e.g., Gord Grisenthwaite, Governor General’s Award nominee, 2021), many of whom have taken and will take this course.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

In all ways, the English Department is committed to decolonizing settler approaches and attitudes toward research, pedagogy, and course material. In our “PDC Form C,” we asked to reduce the number of required canonical courses. We make that change in part so that ENGL undergraduates could have the flexibility to take fewer period courses and to allow students the choice to take courses that include more contemporary writers and courses that foreground Turtle Island Indigenous writers.

Courses that focus specifically on Indigenous content include the following:

ENGL 2320 Indigenous Literatures

ENGL 3330 Indigenous Literature of Turtle Island

Courses such as ENGL-1005 Topics in Literature, ENGL-2510 Topics in Literary Genres, and ENGL-2520 Topics in Literature are regularly taught with a focus on Indigenous literatures and culture. So, too, are graduate seminars such as ENGL-8850 Literary Theory / Cultural Studies. Additionally, Indigenous content is mainstreamed into various courses in English where the topic allows, such as ENGL 1002 Writing About Literature, ENGL-3210 Canadian Literature, ENGL-3220 US Literature, ENGL- 3310 Postcolonial Literature, and more. Graduate seminars in traditional areas, such as ENGL-8550 US Literature, may either focus largely on Indigenous content or incorporate Indigenous writers into the syllabus. Canadian Indigenous writers such as Thomas King, Tomson Highway, Leane Betasamoke Simpson, Louise Halfe, Marilyn Dumont, Lee Maracle, Jordan Abel, as well as notable Indigenous writers from south of the (notional) US-Canadian border, and many others are routinely covered in these classes. Some of these are former writers-in-residence while some are our graduates. The courses ENGL-2310 World Literatures, ENGL-2430 Introduction to Theory, and ENGL-2330 Gender and Poetry include Indigenous writers. Instructors also make Indigenous authors part of the curriculum for the second year CanLit course (ENGL-2210). Each of the instructors who teach Creative Writing *always* include Indigenous writers (usually at a least two Indigenous writers per course). In the F2022/W2023 terms, the English Department is inviting several Black and Indigenous People of Color (BIPOC) writers to give readings and talks, and to offer a student-focussed Questions and Answers.

In January 2023, we have invited poet, activist, and essayist Marie Annharte Baker. She is from Little Saskatchewan First Nation and grew up in Winnipeg where she lives. Her poetry books include *Being on the Moon* (Polestar, 1990), *Coyote Columbus Cafe* (Moonprint 1994), *Exercises in Lip Pointing* (New Star, 2003), *Indigena Awry* (New Star Books, 2013) and the just-released *Miskwagoode* (New Star Books, 2022). Her essays are collected in *AKA Inendagosekwe* (CUE Books, 2013), and have received well-deserved critical attention. In her poetry and non-fiction, Annharte writes about the urban Indigenous experience, one rarely portrayed in recent literature. We welcome anyone who wishes to attend Annharte’s reading or talk, and look forward to UWindsor members from outside the English Department.

From January 17 until February 16, the English Department welcomes author and illustrator Cole Pauls. Growing up in Haines Junction, Yukon Territories, he is a member of the Tahltan First Nation. Cole Pauls performed in a traditional song and dance group called the *Dakwākāda Dancers*. During that time, Pauls encountered the ancestral language of Southern Tutchone. Driven by a desire to help revitalize the language, he created *Dakwākāda Warriors*, a bilingual comic about two earth protectors saving the world from evil pioneers and cyborg sasquatches. The *Dakwākāda Warriors* series is written in English and Southern Tutchone. His other books include *Pizza Punks*, and his newest YA graphic novel, *Kwändūr*, was released in November. Cole Pauls will be available for one-on-one consultations to all students at the University of Windsor, with funding from FAHSS and the English Department.

