

NOTICE OF MEETING

**There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Friday February 17, 2023 at 2:00pm-4:00pm
Location: Room 203 Toldo and/or MS Teams (Hybrid Meeting)**

AGENDA

- 1 Approval of Agenda**
- 2 Minutes of Meeting of January 18, 2023**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**
- 5 Reports/New Business**
 - 5.1 Master of Social Work for Work Professionals – Major Program Changes (Form B)** **Robin Wright-Approval**
PDC230217-5.1
 - 5.2 Education (Graduate) – Minor Program Changes (Form C)** **Ken Montgomery- Approval**
PDC230217-5.2
 - 5.3 Education(Graduate) – Summary of Minor Course and Calendar Changes (Form E)** **Ken Montgomery- Approval**
PDC230217-5.3
 - 5.4 Mathematics and Statistics – Summary of Minor Course and Course and Calendar Changes (Form E)** **Abdulkadir Hussein-Information**
PDC230217-5.4
 - 5.5 Mathematics and Statistics (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** **Abdulkadir Hussein-Information**
PDC230217-5.5
 - 5.6 Women’s and Gender Studies – Minor Program Changes (Form C)** **Jane Ku-Approval**
PDC230217-5.6
 - 5.7 Women’s and Gender Studies -- New Course Proposals (Form D)** **Jane Ku-Approval**
PDC230217-5.7
 - 5.8 Women’s and Gender Studies – Summary of Minor Course and Calendar Changes (Form E)** **Jane Ku-Approval**
PDC230217-5.8
 - *5.9 Computer Science – Course Learning Outcomes** **Ziad Kobti-Information**
PDC230217-5.9
 - *5.10 French Studies – Program Learning Outcomes** **Jeremy Worth-Information**
PDC230217-5.10
- 6 Other Business**
 - 6.1 Update Indigenous Question on PDC Forms** **Jaimie Kechego-Information**
- 7 Adjournment**

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

**University of Windsor
Program Development Committee**

5.1: Master of Social Work for Work Professionals – Major Program Changes (Form B)

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the major program changes to the Master of Social Work for Working Professionals be approved.^*

^Subject to approval of the expenditures required.

**The degree requirements of the regular MSW and the MSW for Working Professionals are the same, as required by the accrediting body.*

Rationale/Approvals:

- This major program change has been approved by the School of Social Work, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Faculty of Graduate Studies Council, and the Provost.
- **Provosts' Comments:** The Provost is supportive of the proposal. However, it is clearly stated in the document that the decision to move to and continuous online format was done so in May 2021 and the University has an obligation to deliver the program as it was approved by Quality Assurance Framework (i.e, face-to-face). Given this, the Provost would like clarification and an explanation on the delay in formalizing this change to ensure compliance with the Quality Assurance Framework. In addition, information should be provided to show evidence of diversification of the student body and how has this change captured new student markets/demographics. The pivot to an online format during the COVID pandemic was obligated by the University. However, beyond May 2021, the MSWwp program should have returned to the approved face-to-face format until formal Senate and Quality Assurance approval was granted.
- **Director of Social Work, Response to Provosts' Comments:** The proposal that we remain online was originally discussed and confirmed with Dean Guarini in February and March 2021 before we came back Face-to-Face (f2f). The rationale was that the online format had worked very well for the MSWwp; that is, our student numbers were clearly on an upward trend, the students supported remaining online (survey data), and we continued to have a high number of instructor applications to teach in the program. So, surprising to all of us, it was working more efficiently. Before I confirmed this with our School Council, I also confirmed that this also had the approval of the COA (Commission on Accreditation). Moreover, as we admit students often 6 months to a year in advance, and hire instructors one year in advance, to change the format of the curriculum from online, then back to f2f, then online would have created an undue hardship for our students, instructors, and administrative team for the following reasons:
 1. Our instructors apply a year in advance for teaching opportunities.
 2. Part of the hiring process is mode of delivery which at the time was online (as instructors apply from all over Ontario to teach in the MSWwp).
 3. Our students also come from all over Ontario and consider feasibility of money, time, and travel in order to attend the program in-person or online.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

4. Moving the program back into the classroom would require the administrative team to locate a site in the GTA for in-person classes and ensure feasibility of classroom size, location, and IT services available in the classroom along with offices for staff to be on-site.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

- In order for the program to go back in-person we would have to consider the following:
 1. Students already in the program would need to finish the program online as this is the mode of delivery advertised at the time of admission.
 2. This would not be functional until Fall 2026 when the current student body will complete online courses (as we have already advertised and accepted admissions for Fall 2023).
 3. Students coming into the program in Winter 2024 and Fall 2024 would be in-person if the mode of delivery changes, meaning we would be hiring instructors for both online and in-person.
 4. We do not have the staff capability to run a synchronous online and in-person program over the next two years, which is when the students currently entering the program will graduate.
- There was no delay in the formalizing the change, but rather a misunderstanding of what was required to do so. Once this was clarified we immediately started to develop the form and processed it through our school committees.
- Accessibility to a diverse group of students who would not normally have access economically to such an online program: With respect to student diversification/demographic data, this data is collected through self-report information at the time the student applies. Therefore, it has inherent limitations; but this data (as it relates to specific equity seeking groups is included in the document p.7 & 10) is reported for 2022 admissions. We have included additional data charts identifying the geographic location of the students admitted to MSWwp. We are including this data from 2019-2022. With respect to accessibility, as noted in this data, for example, we have made inroads into Nunavut, Huron/Perth/Waterloo/Wellington, Northern Ontario, Quebec, and York/Durham/Headwaters.
- Please see Appendix B in the attached document. Moreover, accessibility and success of the online program is further denoted through an increase of 106 students admitted between 2018-2022. The MSWwp remains a highly sought-after program, in 2008 at its inception it had 96 students, it has grown to more than 4x that size in 2022.
- We are also including OSAP data from 2018-2023. Please see Appendix C in the attached document. Although this data does not definitively denote that when compared to 2018-2019 OSAP data when the program was f2f, that the 2020-2023 OSAP data when the program was online, shows marked increase in the numbers. But it does speak to the economic accessibility this program may have for students who may be economically challenged.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

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 (eg, Program Committee, AAU Council, etc.)	Reason for Modification
June 17, 2021	MSW Committee – September 14, October 5, 2022 School of Social Work AAU Council – October 26, 2022	Continuous online synchronous format

ALL SECTIONS OF THIS FORM MUST BE COMPLETED. PDC FORMS WITH SECTIONS THAT HAVE NOT BEEN COMPLETED WILL BE SENT BACK.

A. Basic Program Information

Faculty(ies)	FAHSS
Department(s)/School(s)	School of Social Work
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Master of Social Work
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)	2021 Spring
Mode of Delivery:	Continuous online synchronous format
Planned steady-state Student Enrolment (per section B.4.2)	25-27
Normal Duration for Completion:	16 months Advanced or 32 months Foundation
Will the program run on a cost-recovery basis?	Yes

B. Major Program Changes - Overall Plan

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.

The decision to move to an online synchronous program with classes of the same content and duration, held at the same time as face-to-face classes, had begun with the urgent need to move classes to a Zoom and Blackboard delivery format in March 2020 due to the impact of COVID 19. This process did not involve any revision to the MSWwp program except for the mode of delivery to MSWwp students. When it was decided to continue online delivery of the program there was no change from what had been done for the previous two years. With the approval of the School of Social Work Council (May 2021), a decision to remain online was approved by Council. The Council's decision allowed the MSWwp program to be delivered in the same manner it had been delivered during COVID 19.

Describe the overall aim and intended impact of the revised program.

The program was not revised. A decision was approved by the School of Social Work Council to continue the delivery of the MSWwp program online. There was no change in the synchronous delivery of classes, the content of the classes, or the time and duration of classes. The response by students in yearly exit surveys and surveys conducted at the end of each term has been positive. The students of this program are working professionals stressed for time while meeting the obligation of school approximately every other weekend. The students appreciated the fact they did not have to travel to school on weekends and arrange care for children and /others in their absence.

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)

Although the program was not revised, the change in delivery of the program from classroom face-to-face to online synchronous classes held at the same time with the same content reflected the University of Windsor mission, goals,

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

and objectives as outlined in its strategic plan. In accordance with the comments by the University of Windsor President and Vice-Chancellor, the MSWwp program is student-focused and addresses the need for safe and healthy communities through social work education of exceptional students. The MSWwp program meets the strategic goals of being student-centred and progressive. Reflecting strategic goals the MSWwp program aims for accountability and transparency through its management structure and reporting to the School of Social Work Council, the Faculty of Arts, Humanities, and Social Sciences, the accrediting body for the profession of social work, the Canadian Association of Social Work Education, and the Ontario Ministry of Colleges and Universities (through the IQAP process). The Commission on Accreditation (COA) was consulted by Dr. Robin Wright, Director, School of Social Work prior to the vote at School Council in May 2021.

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.

The curriculum is consistent with the current state of the discipline of Social Work. The curriculum is accredited by the Canadian Association of Social Work Education (CASWE) evident, in the courses and program provided. The program and courses remain unchanged with the transition to online synchronous delivery.

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**.*

As before, in the face-to-face course delivery, prior to COVID 2019, synchronous course delivery is on Friday evenings from 3:30-9 pm and Saturdays from 8:30 – 4pm. The only distinction in the delivery of the MSWwp program is the change from face-to-face to online instruction. All other facets of the program remain the same. Although there are other online MSW programs in Canada the University of Windsor MSWwp program is unique in its synchronous online weekend delivery.

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?

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

- 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 process of discussing Indigenization in the MSW curriculum is an on-going, iterative, reflective process which has highlighted the need to integrate Indigenous content into all social work courses at the School of Social Work.

The MSW committee has prioritized MSW students being knowledgeable about the historical and contemporary issues impacting Indigenous peoples and communities. As future social workers, MSW students are being prepared for professional practice; should be thinking of health as on a continuum; intersectionality, ecological perspective, learning about culturally appropriate ways to support the health and wellness of all people including Indigenous peoples.

Our faculty is constantly working to deepen our understanding of Indigenous issues, and to that end we have completed trainings and workshops as well as presented at peer reviewed conferences on settler work and responsibilities in relation to TRC Calls to Action. Our faculty sit on the CASWE Field Education Committee, Commitment to Change working group, which is working on identifying some ways on Indigenizing field education processes across Canada.

We are grateful for the expertise of the Indigenous scholar, Dr. Cynthia Stirbys of the School of Social Work, who has experience in the areas of Mental Health and Addictions; Social Determinants of Health; Indian Residential School; Governance; Gender-based Analysis; Research Ethics; Trauma and Transpersonal Counseling. Dr. Stirbys has provided context and advice to identify policy gaps in services, and in developing interventions that meet the needs of Indigenous Peoples. She is passionate about supporting students learning and understanding of the complex social issues impacting wellness of all peoples and cultures including Indigenous Peoples. For example, Stirbys and Finestone (2018) produced a book entitled, *Indigenous Birth in Canada: An Emerging Dialogue on Reconciliation and Reproductive Justice in the Settler State*.

In addition, supported by the School of Social Work, Katka Hrcic-Lipovic-completed Decolonizing Education Certificate (2018) at the Centre for Indigegogy, Wilfred Laurier University. (Description of the certificate program from Wilfred Laurier website): "The Decolonizing Education Certificate is for Indigenous and non-Indigenous people who want to develop their capacity to understand Indigenous perspectives in the history of colonization to contemporary realities in Canada. This certificate has been developed to build capacity among educators and anyone interested in responding to the Truth and Reconciliation Commission of Canada's (TRC) calls for action in a meaningful way." Website:

<https://continuingeducation.wlu.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=1040446>

The following TRC calls apply to these courses, with specific areas of focus highlighted in red:

Health

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.

22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

23. We call upon all levels of government to: i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Professional Development and Training for Public Servants

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Education for Reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.

In addition to leveraging faculty expertise within the School of Social Work, the field of social work has a number of established Indigenous scholars (Cindy Blackstock- McGill, Bonnie Freeman – McMaster, Michael Yellowbird –

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

University of Regina, Raven Sinclair- University of Calgary). Whenever possible we will use the work of Indigenous Social Work scholars for assigned readings.

The attached learning outcomes for the course include Indigenous peoples and the unique concerns they face in Canada. Additional information for how these principles will be explored in the courses are available on the PDC form Ds.