The English Department is committed to decolonizing the curriculum by embracing and embedding Indigenous content or perspectives, authors, and resources in the overall curriculum. The Department of English is working on widening our curriculum to include more and more diverse Indigenous writers. Many of the faculty teach poets, novelists, YA authors, and essayists on a regular basis. Those teaching CanLit (of any level) include at least two Indigenous authors/texts every course, and the authors range from Louise Halfe, Annharte, Sarah Dunning, Monique Mojica, to Windsor writer Gord Grisenthwaite (who was also invited to speak to the CanLit class). In the Literary

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MINOR PROGRAM CHANGES

FORM C

Theory course, Indigenous authors taught include Glen Coulthard and Deloria, Vizenor. Even those instructors who teach pre-19C courses include a plethora of Indigenous oral tales, legends, and some Inuit poetry.

With great interest and commitment, the English Department regularly considers and discusses issues of how to decolonize our curriculum and put more focus on Indigenization. Besides Workshops and Seminars put on by CTL (and Jaimie Kechego), English instructors have attended workshops, readings, and Indigenous knowledge seminars in Windsor, Toronto, and Vancouver. We aim to raise awareness for Indigenous knowledges in our department, faculty, and in the wider Windsor community. We constantly aim to develop awareness surrounding Indigenous history, background, knowledge, and cultures by celebrating Indigenous writers, Indigenous Knowledge Holders, and by welcoming and supporting students who wish to research and study such writers and fields of knowledge.

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 are sufficient resources to support the addition of this course.

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 are sufficient resources to support the addition of this course.

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

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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.)

The are sufficient resources to support the addition of this course.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

*5.3 English and Creative Writing - New Course Proposal (Form D)

Item for: **Approval**

MOTION: That the following course be approved: ^
ENGL-3520. Advanced Topics in Literature

Rationale/Approvals

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	English BA Degrees
DEPARTMENT(S)/SCHOOL(S):	English and Creative Writing
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2023
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A. NEW COURSE PROFILE

Course # and Title: ENGL-3520. Advanced Topics in Literature

A.1 Calendar Description

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

A study of texts on a single theme, genre, or subject. Topics may include children's literature, women's literature, literature by minority authors, monsters, disability, the environment, animals, film, the sonnet. (Restricted to Majors and Minors in English and IAS only.) (Prerequisite: Semester Four standing and three 2000-level English courses.) (May be repeated for credit if the topics are different.)

A.2 Experiential Learning Categories

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

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

- | | |
|---|---|
| <input type="checkbox"/> applied research
<input type="checkbox"/> capstone
<input type="checkbox"/> clinic
<input type="checkbox"/> co-op
<input type="checkbox"/> community service learning
<input type="checkbox"/> creative performance or exhibit (<i>for visual and performing arts</i>)
<input type="checkbox"/> entrepreneurship
<input type="checkbox"/> field experience or site visit
<input type="checkbox"/> labs
<input type="checkbox"/> No experiential learning in this course | <input type="checkbox"/> field work
<input type="checkbox"/> industry/community consulting project
<input type="checkbox"/> interactive simulations
<input type="checkbox"/> internship – full-time
<input type="checkbox"/> internship – part-time
<input type="checkbox"/> professional practicum
<input checked="" type="checkbox"/> research project
<input type="checkbox"/> 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	36	X				3			

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Semester Four standing		Same-topic 3000-level courses		N	N

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

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

B.1 Course Goal(s)

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

To keep pace with current diversity in the discipline and in student interests and needs, and to sustain student excellence in a broad coverage, the English and Creative Writing Department will maintain the same number of 3000-level course requirements, but will allow students to choose from a more flexible range of time periods, genres, and subject matter. The addition of this new course to the curriculum ensures more courses which will include BIPOC and 2SLGBTQIA+ writers, and writers who fit a range of current diversity categories (including gender, disability, ethnicity, class, etc.). There will be no resource implications, as the number of required 3000-level courses will not change.

The primary goal of this change is to enhance the students' learning experience and to ensure instructors can teach in their current research areas. This course addition will allow students more opportunity and range at the upper level, enhancing the quality of their degree. This course will further provide students with the opportunity to pursue a range of literary interests across various subjects and genres, reflective of the diversity that constitutes literatures in English today.

Finally, this course will mirror the generic Topics courses offered at the 2000 level.

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?*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

- 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?

Currently, 3000-level courses are all “topics” courses, but focus on either traditional historical periods (ie, “Renaissance,” “Romantic,” “Victorian,” etc.) or nation-based literature (“Irish Lit,” “US Lit,” etc.). In allowing more possibilities of courses that reach beyond one period, genre, or subject, students will be able to take more courses that include a range of traditional and contemporary writers, including more Indigenous writers and topics in a global context. The addition of this Topics course will give ENGL instructors the freedom and flexibility to cover a range of periods, and to include Indigenous material in courses not specifically limited to that subject matter.

In all ways, the English Department is committed to decolonizing settler approaches and attitudes toward research, pedagogy, and course material. In our “PDC Form C,” we asked to reduce the number of required canonical courses. We make that change in part so that ENGL undergraduates could have the flexibility to take fewer period courses and to allow students the choice to take courses that include more contemporary writers and courses that foreground Turtle Island Indigenous writers.

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NEW COURSE PROPOSALS

FORM D

traditional song and dance group called the Dakwākāda Dancers. During that time, Pauls encountered the ancestral language of Southern Tutchone. Driven by a desire to help revitalize the language, he created *Dakwākāda Warriors*, a bilingual comic about two earth protectors saving the world from evil pioneers and cyborg sasquatches. The *Dakwākāda Warriors* series is written in English and Southern Tutchone. His other books include *Pizza Punks*, and his newest YA graphic novel, *Kwändūr*, was released in November. Cole Pauls will be available for one-on-one consultations to all students at the University of Windsor, with funding from FAHSS and the English Department.

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B.3 LEARNING OUTCOMES (QAF section 2)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Examining literary traditions in relation to the historical contexts across set periods, genres, or literary subject.</p> <p>Evaluate the significance of literary works in the contexts of cultural, socio-political, aesthetic, and other developments, such as poetics, Indigeneity, postmodernism, or contemporary culture. [Also relevant to H.]</p> <p>Reading complex texts actively, which includes raising questions about form and content, situating texts within historical and socio-political contexts, and comparing interrelated texts. [Also relevant to H.]</p>	<p>A. the acquisition, application and integration of knowledge</p>

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Identify topics and formulate questions for productive inquiry. Identify, evaluate, and employ appropriate methods and sources for research. Integrate primary and secondary sources effectively in one's own writing and according to the publication style of the Modern Language Association.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Compare ideas as informed opinions with a variety of critical and theoretical approaches. Develop specific and focused arguments supported with textual evidence.	C. critical thinking and problem-solving skills
D. Write with grammatical and stylistic clarity. Articulate an interpretation that acknowledges other perspectives. Use writing as a process that incorporates and assesses others' ideas respectively.	D. literacy and numeracy skills
E. Assess literature as a representation of diverse life experiences. Examine and evaluate writers and texts from a range of cultural traditions. Listen carefully and respectfully to others' perspectives and ideas.	E. responsible behaviour to self, others and society
F. Evaluate conversations that build knowledge collaboratively.	F. interpersonal and communications skills
G. Interact effectively with people from diverse backgrounds and cultural perspectives. Accurately self-assess one's abilities, achievements, and work habits.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

Learning outcomes will conform with those expectations already in place for other 3000-level ENGL courses.

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	25	25	30	35

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

English degree requirements will remain the same. The broader appeal of this general Topics course will promote higher enrolments.