Please note that all the submitted outcomes were recently reviewed and revised to better address these (and related) issues, and that Social Work will continue to be committed to ongoing improvement.

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

There is no change to the program name or program degree designation.

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.

Due to COVID 19 all MSWwp courses had to be quickly transferred to an online format in March 2020. The complete program of courses was successfully transferred to an online synchronous learning format that mirrored the former face-to-face program. Courses were delivered synchronously at the same scheduled days and times. At the time it was unknown how long the needs of the students for online access would be required. In any case, online instruction from the Centre for Teaching and Learning (CTL) and online Zoom training was arranged immediately for instructors and was successful in appropriately preparing instructors, staff members and program attendants who assisted the students and instructors during class times. Periodic training is consistently provided to all staff as well as incoming instructors, program attendants and incoming students. The training measures put in place resulted in a smooth transition to online synchronous instruction.

- 1) The online MSWwp program provides a societal need/access for students who want to be admitted into a professional Master of Social Work program that they can complete while working full-time. Economically the MSWwp program provides this opportunity as it allows the students to work while taking classes on scheduled weekends. The MSW degree allows students the opportunity to enter into more advanced or supervisory positions upon graduation. The program also provides accessibility to a diverse group of students who would not normally have access economically to such an online program.
- 2) The MSWwp program is available to all students in Ontario ensuring greater accessibility to MSW students who would have challenges if travel were required to an in-person program. This development is crucial to address

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

the education needs of students who were geographically located throughout the Province and in some cases other Provinces in Canada.

- 3) At the same time of transitioning to an online environment, a literature review was conducted to explore the outcomes of online program delivery elsewhere within Canada and internationally. The results of this literature review supported the benefits of online instruction and was shared with the School of Social Work Council. There has been a steady increase in student applications since going online and therefore the sustainability of program is supported by remaining online.

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
<i>In the regular program (non-co-op)</i>	2018 - 285		2019- 331		2020 - 372		2021 - 379		2022 - 391	
<i>In the co-op/ experiential learning stream (if applicable)</i>										

Notably, the number of applications and admissions began to increase once it became known to prospective students that the program was being offered online. Larger numbers of prospective students were inquiring about admission to the online MSWwp program. At this time, we continued throughout COVID 19 to deliver the program synchronously with the same format as the face-to-face instruction.

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

The synchronous online program delivery is not a new area of study. The program is delivered exactly as it was delivered in person at the same time with the only difference being synchronous online teaching instead of face-to-face teaching.

There are other online MSW programs for example, Renison University College at the University of Waterloo, Dalhousie University, Lakehead University, and Wilfrid Laurier University. However, we are the only completely synchronous online MSW program offered bi-weekly on Friday evenings and Saturdays. This program provides increased accessibility and affordability for students who need to maintain their employment throughout the week. As a result, this has become more accessible to students throughout the province. In addition, in 2022 the MSW

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

program received (510) applications, on each application we ask for self reporting data. For 2022 analysis of self-reported data from our students (242) indicate that many are from diverse backgrounds, including racialized peoples (23%), members of the 2SLGBTQIA+ community (11%), persons with disabilities (12%) and Indigenous Peoples (1%).

Our applications for Sessional Instructors are broken down for 2022 based on 109 applications and 61 instructors hired. For 2022 analysis of self-reported data from our instructors indicate that many are from diverse backgrounds, including racialized peoples (41%), members of the 2SLGBTQIA+ community (10%), persons with disabilities (9%), Indigenous Peoples (3%), and Women (71%). The school of Social Work is a welcoming community committed to equity and diversity in our teaching, learning, and work environments. In pursuit of the University's Employment Equity Plan, members from the designated groups (Women, Aboriginal Peoples, Visible Minorities, Persons with Disabilities, and Sexual Minorities) are encouraged to apply for open teaching positions and to self-identify.

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.]*

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 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*

Since the inception of the MSWwp program in 2008 the program has been taught by Sessional instructors. Numbers for 2022 for the Winter, Summer and Fall semesters total 85 courses with sessional instructors totalling 85 for 16 sections that have a varying number of courses. Direction to the Sessional instructors is provided by the Director of the School of Social Work, Academic Coordinator of the MSWwp, Field and Academic Advisor of the MSWwp and 2 MSWwp Program Administrators. In addition, for 2022 we had 31 Curriculum Leads drawn from current faculty supervise course instructors in anywhere from 2-5 sections of each course. The role of the Curriculum Lead is to ensure consistency between the on-campus program and the MSWwp program delivery and is required for accreditation by the Canadian Association of Social Work Education (CASWE). The role of the

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

Curriculum Lead arose out of concern by the Accreditation Committee of CASWE that there was no full-time faculty teaching in the MSWwp program. Thus, Curriculum Leads were created to oversee the quality of instruction in the MSWwp program to ensure it mirrored what was taught in the on-campus MSWwp program. An MSW Graduate program should be taught by full Faculty members with PhD's. The MSW on-campus program is fully staffed with full-time faculty. As this is not the case in the MSWwp program, Curriculum Leads were put in place initially, and intended to be temporary, with the understanding full-time faculty would be hired to ensure accreditation standards were met within the program (see accreditation document 2018).

Resources Available

- *existing courses (within and outside the unit)*

Course remain the same.

- *equipment or facilities outside the proposer's control*

There is no longer a need for classroom facilities except for Orientation and seminars.

- *external resources requiring maintenance or upgrading using external resources*

Zoom licenses.

- *staff support*

Staff support remains the same.

- *library,*

Library resources and support remain the same.

- *teaching and learning support*

CTL resources and support remain the same.

- *information technology support*

Resources and support remain the same.

- *laboratory access*

There is no need for laboratory access.

- *student support services*

Resources and support remain the same.

- *space,*

We are no longer renting space in the GTA for classrooms.

- *equipment*

Resources remain the same.

- *facilities*

We are no longer renting space in the GTA for classrooms or offices.

- *GA/TA*

Resources remain the same.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

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*

The MSWwp program has been in existence for 14 years (2008 – 2022). Recruitment numbers are consistent and sustainable as evidenced in the longevity of program. Presently the program has approximately 400 students and requires (as indicated by CASWE) seven full-time faculty plus 30 Sessionals. Continuing the program online on an extended basis was approved by the School of Social Work Council (May 2021). The program is presently supported by a limited number of faculty: Director, Academic Coordinator, and Field and Academic Advisor. The program also has two full-time Program Administrators and one Graduate Secretary. The Director is in discussion with university administration and has been submitting proposals to receive additional resources for the program for several years. Consistent regular reports have indicated the need for additional faculty support.

Fortunately, the program has been successful in attracting a highly qualified and diversified group of instructors who reapply yearly to teach in the MSWwp program. Although returning instructors are a strong feature of the hiring process, new applications are also typical and help maintain a highly qualified group of instructors.

Our applications for Sessional Instructors are broken down for 2022 based on (109) applications and (61) hired. The analysis of self-reported data from our instructors indicate that many are from diverse backgrounds, including racialized peoples (41%), members of the 2SLGBTQIA+ community (10%), persons with disabilities (9%), Indigenous Peoples (3%), and women (71%). The school of Social Work is a welcoming community committed to equity and diversity in our teaching, learning, and work environments. In pursuit of the University's Employment Equity Plan, members from the designated groups (Women, Aboriginal Peoples, Visible Minorities, Persons with Disabilities, and Sexual Minorities) are encouraged to apply for open teaching positions and to self-identify.

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.

There is no change in the reliance of adjunct, limited term, and sessional faculty in delivery of the MSWwp online program.

B.5.1.1c 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.

There is no change in graduate faculty qualifications and supervisory loads.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

B.5.1.1d 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.

There is no financial assistance for graduate students as this program is for working professionals other than the Ontario Student Assistance Program (OSAP). OSAP is the only financial assistance available.

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.*

Presently the program has approximately 400 students requiring seven full-time faculty plus 30 sessionals. Continuing the program online on an extended basis was approved by the School of Social Work Council (May 2021). The program is supported by a limited number of faculty: Director, Academic Coordinator, and Field and Academic Advisor. The program also has two full-time Program Administrators and one Graduate Secretary. The Director is in discussion with university administration and has been submitting proposals to receive additional resources for the program for several years, consistent with the faculty/student ratios of other comparable Canadian Social Work schools (see below).

English speaking accredited Social Work programs with 3 levels of programming (BSW, MSW, PhD) and at least two methods of delivery (i.e., distance, online, or remote)

University	# of ft students	# of pt students	# of full time faculty	Ratio
University of Windsor	857	81	19	1:47.2
Memorial University	209	67	21	1:11.5
University of Calgary	847	35	42	1:20.5
University of Manitoba	548	326	34	1:20.85
Wilfrid Laurier University	472	354	28	1:23.1

Regular reports from the CASWE Council on Accreditation have reflected the above numbers. The need for additional faculty support and requests for additional permanent faculty have been submitted to FAHSS.

B.5.1.3 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.)

There are no cost savings to the revised program.

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

The program is supported by a limited number of faculty: Director, Academic Coordinator, and Field and Academic Advisor. The program also has two full-time Program Administrators and one Graduate Secretary. The Director is in

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

discussion with university administration and has been submitting proposals to receive additional resources for the program for several years. Consistent regular reports have indicated the need for additional faculty support and requests for additional permanent faculty have been submitted to FAHSS.

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 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

There are no additional institutional resources and services required.

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.*

There are no changes to admission requirements, selection criteria, credit transfer, exemptions for special entry, or alternative 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.

The admission requirements and attainment of learning outcomes have not changed. To be eligible for the Advanced Track, you must have a Bachelor of Social Work (BSW) from a CASWE Accredited Program. To be eligible for the Regular Track, you must have a four-year Honours Degree from an Accredited University in a relevant discipline.

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

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.*

Total courses: 16-month Advanced MSW totals 9 courses and the 32-month Foundation totals 18 courses. The MSWwp program has a prescribed number of courses taken in sequence with no electives.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

Degree requirements:

Regular Track Full-time MSW and MSW for Working Professionals

This program is available to students who are working in a social service delivery position and who hold an Honours degree in a related discipline. This program takes eight (8) consecutive semesters (32 months) to complete and includes a required Foundation Practicum and an Advanced Practice Internship (API). The Foundation Practicum and the API may involve travel and/or weekend hours, and students are responsible for transportation to and from their field placement or internship location.

Students are required to complete a total of nine (9) courses, one of which is a practicum in the Foundation level of study: SWRK-8503, SWRK-8504, SWRK-8531, SWRK-8532, SWRK-8533, SWRK-8534, 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-8521, SWRK-8547, SWRK-8610, SWRK-8611, SWRK-8622, SWRK-8630 or 8631, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship – 6.0 credit hours).

Advanced Standing Full-time MSW and MSW for Working Professionals

This program is available to students who are working in a social service delivery position and who have completed a BSW degree from a Canadian Association for Social Work Education or Council on Social Work Education accredited program. The program takes four consecutive semesters (16 months) to complete and includes the completion of an Advanced Practice Internship (API). The API may involve travel and/or weekend hours, and students are responsible for transportation to and from their internship location.

Students are required to complete a total of nine (9) courses, one of which is an Internship: SWRK-8521, SWRK-8547, SWRK-8610, SWRK-8611, SWRK-8622, SWRK-8630 or 8631, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship – 6.0 credit hours).

Courses used to calculate the major average: Students must maintain an average of 73% / B or greater in the last two years of your qualifying degree. Once admitted to the program students must maintain an average of 73% in the program.

Description of thesis option (if applicable):

There is no thesis requirement for the MSWwp program.

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

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)***

There is a field placement in an agency within Ontario.

- Foundation Field Practicum (FFP) - a minimum of 450 hours completed (5 days per week) to be completed in Term 4
- Advanced Practice Internship (API) - a minimum of 450 hours completed (5 days per week) to be completed in Term 8

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

Yes, the completion of the experiential learning component is a requirement of the program and remains the same with no changes to the in-person or online placement component.

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

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).

There are no changes to the program sequencing.

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.

There is no change in the structure/requirements and attainment of learning goals in the program.

C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

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

There is no change in the program length/duration or requirements.

C.3.1.2 Program Research Requirements

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

There are no changes in the research requirements in the MSWwp program.

C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

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

There are no changes to the field requirements in the MSWwp program.

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.*

There are no changes to standing required for continuation in the 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.*

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

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

There are no changes to standing required for graduation in the program.