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

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

As the English department offers a certain number of 3000-level courses every year (we offered five 3000-level courses in F2021 and six in W2022), the inclusion of this course in our roster will not impact enrolment in 3rd-year courses.

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

This change will *not* demand more of faculty or staff, but will use departmental resources more effectively, by expanding teaching possibilities and student choices. It will be easier to assign this course in the teaching loads, given that any faculty member can teach it.

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

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

NEW COURSE PROPOSALS

FORM D

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.*

This course addition will demand no more support staff or library resources; faculty who usually teach a topic-based course may choose this course designation to expand or attune their topic.

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 expansion of topic courses at the 3000-level will allow more equitable enrolments across the curriculum, as well as broader course choices for students. As well, adding such a course to our curriculum will make for easier equivalencies for students who take English courses abroad and wish to transfer those courses to the UWin system.

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

*5.4: English – 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
English & Creative Writing	Dr. Joanna Luft	June 8, 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.

Undergraduate
Spring 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**

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

ENGL-2120. Victorian Literature

A study of ~~representative texts~~ **literature** by major British authors between 1832 and 1901 as they reflect and respond to aesthetic developments and cultural and socio-political contexts. Authors may include Dickens, Tennyson, the Brownings, the Brontës, the Rossettis, Hardy, Wilde. (Prerequisite: Semester ~~Two~~ standing.) (Credit cannot be obtained for both ENGL-2120 and ENGL-3469, ENGL-3479 or ENGL-3489.)

ENGL-2130. Modern and/or Contemporary British and/or Irish Literature

A study of ~~texts~~ **literature** by major authors since the start of the twentieth century. Authors may include Conrad, Yeats, T.S. Eliot, Woolf, Orwell, Rushdie, Beckett, Auden, Dylan Thomas, Larkin. (Prerequisite: Semester ~~Two~~ standing.) (Credit cannot be obtained for both ENGL-2130 and ENGL-3529, ENGL-3539, ENGL-3559 or ENGL-3579.)

ENGL-2210. Canadian Literature

A study of ~~representative~~ **Canadian** texts in the major genres, **and** in their cultural contexts, ~~from which may include~~ imperial exploration, ~~through~~ Confederation, Modernism, ~~and~~ **and** Postmodernism, **through to the present day**. Authors may include Leacock, Moodie, Pauline Johnson, Roberts, F.R. Scott, A.J.M. Smith, Livesay, Kroetsch, MacLeod, Munro, Highway, **Annharte**. (Prerequisite: Semester ~~Two~~ standing.) (Credit cannot be obtained for both ENGL-2210 and ENGL-2609, ENGL-3619, ENGL-3669 or ENGL-3679.)

ENGL-2220. US Literature pre-20th Century

A study of ~~representative~~ **US** texts in the major genres as well as autobiography, sermons, and political writing, ~~from~~ early Indigenous orature to cultural representations of slavery and its abolition to the emergence of Transcendentalism, Realism, and Naturalism. Authors may include Bradford, Bradstreet, Zitkála-Šá, Douglass, Whitman, Poe, Melville, Dickinson, Wharton, Gilman, Chopin. (Prerequisite: Semester ~~Two~~ standing.) (Credit cannot be obtained for both ENGL-2220 and ENGL-2709, ENGL-3719, ENGL-3729 or ENGL-3739.)

ENGL-2230. Modern and Contemporary US Literature

A study of **US** texts in various genres in the contexts of social, political, and artistic change in the modern and contemporary eras. Authors may include Faulkner, Stein, Hurston, Ellison, Plath, Olson, Anzaldúa, Baldwin, Momaday, Morrison. (Credit cannot be obtained for both ENGL-2230 and ENGL-3749 or ENGL3759.) (Prerequisite: Semester ~~Two~~ standing.)