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)

COMPLETE THIS TABLE FOR GRADUATE 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.*

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <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>	OCGS-approved Graduate Degree Level Expectations
A. Communicate effectively verbally, non-verbally, and in writing in both scholarly and reflective manner. (Also applies to E, F.) Analyze and develop policies that promote the wellbeing and inclusion of individuals, families, and communities. (Also applies to B, C, G.)	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <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>	OCGS-approved Graduate Degree Level Expectations
B. Apply, participate in, and critique, social work research to advance professional practice, policy development, and service provision. (Also applies to D.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Identify social inequalities, injustices, and barriers through an intersectional lens particularly when working with equity-seeking populations including Indigenous Peoples, Francophone Peoples and communities, and African Caribbean and Black communities. (Also applies to E, I.) Develop interventions and engage in advocacy to address structural sources of injustice and inequities including economic, political, historical, cultural, social, and professional issues that impact social policy, social interventions and human behaviours. (Also applies to E, G, H, I.) Critically reflect on the complex nature of their own social locations, identities, personal biases, and preferences. (Also applies to E.)	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Communicate effectively verbally, non-verbally, and in writing in both scholarly and reflective manner. (Also applies to E, F.)	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Engage ethically with individuals, families, groups, and/or communities across the levels of social work practice from an ecological systems perspective with special attention to the contexts of health, gerontology, and child protection. (Also applies to F, I.)	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits
F.	F. interpersonal and communications skills	5. Level of Communication Skills

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <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>	OCGS-approved Graduate Degree Level Expectations
G.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

The learning outcomes of the MSWwp program are developed by the MSW on campus Committee. The MSWwp Academic Coordinator and the MSWwp Field and Academic Advisor both sit on the MSW Committee. As a first step in the development of learning outcomes for the MSW program, the learning outcomes are developed by the MSW Committee and are then submitted to the School of Social Work Council for approval.

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 learning outcomes are those as prescribed and approved by the MSW on campus program. The proposed modes of delivery are appropriate to facilitate student successful attainment of MSW learning outcomes. The synchronous online teaching venue is identical to the face-to-face teaching previously used in the MSWwp program. With respect to learning outcomes no differences are anticipated with respect to the acquisition of specific skills, knowledge, and attitudes on the part of students.

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.

There are no new learning outcomes and degree level expectations in the online synchronous delivery of courses. Student achievement is achieved through the same processes as prior to the adaption of an online synchronous venue. The MSWwp Graduate exit surveys and end of term surveys indicate students are satisfied with their achievements in the online synchronous program delivery.

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;

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

- *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.*

The program is monitored and assessed by the yearly MSWwp Graduate exit surveys and end of term surveys.

Student field placement supervisors indicate that students are achieving and maintaining the level of practice evident prior to online synchronous course delivery. Field placement supervisors are surveyed at the end of each placement term.

Students are achieving program level learning outcomes evident in their program success and acquisition of professional social work employment following graduation. The program receives informal feedback from students when they are hired after graduation. Many of the Social Work students are hired directly from their practicum work sites.

The online MSW program for Working Professionals is fully accredited by the Canadian Association for Social Work Education (CASWE) which has a comity degree recognition agreement with the Council on Social Work Education (CSWE). Graduates are eligible for membership in the Ontario Association of Social Workers, the Canadian Association of Social Workers and are eligible to apply for registration to the Ontario College of Social Workers and Social Service Workers.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience (Ministry section 2)

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

Acquisition to learning experiences remain the same in the online synchronous teaching program.

E.2 Knowledge and Skills Brought to the Workplace

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

Students will bring to the workplace the same knowledge and skills as acquired in the MSW School of Social Work program as they did prior to the development of the online synchronous social work program.

E.3 Evidence of Availability of Placements (Ministry section 2)

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

The MSW for Working Professionals continues to place students in practicum throughout Ontario and have affiliation agreements with over 500 agencies. There has been no change to the program.

E.4 Supervision of Placements (QAF section 2.1.2.6)

If required, explain the provision of supervision of new or revised experiential learning opportunities.

There has been no change to the program.

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the new or revised experiential learning component, if applicable.

NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

There are no new fees associated with the online synchronous program.

E.6 AAU Council Approval of New or Revised Co-op Component N/A

Please obtain signatures for the following statement for new/revised co-op programs.

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

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

Name of AAU Head (typed or e-signature): N/A

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

Name of Director of the Co-op Services (typed or e-signature): N/A

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

E.7 Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST N/A

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

APPENDIX A – BUDGET SUMMARY SHEET

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

Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	1 851	2 829	3 842	4 841	5 840	Total
<i>**Please note the numbers of students indicated above total enrollment for 3 semesters (Fall, Winter, and Summer) each year.</i>						
Revenue						
Tuition income*	2,622,569	2,554,771	2,594,834	2,591,752	2,588,670	12,952,596
Potential Provincial funding**	4,100,000	4,100,000	4,100,000	4,100,000	4,100,000	20,500,000
Other sources of funding (please list)						
Total Revenue	6,722,569	6,654,771	6,694,834	6,691,752	6,688,670	33,452,596
Expenses						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners (for graduate programs)						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses (please list)						
Total Expenses	0	0	0	0	0	0
Net Income	6,722,569	6,654,771	6,694,834	6,691,752	6,688,670	33,452,596

1. Tuition rates projected within the 2022-23 Tuition Fee Framework. Tuition is assumed to be frozen at 2021-22 levels for Year1 (2022-23) through Year 5 (2026-27) of program.
2. Using the Domestic Master's Candidate & PhD-Social Work rate of \$3081.75 per term, with zero increase for 5 years.
3. The Graduate Grant for each year is calculated based on Fall Eligible FTE. One Full-Time graduate student is one FTE and one Part-Time graduate student is 0.3 FTE.
4. The estimated operating grant provided, reflects growth of eligible enrolment as of 2016-17

**University of Windsor
Program Development Committee**

5.2: **Education (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the degree requirements for Master of Education 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 Faculty of Education Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

Master of Education (MEd)

[...]

Candidates in the course-based stream are required to successfully complete:

(a) three compulsory courses: EDUC-8001 (Research in Education), EDUC-8795 (Final Project Seminar), and EDUC-8004 (Fundamentals of Curriculum Theory and Development) or EDUC-8005 (Theories of Educational Administration) or EDUC-8006 (Theories and Approaches in Language Acquisition and Instruction), depending on the area of concentration; Candidates in the Second Language Acquisition, Culture and Society concentration are additionally required to complete two of the following four courses: EDUC-8400 (Language Culture and Society), EDUC-8420 (Language Systems Analysis), EDUC-8430 (Special Education and Language Acquisition), and EDUC-8910 (32) (Language Assessment). It is important to note that with regard to these four courses, Second Language Acquisition, Culture, and Society candidates are encouraged to take, as available, the two remaining courses not taken as compulsory courses as part of the Electives lists specified for this concentration.

~~(b) one of EDUC-8002 (Statistics in Education) or EDUC-8003 (Qualitative Methods in Educational Research);~~

~~(c-b)~~ For Curriculum Studies and Educational Administration and Leadership candidates six additional courses, at least four of which must be chosen from the courses listed for the area of concentration. For Second Language Acquisition, Culture, and Society candidates four additional courses, at least two of which must be chosen from the courses listed for the area of concentration.

STUDIES IN THE AREA OF CONCENTRATION

Compulsory Courses

EDUC-8002. Statistics in Education⁵

EDUC-8004. Fundamentals of Curriculum Theory and Development¹

EDUC-8001. Research in Education

EDUC-8005. Theories of Educational Administration and Leadership²

EDUC-8006. Theories and Approaches in Language Acquisition and Instruction⁴

Two of the following four courses: EDUC-8400 (Language Culture and Society), EDUC-8420 (Language Systems Analysis), EDUC-8430 (Special Education and Language Acquisition), and EDUC-8910 (32) (Language Assessment)⁴

EDUC-8940. Thesis Proposal³

EDUC-8795. Final Project Seminar³

EDUC-8960. Major Paper³

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

EDUC-8970. Thesis³ (Note: Students in the Thesis stream must have successfully completed the Thesis Proposal (EDUC-8940) before work may begin on the Thesis.)

¹ Compulsory for students in Curriculum Studies.

² Compulsory for students in Educational Administration and Leadership

³ All students must complete either a Final Project, a Major Paper or a Thesis.

⁴ Compulsory for students in Second Language Acquisition, Culture and Society

⁵ **Compulsory for students in the thesis and major paper streams**

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).

Candidates in the course-based stream are currently required to successfully complete EDUC-8001 (Research in Education) **and** one of EDUC-8002 (Statistics in Education) or EDUC-8003 (Qualitative Methods in Educational Research). The committee deemed it unnecessary for course-based M.Ed. students to take more than one research methodology course. Reducing requirements to one required research methodology course would be more in line with typical course-based M.Ed. requirements in other institutions and would provide more flexibility for course-based students to select courses aligned with their interest, including an additional research methodology course if they wish.

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?*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

- 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?

We view this change as a minor, but important first step toward larger curricular revisions of our graduate programs. Initially, we submitted this form with general reference to the Research in Education course and future program changes. In a conversation with Jaimie Kechego, Indigenous Coordinator of Indigenous Curriculum and Pedagogy, we were encouraged to be more transparent and honest about this as a small and early step in our journey toward Indigenizing and decolonizing our graduate program offerings. One of our aims with this proposed change is to open up more possibilities for Indigenous-focused courses within the M.Ed. Program and more flexibility for students to take such courses. This proposed change would help in this regard by removing the requirement for course-based students to take both the Research in Education course and the Statistics in Education course. We do not see it as necessary for course-based students to take both research methodology courses, particularly since Research in Education is an introductory course that includes both qualitative and quantitative approaches. Upon approval of this minor change, the Faculty of Education plans to move toward more comprehensive changes to the M.Ed. that will aim to include a greater emphasis on decolonization and Indigeneity. We cannot yet say what those changes will look like, but Jaimie Kechego has expressed willingness to participate in early conversations with our Graduate Program Committee to ensure the program revision work can be done in a good way. We will be intentionally integrating the prompts on this PDC form into the process of graduate program review, at both committee and faculty levels. We think this will improve upon our process by facilitating greater attention to Indigenous knowledge and by connecting our curricular development work more intentionally to the TRC and University Principles documents, to Indigenous approaches to educational research, and to the expertise and leadership of Elders, Knowledge Holders, and Indigenous education scholars.

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

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

University of Windsor
Program Development Committee

5.3: Education (Graduate) – Summary of Minor Course and Calendar Changes (Form E)

Item for: Information

Forwarded by: *Faculty of Graduate Studies*

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE** (check the CuMA database for the date of last submission at <https://ctl2.uwindsor.ca/cuma/public/>)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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.

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**

EDUCATION COURSES

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

Not all courses will necessarily be offered each year. All ~~6~~900-level courses are restricted to students in the joint Ph.D. program.

EDUC-8002. Statistics in Education

This course will deal with the following: descriptive and inferential statistical procedures; commonly used one- and two-sample tests; an introduction to analysis variance and corresponding research designs. **(Prerequisite: EDUC 8001)**

EDUC-8003. Qualitative Methods in Educational Research

This course will examine the concepts and methods involved in carrying out educational research through naturalistic observation, participant observation, case studies, and other qualitative approaches. **(Prerequisite: EDUC 8001)**

EDUC-8330. Survey Design and Research

This course will provide students with an overview of survey research and questionnaire design. Students will critique existing survey research, develop a working knowledge of survey research design, critique samples of survey questionnaires, and design a questionnaire based on a chosen research topic. **(Prerequisite: EDUC 8001)**

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?*

We view this change as a minor, but important first step toward larger curricular revisions of our graduate programs. Initially, we submitted this form E, and associated Form C, with general reference to the Research in Education course and future program changes. In a conversation with Jaimie Kehego, Indigenous Coordinator of Indigenous Curriculum

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

and Pedagogy, we were encouraged to be more transparent and honest about this as a small and early step in our journey toward Indigenizing and decolonizing our graduate program offerings. One of our aims with these form E and a Form C changes is to open up more possibilities for Indigenous-focused courses within the M.Ed. Program and more flexibility for students to take such courses. Upon approval of these minor changes, the Faculty of Education plans to move toward more comprehensive changes to the M.Ed. that will aim to include a greater emphasis on decolonization and Indigeneity. We cannot yet say what those changes will look like, but Jaimie Kechego has expressed willingness to participate in early conversations with our Graduate Program Committee to ensure the program revision work can be done in a good way. We will be intentionally integrating the prompts on this PDC form into the process of graduate program review, at both committee and faculty levels. We think this will improve upon our process by facilitating greater attention to Indigenous knowledge and by connecting our curricular development work more intentionally to the TRC and University Principles documents, to Indigenous approaches to educational research, and to the expertise and leadership of Elders, Knowledge Holders, and Indigenous education scholars.

The course EDUC-8001 (Research in Education) is an introduction to research in education, including both qualitative and quantitative approaches. As an introductory course there is an expectation for instructors to include Indigenous approaches to educational research (e.g., storytelling, personal reflection, sharing circles, ceremony, treaty education). This minor change to the program is intended to be a preliminary step toward more comprehensive changes to the M.Ed. that will aim to include a greater emphasis on decolonization and Indigeneity. An Indigenous Research Methodologies graduate course, guided by the expertise and leadership of such scholars as Linda Tuhiwai Smith, Marie Battiste, Margaret Kovach, and Shawn Wilson, is also planned as a future step in this process.

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	<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"/>

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

Labs	<input type="checkbox"/>	<input type="checkbox"/>
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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 **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:	EDUC-8002. Statistics in Education EDUC-8003. Qualitative Methods in Educational Research EDUC-8330. Survey Design and Research <i>(Learning outcomes were last updated March 18 2022)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <i>March 18 2022 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)</i>

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	EDUC-8330. Survey Design and Research <i>(Learning outcomes were last updated January 15, 2009)</i> <i>No revisions are being made to the learning outcomes.</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

EDUC-8330. Survey Design and Research Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Design and apply survey research. (Also applies to B, C, D, H.) Apply the concept of sampling. (Also applies to B, C, D.)	A. the acquisition, application and integration of knowledge
B. Formulate hypotheses and compose research questions in particular areas of research (Also applies to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Design questionnaires including writing questions and formatting surveys (Also applies to D, F, H).	C. critical thinking and problem-solving skills
D. Describe findings using graphs, tables, and statistics. (Also applies to H).	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

5.4: **Mathematics and Statistics – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Science**

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

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

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

OR

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

OR

III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE** (check the CuMA database for the date of last submission at <https://ctl2.uwindsor.ca/cuma/public/>)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. *(subject to timely and clear submission) These changes require no new resources.			Fall 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 **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***

ACTUARIAL SCIENCE COURSES

ACSC-3980. Financial Mathematics ~~Theory of Interest~~

This course introduces various forms of interest rates that are used to measure the cost and value of money through time. Various forms of financial assets and liabilities are introduced, including their analysis and valuation. Examples include annuities, mortgages and bonds. The course also covers portfolio cash flow analysis and introduces basic asset liability management techniques. This course will cover measurement of interest, elementary and general annuities, amortization schedules and sinking funds, bonds, depreciation, depletion and capitalized cost. (Prerequisite: MATH- 1730 or consent of instructor.) (3 lecture hours per week.) **This course is cross listed with ACSC-8020.**

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

ACSC-4030. Foundations of Actuarial Mathematics IA-~~Derivative Markets-I~~

This foundation course provides an overview of life and pensions products. It covers long-term actuarial models including various forms of decrement, survival, insurance and annuity benefits. Valuation and net premiums are calculated for various types of insurance and pension products including measurement of reserves and how these reserves change over time. Topics include financial derivatives, short selling, European and American options, hedging, arbitrage, forwards, futures, swaps, bond price models, binomial model. (Prerequisite: **MATH-2780, MATH-2790, STAT-3950**~~2950~~, ACSC-3980, **or consent of instructor** STAT-3920, STAT-3950) (3 lecture hours per week.) **This course is cross listed with ACSC-8050.**

ACSC-4980. Foundations of Actuarial Mathematics IB-~~Life Contingencies-I~~

This foundation course covers short-term actuarial loss models including claims frequency, loss severity and aggregate losses in measuring expected outcomes and various risk measures. Insurance and reinsurance modifications to pure loss random variables including measuring their impact on risk and product pricing. Methods to estimate parameters for suspected distributions using insurance data are presented. An introduction to credibility theory is also provided. This course will cover life contingencies, survival distributions and life tables, life insurance, life annuities, net premiums and net premium reserves. (Prerequisites: MATH-2780, MATH-2790, ACSC-3980, and STAT-2950, or consent of instructor.) (3 lecture hours per week.) **This course is cross listed with ACSC-8060.**

ACSC-4981. Foundations of Actuarial Mathematics II-~~Life Contingencies-II~~

This foundation course covers analyzing and pricing of financial options, various methods for the pricing and reserving for property casualty insurance and health insurance. Parameter estimation for long-term actuarial models, confidence levels on estimations and associated error potential. This course expands further on premium calculations for gross, net and modified premiums and policy cash value calculations. (Prerequisites: ACSC-4030, ACSC-4980) This course will cover advanced life contingencies, risk theory, survival models, and construction and graduation of mortality tables. (Prerequisite: ACSC-4980 or consent of instructor.) (3 lecture hours per week.) **This course is cross listed with ACSC-8070.**

The course title changes needed to the Honours Actuarial Science Degree Requirements section are as follows:

Degree requirements

Total courses: 40

- (a) MATH-1020 Mathematical Foundations, MATH-1250 Linear Algebra I, MATH-1720 Differential Calculus, MATH-1730 Integral Calculus, MATH-2250 Linear Algebra II, MATH-2251 Linear Algebra III, MATH-2780 Vector Calculus, MATH-2790 Differential Equations, MATH-3200 Abstract Algebra, MATH-3580 Introduction to Analysis I, MATH-3581 Introduction to Analysis II, MATH-3590 Complex Variables, MATH-3960 Linear Optimization, ACSC-3980 ~~Theory of Interest~~ **Financial Mathematics**, ACSC-4030 ~~Derivative Markets-I~~ **Foundations of Actuarial Mathematics IA**, ACSC-4980 ~~Life Contingencies-I~~ **Foundations of Actuarial Mathematics IB**, ACSC-4981 ~~Life Contingencies-II~~ **Foundations of Actuarial Mathematics II**, STAT-2920 Introduction to Probability, STAT-2950 Introduction to Statistics, STAT-3920 Probability, STAT-3950 Statistics, STAT-3960 Stochastic Operations Research, STAT-4550 Regression Analysis, ACSC-4030 ~~Derivative Markets-I~~, three courses from MATH, STAT or ACSC at the third year level or higher.
- (b) COMP-1400 Introduction to Algorithms and Programming I, COMP-1410 Introduction to Algorithms and Programming II, ECON-1100 Introduction to Economics I, ECON-1110 Introduction to Economics II, ACCT-1510 Principles of Financial Accounting, FINA-2700 Business Finance I
- (c) Two courses from the Faculty of Arts, Humanities and Social Sciences
- (d) Six courses from any area of study

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

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?*

See the attached addendum for efforts made towards Indigenization of curriculum for mathematics and statistics programs

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	<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 (for visual and performing arts)	<input type="checkbox"/>	<input type="checkbox"/>

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

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.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-3980 Financial Mathematics (This course is cross listed with ACSC-8020.) (Learning outcomes were last updated November 8, 2019. 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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)
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ACSC-3980 Financial Mathematics Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. a) Given any three of interest rate, period of time, present value, and future value, calculate the remaining item using simple or compound interest. b) Solve time value of money equations involving variable force of interest. c) Given any one of the effective interest rate, the nominal interest rate convertible 'm' times per year, the effective discount rate, the nominal discount rate convertible 'm' times per year, or the force of interest, calculate any of the other items. d) For each of the following types of annuity/cash flows, given sufficient information of immediate or due, present value, future value, current value, interest rate, payment amount, and term of annuity, calculate any remaining item <ul style="list-style-type: none"> - Level annuity, finite term. - Level perpetuity. - Non-level annuities/cashflows with arithmetic progression, finite term and perpetuity. Geometric progression with finite term and perpetuity and other non-level annuities/cash flows. e) Calculate <ul style="list-style-type: none"> - The missing item, given any four of: term of loan, interest rate, payment amount, payment period, principal. - The outstanding balance at any point in time. - The amount of interest and principal repayment in a given payment. - Similar calculations to the above when refinancing is involved. f) Given sufficient partial information about the items listed below, calculate any of the remaining items <ul style="list-style-type: none"> - Price, book value, amortization of premium, accumulation of discount. (Note that valuation of bonds between coupon payment dates will not be covered). - Redemption value, face value. - Yield rate. - Coupon, coupon rate. 	A. the acquisition, application and integration of knowledge

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

ACSC-3980 Financial Mathematics Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> - Term of bond, point in time that a bond has a given book value, amortization of premium, or accumulation of discount. g) Calculate the price of callable bonds to achieve specified minimum yields h) Calculate: <ul style="list-style-type: none"> - The duration and convexity of a set of cash flows. - Either Macaulay or modified duration given the other. - The approximate change in present value due to a change in interest rates using both 1st-order linear approximation based on modified duration and using 1st-order approximation based on Macaulay duration. - The present value of a set of cash flows, using a yield curve developed from forward and spot rates. 	
<p>B.</p> <ul style="list-style-type: none"> a) Define and recognize the definitions of the following terms: interest rate (rate of interest), simple interest, compound interest, accumulation function, future value, current value, present value, net present value, discount factor, discount rate (rate of discount), convertible 'm' times per year, nominal rate, effective rate, inflation and real rate of interest, force of interest, equation of value. b) Define and recognize the definitions of the following terms: annuity-immediate, annuity due, perpetuity, payable 'm' times per year or payable continuously, level payment annuity, arithmetic increasing/decreasing annuity, geometric increasing/decreasing annuity, term of annuity. c) Define and recognize the definitions of the following terms: principal, interest, term of loan, outstanding balance, final payment (drop payment, balloon payment), amortization. d) Define and recognize the definitions of the following terms: price, book value, amortization of premium, accumulation of discount, redemption value, par value/face value, yield rate, coupon, coupon rate, term of bond, callable/non-callable, call price, call premium. e) Define and recognize the definitions of the following terms: yield rate/rate of return, current value, duration and convexity (Macaulay and modified), portfolio, spot rate, forward rate, yield curve, cash flow and duration matching, and immunization (including full immunization and Redington immunization). 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <ul style="list-style-type: none"> a) Construct investment portfolios to: <ul style="list-style-type: none"> - Protect the value of an asset-liability portfolios using either Redington or full immunization 	<p>C. critical thinking and problem-solving skills</p>

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

ACSC-3980 Financial Mathematics Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
b) Exactly match a set of liability cash flows. c) Write the equations of value given a set of cash flows and an interest rate.	
D. N/A	D. literacy and numeracy skills
E. N.A	E. responsible behaviour to self, others and society
F. N.A	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-4030 Foundations of Actuarial Mathematics IA (This course is cross-listed with graduate course ACSC-8050.) <i>(Learning outcomes were last updated March 28,2020. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

<p>ACSC-4030 Foundations of Actuarial Mathematics IA</p> <p>Course Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p style="text-align: center;">Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <ul style="list-style-type: none"> a) Define and apply the concept of insurable interest. b) Describe parametric survival models, life tables, and the relationships between them. c) Given a parametric survival model, calculate survival and mortality probabilities, the force of mortality function, and curtate and complete moments of the future lifetime random variable. d) Identify and apply standard actuarial notation for future lifetime distributions and moments, including select and ultimate functions. e) Given a life table, calculate survival and mortality probabilities, the force of mortality function, and curtate and complete moments of the future lifetime random variable, using appropriate fractional age assumptions where necessary. f) Explain and apply select life tables. g) Identify common features of population mortality curves. h) Identify the present value random variables associated with life insurance, endowment, and annuity payments for single lives, based on annual and alternate frequencies per year and continuous payment frequency. i) Calculate probabilities, means, variances and covariances for random variables, using fractional age or claims acceleration approximations where appropriate. j) Calculate the effect of changes in underlying assumptions (e.g., mortality and interest). k) Identify and apply standard actuarial notation for the expected values of random variables. 	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p> <ul style="list-style-type: none"> a) Identify the long-term insurance coverages (life, health), annuities, and defined benefit and defined contribution pension plans. b) Identify the future loss random variables associated with whole life, term life, and endowment insurance, and with term and whole life annuities, on single lives. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <ul style="list-style-type: none"> a) Explain the relationships between the insurance, endowment, and annuity present value random variables for various life insurance products and between their expected values. 	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>