ENGL-2320. Indigenous Literatures

A study of literature by Indigenous writers **which may include those** from Canada, the Americas, New Zealand, or Australia. Authors may include Wagamese (Cree), Robinson (Haisla), Hobson (Cherokee), King (Cherokee), Silko (Laguna), Maracle (Coast Salish), Howe (Choctaw). (Prerequisite: Semester ~~Two~~ standing.) (Credit cannot be obtained for both ENGL-2320 and ENGL-3589.)

ENGL-2520. Topics in Literature

A study of texts on a single theme, genre, or subject. Topics may include children's literature, women's literature, monsters, disability, the environment, animals, film ~~and literature~~, **the sonnet**. (Prerequisite: Semester ~~Two~~ standing.) (May be repeated for credit if the topics are different.) (Credit cannot be obtained for both ENGL-2520 and ENGL-1289, ENGL-2029 or ENGL-2059 unless topic is different.)

ENGL-4710. Creative Writing III

An advanced workshop that includes analyzing published texts and the peer review of student writing. (Requires portfolio application.) (Not available on an Audit basis.) (A 6.0-credit, two-term course.) ~~(Credit cannot be obtained for both ENGL-4710 and ENGL-4710.)~~ (Prerequisite: Semester Five standing, and three 3000-level English courses.)

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

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

*The University of Windsor is committed to building 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?*

These are minor typographical changes to some existing course descriptions. These changes do not constitute any policy or pedagogy changes in any way.

In all ways, the English Department is committed to decolonizing settler approaches and attitudes toward research, pedagogy, and course material. In our “PDC Form C,” we asked to reduce the number of required canonical courses. We make that change in part so that ENGL undergraduates could have the flexibility to take fewer period courses and to allow students the choice to take courses that include more contemporary writers and courses that foreground Turtle Island Indigenous writers.

Courses that focus specifically on Indigenous content include the following:

ENGL 2320 Indigenous Literatures

ENGL 3330 Indigenous Literature of Turtle Island

Courses such as ENGL-1005 Topics in Literature, ENGL-2510 Topics in Literary Genres, and ENGL-2520 Topics in Literature are regularly taught with a focus on Indigenous literatures and culture. So, too, are graduate seminars such as ENGL-8850 Literary Theory / Cultural Studies. Additionally, Indigenous content is mainstreamed into various courses in English where the topic allows, such as ENGL 1002 Writing About Literature, ENGL-3210 Canadian Literature, ENGL-3220 US Literature, ENGL- 3310 Postcolonial Literature, and more. Graduate seminars in traditional areas, such as ENGL-8550 US Literature, may either focus largely on Indigenous content or incorporate Indigenous writers into the syllabus. Canadian Indigenous writers such as Thomas King, Tomson Highway, Leane Betasamoke Simpson, Louise Halfe, Marilyn Dumont, Lee Maracle, Jordan Abel, as well as notable Indigenous writers from south of the (notional) US-Canadian border, and many others are routinely covered in these classes. Some of these are

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

former writers-in-residence while some are our graduates. The courses ENGL-2310 World Literatures, ENGL-2430 Introduction to Theory, and ENGL-2330 Gender and Poetry include Indigenous writers. Instructors also make Indigenous authors part of the curriculum for the second year CanLit course (ENGL-2210). Each of the instructors who teach Creative Writing *always* include Indigenous writers (usually at a least two Indigenous writers per course). In the F2022/W2023 terms, the English Department is inviting several Black and Indigenous People of Color (BIPOC) writers to give readings and talks, and to offer a student-focussed Questions and Answers.

In January 2023, we have invited poet, activist, and essayist Marie Annharte Baker. She is from Little Saskatchewan First Nation and grew up in Winnipeg where she lives. Her poetry books include *Being on the Moon* (Polestar, 1990), *Coyote Columbus Cafe* (Moonprint 1994), *Exercises in Lip Pointing* (New Star, 2003), *Indigena Awry* (New Star Books, 2013) and the just-released *Miskwagoode* (New Star Books, 2022). Her essays are collected in *AKA Inendagosekwe* (CUE Books, 2013), and have received well-deserved critical attention. In her poetry and non-fiction, Annharte writes about the urban Indigenous experience, one rarely portrayed in recent literature. We welcome anyone who wishes to attend Annharte's reading or talk, and look forward to UWindsor members from outside the English Department.