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

ACSC-4030 Foundations of Actuarial Mathematics IA Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
N/A	
E. N.A	E. responsible behaviour to self, others and society
F. N.A	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-4980 Foundations of Actuarial Mathematics IB (This course is cross listed with graduate course ACSC-8060.) <i>(Learning outcomes were last updated November 8, 2019. These are revised learning outcomes.)</i>
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/)	<u> X </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

<p>ACSC-4980 Foundations of Actuarial Mathematics IB</p> <p>Course Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p style="text-align: center;">Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <ul style="list-style-type: none"> a) Define and apply the concept of insurable risk. b) Perform calculations assessing the impact of coverage modifications. c) Perform calculations of the loss elimination ratio and the effect of inflation on losses. d) Determine the allocation of claim amounts paid by the insurer and reinsurer under various forms of reinsurance. e) Explain the concept of credibility. f) Perform calculations using limited fluctuations (classical) credibility. g) Calculate the moments and percentiles or severity models h) Recognize the (a,b,0) and (a,b,1) classes of distributions and their relationships. i) Perform calculations for the (a,b,0) and (a,b,1) classes of distributions. j) Define collective and individual risk models and calculate their mean and variance. k) Use the log-normal or normal approximation to approximate the aggregate distribution. l) Calculate Value at Risk and Tail Value at Risk. m) Estimate the parameters for severity and frequency distributions using Maximum Likelihood Estimation for: <ul style="list-style-type: none"> - Complete, individual data - Complete, grouped data - Truncated or censored data 	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p> <ul style="list-style-type: none"> a) Identify different types of short-term insurance coverage including auto, homeowners, liability, health, disability, and workers compensation. b) Identify the types of coverage modifications for short-term insurance. c) Identify the operation of basic forms of proportional and excess of loss reinsurance and understand their impact on reserving and pricing. d) Identify the role of scale and shape parameters in continuous models. e) Recognize classes of distributions and their relationships. f) Identify the role of parameters for the (a,b,0) and (a,b,1) classes of distributions. g) Identify appropriate distributions for a given application. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

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

ACSC-4980 Foundations of Actuarial Mathematics IB Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. a) Characterize distributions by existence of moments. b) Determine whether a given risk measures have certain desirable properties.	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N.A	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-4981 Foundations of Actuarial Mathematics II (This course is cross listed with graduate course ACSC-8070.) <i>(Learning outcomes were last updated November 8, 2019. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____

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

	(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)
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ACSC-4981 Foundations of Actuarial Mathematics II Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. b) Describe and apply techniques for estimating outstanding claims, using the following methods: - Expected Loss Ratio - Chain-Ladder - Bornhuetter-Ferguson c) Calculate the adjustments to ratemaking data, including development, trend and adjusting premium to current rate levels. d) Calculate overall average rates and rate changes using the loss cost and loss ratio methods. e) Apply the binomial option pricing model to calculate the price of a simple European-style derivative on a single non-dividend paying asset. f) Apply the Black-Scholes formula to calculate the price and delta hedge of a simple European- style derivative on a single non-dividend paying asset. g) Apply put-call parity estimate the parameters for severity and frequency distributions using h) Estimate the parameters for severity, frequency, and aggregate distributions using Maximum Likelihood Estimation for: -Complete, individual data -Complete, grouped data -Truncated or censored data i) Apply Kaplan Meier and Nelson Aalen methods to estimate empirical survival functions using censored and truncated lifetime data. j) Calculate approximate standard errors of the parameter/probability estimates. k) Calculate premiums based on the equivalence principle, the portfolio percentile principle, and for a given expected present value of profit, for various life insurance products. l) Calculate and interpret gross premium, net premium and modified net premium policy values for various life insurance products. m) Calculate the effect of changes in underlying assumptions (e.g., mortality and interest).	A. the acquisition, application and integration of knowledge

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

ACSC-4981 Foundations of Actuarial Mathematics II Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
n) Apply the following methods for modelling extra risk: age rating; constant addition to the force of mortality, constant multiple of the rate of mortality.	
B. a) Identify the cash flows and characteristics of puts and calls. b) Construct linear and non-linear confidence intervals (as appropriate) for parameters/estimates.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. N/A	C. critical thinking and problem-solving skills
D. a) Explain the objectives of ratemaking and the data used for ratemaking. b) Explain how expenses and the profit and contingencies loading are used in ratemaking.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N/A	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

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

To:	Senators and Member of PDC
From:	Dr. Abdulkadir Hussein, Head of Mathematics and Statistics
Subject:	PDC Forms and “Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material”
Date:	Feb 8, 2023

Dear Colleagues:

Please accept this as an addendum to all PDC proposals coming from the Department of Mathematics and Statistics. Please accept it as our partial response to the section titled “Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material”. In some cases, we see this as our full response; and in other cases, it is a partial response. We will update this response on an annual basis to record how we are moving forward in our journey of discovery. And, we hope that, as time goes on, it will more often be a partial response. That is, that we will more and more often bring in meaningful changes that reflect in Indigeneity.

To date:

1. We have proposed two courses on biostatistics, one at the undergraduate level (STAT-4700) and one at the graduate level (STAT-8700) that includes the following statement in the course calendar description. “This course will also introduce the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge.” The learning outcomes for the courses include “Reflect on the importance of Indigenous data sovereignty and Indigenous practices”. In addition to this, we are planning to introduce similar Indigenous content to our predictive analytics course (ACSC-8310).
2. On January 27, 2022, Dr. Hussein, the Head of Mathematics and Statistics attended the webinar “Indigenous Data Sovereignty and Indigenous Practices”. This workshop provided guidance to the definitions of the principles surrounding the concept of “Indigenous data sovereignty and data governance” as well as the resources available to learn more and practice the concept. For example, the GIDA (Global Indigenous Data Alliance) has a number of resources on the subject and has formulated the so called CARE principles for Indigenous data governance (C=Collective Benefit, A=Authority to Control, R=Responsibility, E=Ethics). The details of these principles are reported on the GIDA website. The GIDA website and books such as (Indigenous Data Sovereignty: Toward an agenda(2016) by Tahu Kukutai and John Taylor) are potential resources for integrating Indigenous material into the proposed courses.
3. Dr. Hussein, communicated with Berenica Vejvoda, Data Librarian, and received sources of information on Indigenous data and frameworks for data sovereignty.
4. Dr. Hussein, communicated with Jennifer Soutter, Librarian responsible for Indigenous Outreach, and were made aware of the following resources:
 - a. [Indigenous data science workshop curriculum](#)
 - b. Indigenous Statistics: A quantitative research methodology (Available in the Leddy Library)
5. The former head (Dr. Caron) spoke to the AAU undergraduate studies committee and the AAU Council on the importance of introducing, where appropriate, Indigenous content into our courses, highlighting the biostatistics courses as an important first step. As current head, I have the intentions to continue this tradition and remind faculty members about the importance of this matter during our regular council meetings.
6. The current IQAP study includes the challenge that “We need to find credible ways to introduce Indigenization, and EDI into the curriculum.”

We hope these activities are sufficient to show our intent to learn and understand the issues, and our commitment to introduce meaningful changes to our programs.

University of Windsor
Program Development Committee

5.5: **Mathematics and Statistics (Graduate) – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Graduate Studies**

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.**

Fall 2023

Include the effective date* [Fall, Winter, Spring, 20XX].

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

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: CHEM-1001. University Senates ~~— Role and Power~~. This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as BIOC-1001.~~) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

ACTUARIAL COURSES

Note that all actuarial courses are restricted to students in Master of Actuarial Science except where cross listing with undergraduate courses is indicated.

ACSC-8010. Probability for Risk and Actuarial Science

This course covers probability concepts and combinatorics. Discrete, continuous and univariate distributions are included along with multivariate distributions covering conditional and marginal distributions. Raw and central moments, types of generating functions, variable transformations, order statistics and Central Limit Theorem are also covered. Topics include discrete and continuous probability univariate and multivariate distributions,

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

conditional and marginal distributions. Moments. Generating functions. Transformation of random variables. Order Statistics. Central Limit Theorem. Course is restricted to students in Master of Actuarial Science. (Prerequisite: Integral Calculus.)

ACSC-8020. Financial Mathematics, Theory of Interest

This course introduces various forms of interest rates that are used to measure the cost and value of money through time. Various forms of financial assets and liabilities are introduced, including their analysis and valuation. Examples include annuities, mortgages and bonds. The course also covers portfolio cash flow analysis and introduces basic asset liability management techniques. Topics include interest rates, force of interest, equations of value, annuities, amortization, bonds, cash flows, yield, rate of return, term structure, forward interest rates, spot rates, duration, convexity, immunization. Course is restricted to students in the Master of Actuarial Science program. **(This course is cross listed with ACSC-3980.)**

ACSC-8030. ~~Derivatives Markets I~~ **Statistics for Risk Models IA**

This course introduces regression and time series analyses. Topics include multiple linear regression, least squares, model fitting, estimation, testing, matrix formulation, indicator variables, logistic regression, residual analysis, prediction intervals, times series, autoregressive models, moving average models, ARIMA models, fitting models, estimation and forecasting. Topics include financial derivatives, short selling, European and American options, hedging, arbitrage, forwards, futures, swaps, bond price models, binomial model, binomial model. Course is restricted to students in the Master of Actuarial Science program. (Prerequisite: **ACSC-8300**, ACSC-8020.)

ACSC-8040. ~~Derivatives Markets II~~ **Statistics for Risk Models IB**

This course uses RStudio to assist in the learning of the course material. The student will learn to define, determine and interpret the results of principle component analysis and develop and interpret decisions trees that can replace linear models. An introduction to cluster analysis is covered along with various applications. Progress is made to solving real-world data analysis problems using R. Topics include Black Scholes option pricing, exotic options, Brownian motion, Ito integrals. Stochastic models. Course is restricted to students in the Master of Actuarial Science program. Prerequisite: ACSC-**8300** 8030.

ACSC-8050. Life Contingencies I **Foundations of Actuarial Mathematics IA**

This foundation course provides an overview of life and pensions products. It covers long-term actuarial models including various forms of decrement, survival, insurance and annuity benefits. Valuation and net premiums are calculated for various types of insurance and pension products including measurement of reserves and how these reserves change over time. Topics include life contingencies, survival distributions and life tables, life annuities, net premiums, premium reserves. Course is restricted to students in the Master of Actuarial Science program. Prerequisite: ACSC-8020, **ACSC-8300**. **(This course is cross listed with ACSC-4030.)**

ACSC-8060. Life Contingencies II **Foundations of Actuarial Mathematics IB**

This foundation course covers short-term actuarial loss models including claims frequency, loss severity and aggregate losses in measuring expected outcomes and various risk measures. Insurance and reinsurance modifications to pure loss random variables including measuring their impact on risk and product pricing. Methods to estimate parameters for suspected distributions using insurance data are presented. An introduction to credibility theory is also provided. This course builds on the foundational life contingencies knowledge developed in ACSC-8050 and extends into advanced topics in the field. Topics include advanced life contingencies, risk theory, survival models, construction of mortality tables. Course is restricted to students in the Master of Actuarial Science program. Prerequisite: ACSC-**8020**, **ACSC-8300** 8050. **(This course is cross listed with ACSC-4980.)**

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

ACSC-8070. Short Term Actuarial Models Foundations of Actuarial Mathematics II

This foundation course covers analyzing and pricing of financial options, various methods for the pricing and reserving for property casualty insurance and health insurance. Parameter estimation for long-term actuarial models, confidence levels on estimations and associated error potential. This course expands further on premium calculations for gross, net and modified premiums and policy cash value calculations. This course allows students to select and explore in depth relevant topics of interest. Topics selected may include areas such as: loss models (severity models, frequency models, aggregate models, losses, risk measures, empirical models, parametric models, failure time, loss distributions), Bayesian analysis, simulation, etc. Course is restricted to students in the Master of Actuarial Science program. Prerequisite: ACSC-8010**8050, ACSC-8060. (This course is cross listed with ACSC-4981.)**

ACSC-8100. Microeconomics for Actuarial Science

This course provides an introduction to microeconomics, including the tools necessary to begin to understand and evaluate how resources are allocated in a market economy. Specific topics include how markets function, theories of the business firm, of consumer behaviour and of income distribution, supply and demand, the economic roles of labour unions and government. ~~This course is restricted to students in the Master of Actuarial Science program.~~

ACSC-8110. Macroeconomics for Actuarial Science

This course provides an introduction to macroeconomics with an emphasis on measuring and explaining economic aggregates such as the GDP and the level of prices and employment. Topics include the role of money and financial institutions, the impact of international trade, the policy options available for coping with inflation and unemployment and their impact on the economy. ~~This course is restricted to students in the Master of Actuarial Science program.~~

ACSC-8200. Regression and Time Series Predictive Analytics

This course provides students with a solid background in generalized linear models. It then applies the knowledge from Statistics for Risk Models to solve real predictive analytics problems using programming language R. The student will learn how to define the data problem, identify data issues and resolve them, use the data to develop behavioural predictions and learn how to report and communicate findings. This course introduces regression and time series analyses. Topics include multiple linear regression, least squares, model fitting, estimation, testing, matrix formulation, indicator variables, logistic regression, residual analysis, prediction intervals, times-series, autoregressive models, moving average models, ARIMA models, fitting models, estimation and forecasting. Course is restricted to students in the Master of Actuarial Science program. Further, the course will introduce ethics of data analysis and in particular the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge. Prerequisite: ACSC-~~8030, ACSC-8040~~**8030.**

ACSC-8300. Mathematical Statistics for Actuarial Science

~~This course will fulfill the requirements of the Validation by Educational Equivalent (VEE) for Mathematical Statistics of the Society of Actuaries. This calculus-based course will cover random sampling, statistical inference, sampling distributions, estimation, maximum likelihood, confidence intervals for unknown parameters, the Neyman-Pearson lemma, significance and power, likelihood ratio test, contingency tables, and goodness-of-fit tests. This course is restricted to students in the Master of Actuarial Science program. (Prerequisite: ACSC-8010.) (3 lecture hours.)~~

ACSC-8400. Actuarial Science Capstone Project

This course will provide supervised experience in the solution of a realistic actuarial problem by making use of knowledge obtained in the first three terms of the Master of Actuarial Science program. The solution will be developed using spreadsheet software and will be communicated orally using presentation software and in writing using word processing software. **Prerequisite: ACSC-8030, ACSC-8040, ACSC-8050, ACSC-8060.**

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

The Master of Actuarial Science course titles in the program requirements should change as follows:

Degree Requirements

Total Courses: 12

ACSC-8010. Probability for Risk and Actuarial Science
ACSC-8020. Financial Mathematics, ~~Theory of Interest~~
ACSC-8030. ~~Derivatives Markets I~~ **Statistics for Risk Models IA**
ACSC-8040. ~~Derivatives Markets II~~ **Statistics for Risk Models IB**
ACSC-8050. ~~Life Contingencies I~~ **Foundations of Actuarial Mathematics IA**
ACSC-8060. ~~Life Contingencies II~~ **Foundations of Actuarial Mathematics IB**
ACSC-8070. ~~Short Term Actuarial Models~~ **Foundations of Actuarial Mathematics II**
ACSC-8100. Microeconomics **for Actuarial Science**
ACSC-8110. Macroeconomics **for Actuarial Science**
ACSC-8200. ~~Regression and Time Series~~ Predictive Analytics
ACSC-8300. Mathematical Statistics for Actuarial Science
ACSC-8400. Actuarial Science Capstone Project

[....]

The new clean and 'sorted' version of the course descriptions is:

ACTUARIAL COURSES

Note that all actuarial courses are restricted to students in Master of Actuarial Science except where cross listing with undergraduate courses is indicated.

ACSC-8010. Probability for Actuarial Science

This course covers probability concepts and combinatorics. Discrete, continuous and univariate distributions are included along with multivariate distributions covering conditional and marginal distributions. Raw and central moments, types of generating functions, variable transformations, order statistics and Central Limit Theorem are also covered.

ACSC-8020. Financial Mathematics

This course introduces various forms of interest rates that are used to measure the cost and value of money through time. Various forms of financial assets and liabilities are introduced, including their analysis and valuation. Examples include annuities, mortgages and bonds. The course also covers portfolio cash flow analysis and introduces basic asset liability management techniques. This course is cross listed with ACSC-3980.

ACSC-8030. Statistics for Risk Models IA

This course introduces regression and time series analyses. Topics include multiple linear regression, least squares, model fitting, estimation, testing, matrix formulation, indicator variables, logistic regression, residual analysis, prediction intervals, times series, autoregressive models, moving average models, ARIMA models, fitting models, estimation and forecasting. Prerequisite: ACSC-8300.

ACSC-8040. Statistics for Risk Models IB

This course uses RStudio to assist in the learning of the course material. The student will learn to define, determine and interpret the results of principle component analysis and develop and interpret decisions trees that can replace linear models. An introduction to cluster analysis is covered along with various applications. Progress is made to solving real-world data analysis problems using R. Prerequisite: ACSC-8300.

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

ACSC-8050. Foundations of Actuarial Mathematics IA

This foundation course provides an overview of life and pensions products. It covers long-term actuarial models including various forms of decrement, survival, insurance and annuity benefits. Valuation and net premiums are calculated for various types of insurance and pension products including measurement of reserves and how these reserves change over time. Prerequisite: ACSC-8020, ACSC-8300. This course is cross listed with ACSC-4030.

ACSC-8060. Foundations of Actuarial Mathematics IB

This foundation course covers short-term actuarial loss models including claims frequency, loss severity and aggregate losses in measuring expected outcomes and various risk measures. Insurance and reinsurance modifications to pure loss random variables including measuring their impact on risk and product pricing. Methods to estimate parameters for suspected distributions using insurance data are presented. An introduction to credibility theory is also provided. Prerequisite: ACSC-8020, ACSC-8300. This course is cross listed with ACSC-4980.

ACSC-8070. Foundations of Actuarial Mathematics II

This foundation course covers analyzing and pricing of financial options, various methods for the pricing and reserving for property casualty insurance and health insurance. Parameter estimation for long-term actuarial models, confidence levels on estimations and associated error potential. This course expands further on premium calculations for gross, net and modified premiums and policy cash value calculations. Prerequisite: ACSC-8050, ACSC-8060. This course is cross listed with ACSC-4981.

ACSC-8100. Microeconomics for Actuarial Science

This course provides an introduction to microeconomics, including the tools necessary to begin to understand and evaluate how resources are allocated in a market economy. Specific topics include how markets function, theories of the business firm, of consumer behaviour and of income distribution, supply and demand, the economic roles of labour unions and government.

ACSC-8110. Macroeconomics for Actuarial Science

This course provides an introduction to macroeconomics with an emphasis on measuring and explaining economic aggregates such as the GDP and the level of prices and employment. Topics include the role of money and financial institutions, the impact of international trade, the policy options available for coping with inflation and unemployment and their impact on the economy.

ACSC-8200. Predictive Analytics

This course provides students with a solid background in generalized linear models. It then applies the knowledge from Statistics for Risk Models to solve real predictive analytics problems using programming language R. The student will learn how to define the data problem, identify data issues and resolve them, use the data to develop behavioural predictions and learn how to report and communicate findings. Further, the course will introduce ethics of data analysis and in particular the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge.

Prerequisite: ACSC-8030, ACSC-8040.

ACSC-8300. Mathematical Statistics for Actuarial Science

This calculus-based course will cover random sampling, statistical inference, sampling distributions, estimation, maximum likelihood, confidence intervals for unknown parameters, the Neyman-Pearson lemma, significance and power, likelihood ratio test, contingency tables, and goodness-of-fit tests. Prerequisite: ACSC-8010.

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

ACSC-8400. Actuarial Science Capstone Project

This course will provide supervised experience in the solution of a realistic actuarial problem by making use of knowledge obtained in the first three terms of the Master of Actuarial Science program. The solution will be developed using spreadsheet software and will be communicated orally using presentation software and in writing using word processing software. Prerequisite: ACSC-8030, ACSC-8040, ACSC-8050, ACSC-8060.

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?

Among the 12 courses in this program, ACSC-8310 (Predictive Analytics) has been identified as a vehicle to introduce the concepts of Indigenous Data Sovereignty and include appropriate examples reflecting Indigenous knowledge. In addition to this, efforts have been made at the department level to introduce meaningful content on Indigenization in other programs. *For details about these efforts, please see the addendum attached to this form.*

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	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>

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

co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (for visual and performing arts)	<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.**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8010 Probability for Actuarial Science <i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
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/)	<u>X</u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)
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ACSC-8010 Probability for Actuarial Science 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. a) Derive formulae and calculate probabilities using addition and multiplication rules. b) Derive formulae and calculate probabilities of mutually exclusive events. c) Derive formulae and calculate probabilities using combinatorics, such as combinations and permutations. d) Explain Bayes Theorem and the law of total probability and use them to calculate conditional probabilities. e) Derive formulae and calculate conditional probabilities. f) Apply the concepts of deductibles, coinsurance, benefit limits, and inflation to convert given loss amounts from policyholders into the corresponding payment amount for insurance companies. g) Derive formulae and calculate the expected value, variance, and standard deviation of both the loss random variable and the corresponding payment random variable upon the application of policy adjustments. h) Derive formulae and calculate moments for joint, conditional, and marginal discrete random variables. i) Derive formulae and calculate variance and standard deviation for conditional and marginal probability distributions for discrete random variables only. j) Derive formulae and calculate joint moments, such as the covariance and the correlation coefficient for discrete random variables only. k) Derive formulae and calculate probabilities for linear combinations of independent normal random variables. l) Derive formulae and calculate moments for linear combinations of independent random variables. m) Develop and apply the Central Limit Theorem to calculate probabilities for linear combinations of independent and identically distributed random variables.	A. the acquisition, application and integration of knowledge

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

ACSC-8010 Probability for Actuarial Science 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>
B. a) Define set functions, Venn diagrams, sample space, and events. b) Define probability as a set function on a collection of events and state the basic axioms of probability. c) Define independence and calculate probabilities of independent events. d) Define and calculate conditional probabilities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. a) Determine the sum of independent random variables (Poisson and normal). b) Determine conditional and marginal probability functions for discrete random variables only. c) Determine the distribution of order statistics from a set of independent random variables.	C. critical thinking and problem-solving skills
D. a) Explain and apply the concepts of random variables, probability, probability density functions, and cumulative distribution functions. b) Explain and calculate expected value and higher moments, mode, median, and percentile. c) Explain and calculate variance, standard deviation, and coefficient of variation. d) Explain and perform calculations concerning joint probability functions and cumulative distribution functions for discrete random variables only.	D. literacy and numeracy skills
E. Adhere to principles of integrity related to actuarial science	E. responsible behaviour to self, others and society
F. N/A	F. interpersonal and communications skills
G. Discuss assignments with peers.	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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8020 Financial Mathematics (This course is cross listed with undergraduate course ACSC-3980) <i>(Learning outcomes were last updated April 13, 2020. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

ACSC-8020 Financial Mathematics 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. a) Calculate the remaining item using simple or compound interest, given any three of interest rate, period of time, present value, and future value. b) Solve time value of money equations involving variable force of interest. c) Determine and calculate any of the other items, given any one of the effective interest rate, the nominal interest rate convertible 'm' times per year, the effective discount rate, the nominal discount rate convertible 'm' times per year, or the force of interest. d) Determine and calculate any remaining item, for each of the following types of annuity/cash flows, given sufficient information of immediate or due, present value, future value, current value, interest rate, payment amount, and term of annuity:	A. the acquisition, application and integration of knowledge

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

<p>ACSC-8020 Financial Mathematics Course Learning Outcomes This is a sentence completion exercise.</p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p style="text-align: center;">Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<ul style="list-style-type: none"> - Level annuity, finite term. - Level perpetuity. - Non-level annuities/cashflows with arithmetic progression, finite term and perpetuity. Geometric progression with finite term and perpetuity and other non-level annuities/cash flows. <p>e) Determine and calculate</p> <ul style="list-style-type: none"> - The missing item, given any four of: term of loan, interest rate, payment amount, payment period, principal. - The outstanding balance at any point in time. - The amount of interest and principal repayment in payments. - Similar calculations to the above when refinancing is involved. <p>f) Determine and calculate any of the remaining items, given sufficient partial information about the items listed below:</p> <ul style="list-style-type: none"> - Price, book value, amortization of premium, accumulation of discount. (Note that valuation of bonds between coupon payment dates will not be covered). - Redemption value, face value. - Yield rate. - Coupon, coupon rate. - Term of bond, point in time that a bond has a given book value, amortization of premium, or accumulation of discount. <p>g) Derive formulae and calculate the price of callable bonds to achieve specified minimum yields</p> <p>h) Derive formulae and calculate:</p> <ul style="list-style-type: none"> - The duration and convexity of a set of cash flows. - Either Macaulay or modified duration given the other. - The approximate change in present value due to a change in interest rates using both 1st-order linear approximation based on modified duration and using 1st-order approximation based on Macaulay duration. - The present value of a set of cash flows, using a yield curve developed from forward and spot rates. <p>i) Derive formulate and calculate the value, duration and convexity of interest rate swap contracts using the full term structure of spot rates, forward rates and bond equivalent rates</p>	
<p>B.</p> <p>a) Define and recognize the definitions of the following terms: interest rate (rate of interest), simple interest, compound interest, accumulation function, future value, current value, present value, net present value, discount factor, discount rate</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