From January 17 until February 16, the English Department welcomes author and illustrator Cole Pauls. Growing up in Haines Junction, Yukon Territories, he is a member of the Tahltan First Nation. Cole Pauls performed in a traditional song and dance group called the *Dakwākāda Dancers*. During that time, Pauls encountered the ancestral language of Southern Tutchone. Driven by a desire to help revitalize the language, he created *Dakwākāda Warriors*, a bilingual comic about two earth protectors saving the world from evil pioneers and cyborg sasquatches. The *Dakwākāda Warriors* series is written in English and Southern Tutchone. His other books include *Pizza Punks*, and his newest YA graphic novel, *Kwändūr*, was released in November. Cole Pauls will be available for one-on-one consultations to all students at the University of Windsor, with funding from FAHSS and the English Department.

The English Department is committed to decolonizing the curriculum by embracing and embedding Indigenous content or perspectives, authors, and resources in the overall curriculum. The Department of English is working on widening our curriculum to include more and more diverse Indigenous writers. Many of the faculty teach poets, novelists, YA authors, and essayists on a regular basis. Those teaching CanLit (of any level) include at least two Indigenous authors/texts every course, and the authors range from Louise Halfe, Annharte, Sarah Dunning, Monique Mojica, to Windsor writer Gord Grisenthwaite (who was also invited to speak to the CanLit class). In the Literary Theory course, Indigenous authors taught include Glen Coulthard and Deloria, Vizenor. Even those instructors who teach pre-19C courses include a plethora of Indigenous oral tales, legends, and some Inuit poetry.

With great interest and commitment, the English Department regularly considers and discusses issues of how to decolonize our curriculum and put more focus on Indigenization. Besides Workshops and Seminars put on by CTL (and Jaimie Kechego), English instructors have attended workshops, readings, and Indigenous knowledge seminars in Windsor, Toronto, and Vancouver. We aim to raise awareness for Indigenous knowledges in our department, faculty, and in the wider Windsor community. We constantly aim to develop awareness surrounding Indigenous history, background, knowledge, and cultures by celebrating Indigenous writers, Indigenous Knowledge Holders, and by welcoming and supporting students who wish to research and study such writers and fields of knowledge.

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:

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

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

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.

Course information and parameters will remain the same. Learning outcomes for all ENGL courses have been approved within the past five years. They are not affected by this change. These are minor typographical revisions to existing course descriptions.

**PROGRAM DEVELOPMENT COMMITTEE
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FORM E**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ENGL-2120. Victorian Literature ENGL-2130. Modern and/or Contemporary British and/or Irish Literature ENGL-2210. Canadian Literature ENGL-2220. US Literature pre-20th Century ENGL-2230. Modern and Contemporary US Literature ENGL-2320. Indigenous Literatures ENGL-2520. Topics in Literature ENGL-4710. Creative Writing III (Note: Learning outcomes for these courses were last updated Dec 15, 2017. No changes are being made to the learning outcomes.
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ 2017/12/15 _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

**University of Windsor
Program Development Committee**

***5.5: Psychology – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Arts, Humanities, and Social Sciences**

COURSE #AND TITLE: PSYC-3100. Tutorial Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe the concepts and practices that underlie psychological theories and/or methods	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Summarize and provide a critique of the limitations and challenges of the field of psychology under consideration	C. critical thinking and problem-solving skills
D. Compare and explain variations in the major perspectives for the topic under consideration	D. literacy and numeracy skills
E. Consider potential ethical implications associated with the topic	E. responsible behaviour to self, others and society
F. Appropriately seek and incorporate feedback in reports	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