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

<p>ACSC-8020 Financial Mathematics Course Learning Outcomes This is a sentence completion exercise.</p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p style="text-align: center;">Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>(rate of discount), convertible 'm' times per year, nominal rate, effective rate, inflation and real rate of interest, force of interest, equation of value.</p> <p>b) Define and recognize the definitions of the following terms: annuity-immediate, annuity due, perpetuity, payable m times per year or payable continuously, level payment annuity, arithmetic increasing/decreasing annuity, geometric increasing/decreasing annuity, term of annuity.</p> <p>c) Define and recognize the definitions of the following terms: principal, interest, term of loan, outstanding balance, final payment (drop payment, balloon payment), amortization.</p> <p>d) Define and recognize the definitions of the following terms: price, book value, amortization of premium, accumulation of discount, redemption value, par value/face value, yield rate, coupon, coupon rate, term of bond, callable/non-callable, call price, call premium.</p> <p>e) Define and recognize the definitions of the following terms: yield rate/rate of return, current value, duration and convexity (Macaulay and modified), portfolio, spot rate, forward rate, yield curve, cash flow and duration matching, and immunization (including full immunization and Redington immunization).</p> <p>f) Define and recognize the definitions of swap contracts, including fixed and floating sides of the transaction, long and short positions, notional amount, market value and the concept of netting payments.</p>	
<p>C.</p> <p>a) Construct investment portfolios to:</p> <ul style="list-style-type: none"> - Protect the value of asset-liability portfolios using either Redington or full immunization <p>b) Exactly match a set of liability cash flows.</p> <p>c) Write the equation of value given a set of cash flows and an interest rate.</p> <p>d) Explain how swaps agreements are critical to managing asset-liability portfolios including how many swaps and at what tenure are needed to achieve full immunization, and how these positions are rebalanced and valued.</p> <p>e) Explain that derivatives are leveraged security that increase the risk to the undertaking and how collateral and margin agreements mitigate the liquidity and credit risk in these agreements.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>

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

ACSC-8020 Financial Mathematics 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>
N/A	
E. N/A	E. responsible behaviour to self, others and society
F. N/A	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8030 Statistics for Risk Modeling IA <i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <div style="border-bottom: 1px solid black; width: 150px; margin: 5px 0;"></div> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

<p>ACSC-8030 Statistics for Risk Modeling IA Course Learning Outcomes This is a sentence completion exercise.</p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p style="text-align: center;">Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <ul style="list-style-type: none"> a) Explain the types of modeling problems and methods, including supervised versus unsupervised learning and regression versus classification. b) Explain the common methods of assessing model accuracy. c) Describe and explain the components of the exponential family of distributions and link functions. d) Estimate parameters using least squares and maximum likelihood. 	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p> <ul style="list-style-type: none"> a) Employ basic methods of exploratory data analysis, including data checking and validation. b) Interpret diagnostic tests of model fit and assumption checking, using both graphical and quantitative methods. c) Interpret model results with emphasis on using models to answer underlying business questions. d) Calculate and interpret predicted values, confidence, and prediction intervals. e) Calculate and interpret predicted values and confidence intervals. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <ul style="list-style-type: none"> a) Select appropriate models, considering: <ul style="list-style-type: none"> - Distributions and link functions - Variable transformations and interactions - Pearson chi-square statistic - t and F tests - AIC and BIC - Likelihood ratio test 	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <ul style="list-style-type: none"> a) Define and explain the concepts and components of stochastic time series processes, including random walks, stationarity, and autocorrelation. b) Describe specific time series models, including, exponential smoothing, autoregressive, and autoregressive conditionally heteroskedastic models. c) Explain how approaches may differ compared to using an ordinary least squares model, including lasso, ridge regression, and KNN. 	<p>D. literacy and numeracy skills</p>

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

ACSC-8030 Statistics for Risk Modeling IA 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>
E. N/A	E. responsible behaviour to self, others and society
F. N.A	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8040 Statistics for Risk Modeling IB <i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <div style="border-bottom: 1px solid black; width: 150px; margin: 5px 0;"></div> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

ACSC-8040 Statistics for Risk Modeling IB 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. a) Explain the different types of predictive modeling problems. b) Write and execute basic commands in R using RStudio. c) Explain the key principles of constructing graphs. d) Create a variety of graphs using the ggplot2 package. e) Explain basic methods of handling missing data. f) Apply univariate and bivariate data exploration techniques. g) Define principal components.	A. the acquisition, application and integration of knowledge
B. a) Identify structured, unstructured, and semi-structured data. b) Identify the types of variables and terminology used in predictive modeling. c) Interpret the results of principal components analyses, considering loading factors and proportion of variance explained. d) Interpret the results of decision tree analyses.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. a) Implement effective data design with respect to time frame, sampling, and granularity. b) Compare decision trees to linear models. c) Compare hierarchical to K-means clustering	C. critical thinking and problem-solving skills
D. a) Explain uses of principal components. b) Explain the purpose and uses of decision trees. c) Explain and interpret decision trees, considering regression trees and recursive binary splitting. d) Explain and interpret bagging, boosting, and random forests. e) Explain and interpret classification trees, their construction, Gini index, and entropy. f) Explain the uses of clustering. g) Explain K-means clustering. h) Explain hierarchical clustering. i) Explain methods for deciding the number of clusters.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N.A	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills

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

ACSC-8040 Statistics for Risk Modeling IB 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>
H. N/A	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8050 Foundations of Actuarial Mathematics IA <i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

ACSC-8050 Foundations of Actuarial Mathematics IA 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. a) Define and apply the concept of insurable interest. b) Explain parametric survival models, life tables, and the relationships between them. c) Derive and calculate survival and mortality probabilities, the force of mortality function, and curtate and complete moments	A. the acquisition, application and integration of knowledge

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

<p>ACSC-8050 Foundations of Actuarial Mathematics IA Course Learning Outcomes This is a sentence completion exercise.</p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>of the future lifetime random variable, given a parametric survival model.</p> <p>d) Identify and apply standard actuarial notation for future lifetime distributions and moments, including select and ultimate functions.</p> <p>e) Derive and calculate survival and mortality probabilities, the force of mortality function, and curtate and complete moments of the future lifetime random variable, using appropriate fractional age assumptions where necessary, given a life table.</p> <p>f) Explain and apply select life tables.</p> <p>g) Identify common features of population mortality curves and how these may or not translate to insurance mortality curves</p> <p>h) Identify the present value random variables associated with life insurance, endowment, and annuity payments for single lives, based on annual and alternate frequencies per year and continuous payment frequency.</p> <p>i) Derive and calculate probabilities, means, variances and covariances for random variables, using fractional age or claims acceleration approximations where appropriate.</p> <p>j) Derive and calculate the effect of changes in underlying assumptions (e.g., mortality and interest).</p> <p>k) Identify and apply standard actuarial notation for the expected values of random variables.</p>	
<p>B.</p> <p>a) Identify the long-term insurance coverages (life, health), annuities, and defined benefit and defined contribution pension plans.</p> <p>b) Identify the future loss random variables associated with whole life, term life, and endowment insurance, and with term and whole life annuities, on single lives and how the financial outcome of the insurer is impacted by their correlations.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <p>a) Explain the relationships between the insurance, endowment, and annuity present value random variables for various life insurance products and between their expected values.</p> <p>b) Develop actuarial solutions to realistic life and pension insurance business problems.</p> <p>c) Design products and assess the risks embedded including mortality, longevity, persistency and others</p> <p>d) Develop prices to cover expected pure losses and margins to cover the risks taken.</p>	<p>C. critical thinking and problem-solving skills</p>

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

ACSC-8050 Foundations of Actuarial Mathematics IA 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>
e) Develop a set of scenarios to understand the potential range of business outcomes.	
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Write short business reports providing solutions to realistic actuarial problems – including problem description, analysis of the problem, chosen solution, results and sensitivities to under the potential magnitude of choices.	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8060 Foundations of Actuarial Mathematics IB (This course is cross listed with undergraduate course ACSC-4980) <i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	___ X ___ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)
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ACSC-8060 Foundations of Actuarial Mathematics IB 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. a) Define and apply the concept of insurable risk. b) Derive formulate and perform calculations assessing the impact of coverage modifications. c) Derive formulae and perform calculations of the loss elimination ratio and the effect of inflation on losses. d) Determine the allocation and valuation of claim amounts paid by the insurer and reinsurer under various forms of reinsurance. e) Explain the concept of credibility and the role of actuarial judgement. f) Derive formulae and perform calculations using limited fluctuations (classical) credibility. g) Derive formulate and calculate the moments and percentiles or severity models h) Recognize the (a,b,0) and (a,b,1) classes of distributions and their relationships. i) Derive formulae and perform calculations for the (a,b,0) and (a,b,1) classes of distributions. j) Define collective and individual risk models and calculate their mean and variance. k) Use the log-normal or normal approximation to approximate the aggregate distribution. l) Derive formulate and calculate Value at Risk and Tail Value at Risk. m) Explain alternative risk measures including stress tests, scenario analysis and reverse stress tests. n) Derive formulae and estimate the parameters for severity and frequency distributions using Maximum Likelihood Estimation for: <ul style="list-style-type: none"> - Complete, individual data - Complete, grouped data - Truncated or censored data 	A. the acquisition, application and integration of knowledge

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

ACSC-8060 Foundations of Actuarial Mathematics IB 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>
B. a) Identify different types of short-term insurance coverage including auto, homeowners, liability, health, disability, and workers compensation. b) Identify the types of coverage modifications for short-term insurance. c) Identify the operation of basic forms of proportional and excess of loss reinsurance and understand their impact on reserving and pricing. d) Identify the role of scale and shape parameters in continuous models. e) Recognize classes of distributions and their relationships. f) Identify the role of parameters for the (a,b,0) and (a,b,1) classes of distributions. g) Identify appropriate distributions for given applications.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. a) Characterize distributions by existence of moments. b) Determine whether given risk measures have certain desirable properties. c) Develop actuarial solutions to realistic property casualty business problems. d) Decide on which actuarial claims model is best suited to analyze and price the insurance exposure, given a set of insurance claim data. e) Develop parameter estimates and assess credibility, using the chosen model and provided data.	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Write short business reports providing solutions to realistic actuarial problems – including problem description, analysis of the problem, chosen solution, results and sensitivities to under the potential magnitude of choices.	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation

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

ACSC-8060 Foundations of Actuarial Mathematics IB 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>
I. N/A	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8070 Foundations of Actuarial Mathematics II (This course is cross listed with graduate course ACSC-4981.) <i>(Learning outcomes were last updated May 13, 2019. These are revised learning outcomes.)</i>
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/)	<u>__X__</u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

ACSC-8070 Foundations of Actuarial Mathematics II 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. a) Describe and apply techniques for estimating outstanding claims, using the following methods: <ul style="list-style-type: none"> - Expected Loss Ratio - Chain-Ladder - Bornhuetter-Ferguson 	A. the acquisition, application and integration of knowledge

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

<p>ACSC-8070 Foundations of Actuarial Mathematics II Course Learning Outcomes This is a sentence completion exercise.</p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<ul style="list-style-type: none"> b) Derive formulae and calculate the adjustments to ratemaking data, including development, trend and adjusting premium to current rate levels. c) Derive formulae and calculate overall average rates and rate changes using the loss cost and loss ratio methods. d) Develop and apply the binomial option pricing model to calculate the price of a simple European-style derivative on a single non-dividend paying asset. e) Develop and apply the Black-Scholes formula to calculate the price and delta hedge of a simple European- style derivative on a single non-dividend paying asset. f) Develop and apply put-call parity and estimate the parameters for severity and frequency distributions g) Develop and calculate measures of leverage relating option prices to their underlying assets h) Derive formulate and estimate the parameters for severity, frequency, and aggregate distributions using Maximum Likelihood Estimation for: <ul style="list-style-type: none"> - Complete, individual data - Complete, grouped data - Truncated or censored data i) Apply Kaplan Meier and Nelson Aalen methods to estimate empirical survival functions using censored and truncated lifetime data. j) Derive formulae and calculate approximate standard errors of the parameter/probability estimates. k) Derive formulae and calculate premiums based on the equivalence principle, the portfolio percentile principle, and for a given expected present value of profit, for various life insurance products. l) Derive formulae and calculate and interpret gross premium, net premium and modified net premium policy values for various life insurance products. m) Derive formulae and calculate the effect of changes in underlying assumptions (e.g., mortality and interest). n) Apply the following methods for modelling extra risk: age rating; constant addition to the force of mortality, constant multiple of the rate of mortality. 	
<p>B.</p> <ul style="list-style-type: none"> a) Identify the cash flows and characteristics of puts and calls. b) Construct linear and non-linear confidence intervals (as appropriate) for parameters/estimates. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

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

ACSC-8070 Foundations of Actuarial Mathematics II 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>
C. Develop actuarial solutions to realistic property and casualty insurance business problems; both light-and heavy-tailed insurance risks should be included in the problem. Design several products, assess the risks embedded including claims frequency, severity, persistency and others, Develop prices to cover expected pure losses and margins to cover the risks taken. Develop sets of scenarios to understand the potential ranges of business outcomes.	C. critical thinking and problem-solving skills
D. a) Explain the objectives of ratemaking and the data used for ratemaking. b) Explain how expenses and the profit and contingencies loading are used in ratemaking.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Write short business reports providing solutions to realistic actuarial problems – including problem description, analysis of the problem, chosen solution, results and sensitivities to under the potential magnitude of choices.	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.

COURSE NUMBER AND TITLE:	ACSC-8100 Microeconomics for Actuarial Science
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**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E**

	<i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
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/)	<u> X </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

ACSC-8100 Microeconomics for Actuarial Science 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. a) Explain the concept of utility and how rational utility maximizing agencies make consumption choices. b) Explain the elasticity of supply and demand and the effects on a market of the different levels of elasticity. c) Explain the interaction between supply and demand and the way in which equilibrium market prices are achieved. d) Explain various pricing strategies that can be used by firms.	A. the acquisition, application and integration of knowledge
B. N/A	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. a) Explain the core economic concepts involved in choices made by businesses with respect to short-run and long-run investment and production choices. b) Explain competitive markets and how they operate.	C. critical thinking and problem-solving skills

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

ACSC-8100 Microeconomics for Actuarial Science 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>
c) Explain profitability in markets with imperfect competition.	
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N/A	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8110 Macroeconomics for Actuarial Science <i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <div style="border-bottom: 1px solid black; width: 150px; margin: 5px 0;"></div> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

LEARNING OUTCOMES TABLE

ACSC-8110 Macroeconomics for Actuarial Science 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. a) Explain basic macroeconomic measures (e.g., GDP) used to compare the economies of countries. b) Explain the major factors affecting the level of interest rates, the rate of inflation, the exchange rate, the level of employment and the rate of growth for an industrialized country. c) Explain the relationship between money and interest rates.	A. the acquisition, application and integration of knowledge
B. N/A	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. a) Explain the effect of fiscal and monetary policy on the economy, including the effect on financial markets. b) Explain the effect of savings and consumption rates on the economy. c) Explain the role of international trade, exchange rates and the balance of payments in the economy. d) Explain how macroeconomic policies affect businesses.	C. critical thinking and problem-solving skills
D. a) Describe the structure of public finances for industrialized countries. b) Describe the function of money in the economy.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N.A	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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8200 Predictive Analytics <i>(Learning outcomes were last updated January 11, 2013. These are revised learning outcomes.)</i>
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/)	<u>__X__</u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

ACSC-8200 Predictive Analytics 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. a) Implement ordinary least squares regression in R and understand model assumptions. b) Explain the specifications of the Generalized Linear Models (GLMs) and the model assumptions. c) Create new features appropriate for GLMs. d) Handle non-linear relationships via transformations.	A. the acquisition, application and integration of knowledge
B. a) Interpret model coefficients, interaction terms, offsets, and weights. b) Select and validate GLMs appropriately. c) Select appropriate hyperparameters for regularized regression d) Evaluate the quality of appropriate data sources for problems. e) Identify outliers and other data issues.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. N/A	C. critical thinking and problem-solving skills

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

ACSC-8200 Predictive Analytics 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>
D. a) Explain the concepts of bias, variance, model complexity, and the bias-variance trade-off. b) Translate vague questions into those that can be analyzed with statistics and predictive analytics to solve business problems.	D. literacy and numeracy skills
E. a) Define a problem by taking into consideration factors such as available data and technology, significance of business impact, and implementation challenges. b) Identify the regulations, standards, and ethics surrounding predictive modeling and data collection. c) Reflect on the importance of Indigenous data sovereignty and Indigenous practices	E. responsible behaviour to self, others and society
F. a) Develop and justify recommended analytics solutions. b) Communicate in a clear and straightforward manner using common language that is appropriate for the intended audience. c) Structure reports in an effective manner.	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. a) Identify opportunities to create features from basic data that may add value.	H. creativity and aesthetic appreciation
I. a) Follow standards of practice for actuarial communication. (Also applies to E and F)	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.

COURSE NUMBER AND TITLE:	ACSC-8300 Mathematical Statistics for Actuarial Science <i>(Learning outcomes were last updated May 24, 2019. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	

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

I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/Cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/Cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <input type="checkbox"/> (check CUMA database at: https://ctl2.uwindsor.ca/Cuma/public/)

ACSC-8300 Mathematical Statistics for Actuarial Science 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
A. Construct confidence intervals for unknown parameters, including the mean, differences of two means, variances, and proportions	A. the acquisition, application and integration of knowledge
B. Test hypotheses using various concepts: including Neyman-Pearson lemma, significance and power, likelihood ratio test, and information criteria. For each hypotheses concept tested, determine the mean, variance, contingency tables, and goodness-of-fit.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Describe and apply the main methods of estimation and the main properties of estimators, including: matching moments, percentile matching, and maximum likelihood. Calculate various statistical measures including: bias, variance, mean squared error, consistency, efficiency, and UMVUE.	C. critical thinking and problem-solving skills
D. Explain the concepts of random sampling, statistical inference and sampling distribution, and state and use basic sampling distributions.	D. literacy and numeracy skills
E. N/A	E. responsible I to self, others and society

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

ACSC-8300 Mathematical Statistics for Actuarial Science 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>
F. N/A	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ACSC-8400 Actuarial Science Capstone Project <i>(Learning outcomes were last updated May 24, 2019. These are revised learning outcomes.)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__ X __ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

ACSC-8400 Actuarial Science Capstone Project 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. Solve real-world actuarial problems by integrating actuarial concepts and methods.	A. the acquisition, application and integration of knowledge
B. Research various publicly available sources in order to set key economic and behavioural assumptions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Set parameters, choose models and select techniques necessary to solve real-world actuarial problems.	C. critical thinking and problem-solving skills
D. Write professional technical papers and create business proposals.	D. literacy and numeracy skills
E. Perform structured and documented actuarial reviews of peers.	E. responsible behaviour to self, others and society
F. Present business proposals to management providing support and defending each aspect of the proposal.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

To:	Senators and Member of PDC
From:	Dr. Abdulkadir Hussein, Head of Mathematics and Statistics
Subject:	PDC Forms and "Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material"
Date:	Feb 8, 2023

Dear Colleagues:

Please accept this as an addendum to all PDC proposals coming from the Department of Mathematics and Statistics. Please accept it as our partial response to the section titled "Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material". In some cases, we see this as our full response; and in other cases, it is a partial response. We will update this response on an annual basis to record how we are moving forward in our journey of discovery. And, we hope that, as time goes on, it will more often be a partial response. That is, that we will more and more often bring in meaningful changes that reflect in Indigeneity.

To date:

1. We have proposed two courses on biostatistics, one at the undergraduate level (STAT-4700) and one at the graduate level (STAT-8700) that includes the following statement in the course calendar description. "This course will also introduce the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge." The learning outcomes for the courses include "Reflect on the importance of Indigenous data sovereignty and Indigenous practices". In addition to this, we are planning to introduce similar Indigenous content to our predictive analytics course (ACSC-8310).
2. On January 27, 2022, Dr. Hussein, the Head of Mathematics and Statistics attended the webinar "Indigenous Data Sovereignty and Indigenous Practices". This workshop provided guidance to the definitions of the principles surrounding the concept of "Indigenous data sovereignty and data governance" as well as the resources available to learn more and practice the concept. For example, the GIDA (Global Indigenous Data Alliance) has a number of resources on the subject and has formulated the so called CARE principles for Indigenous data governance (C=Collective Benefit, A=Authority to Control, R=Responsibility, E=Ethics). The details of these principles are reported on the GIDA website. The GIDA website and books such as (Indigenous Data Sovereignty: Toward an agenda(2016) by Tahu Kukutai and John Taylor) are potential resources for integrating Indigenous material into the proposed courses.
3. Dr. Hussein, communicated with Berenica Vejvoda, Data Librarian, and received sources of information on Indigenous data and frameworks for data sovereignty.
4. Dr. Hussein, communicated with Jennifer Soutter, Librarian responsible for Indigenous Outreach, and were made aware of the following resources:
 - a. Indigenous data science workshop curriculum
 - b. Indigenous Statistics: A quantitative research methodology (Available in the Leddy Library)
5. The former head (Dr. Caron) spoke to the AAU undergraduate studies committee and the AAU Council on the importance of introducing, where appropriate, Indigenous content into our courses, highlighting the biostatistics courses as an important first step. As current head, I have the intentions to continue this tradition and remind faculty members about the importance of this matter during our regular council meetings.
6. The current IQAP study includes the challenge that "We need to find credible ways to introduce Indigenization, and EDI into the curriculum."

We hope these activities are sufficient to show our intent to learn and understand the issues, and our commitment to introduce meaningful changes to our programs.

**University of Windsor
Program Development Committee**

5.6: **Women's and Gender Studies – Minor Program Changes (Form C)**

Item for: **Approval**

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

MOTION: That the degree requirements for General BA in Women's and Gender Studies, BA Honours in Women's and Gender Studies, Combined Honours in Women's and Gender Studies, Combined Honours Women's and Gender Studies when taken with Criminology, Honours Business Administration and Women's and Gender Studies (with/without thesis), Honours Bachelor of Social Work and Women's Studies, Certificate in Women's Studies, Women's and Gender Studies Major and Minor Concentrations – Bachelor of Interdisciplinary, and, Minor in Women's and Gender 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 School of Social Work 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):	Women's and Gender Studies (all programs)
DEPARTMENT(S)/SCHOOL(S):	Women's and Gender Studies in the School of Social Work
FACULTY(IES):	Arts, Humanities, and Social Sciences

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

General BA in Women's and Gender Studies

Degree Requirements - Total courses: thirty.

(a) WGST-1000, WGST-2500, **WGST-3050 or WGST/PHIL-3590**, WGST-3060

(b) five of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500

~~(b) WGST/HIST-2510~~

~~(c) at least one of WGST/SACR-2100, or WGST-2200~~

~~(d) one of WGST/PHIL-3590, or WGST-3050~~

~~(e) at least two of WGST/WORK-2400, POLS/WGST-2110, WGST/WORK-2600, WGST-3100, WGST/SACR-3530, WGST-3300, WGST/HIST-3400~~

~~(f) three~~**two** Women's and Gender Studies ~~or Women's and Gender Studies Emphasis~~ courses

~~(g)~~ **d** two courses from Arts

~~(h)~~ **e** one course from Science

~~(i)~~ **f** two courses from any area of study, excluding Social Sciences

~~(j)~~ **g** GART-1500, GART-1510

~~(k)~~ **h** six courses from any area of study, including Women's and Gender Studies (WGST)

~~(l)~~ **i** six courses from any area of study, excluding Women's and Gender Studies (WGST)

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

BA Honours in Women's and Gender Studies

Degree Requirements - Total courses: forty.

(a) WGST-1000, ~~WGST-2200~~, WGST-2500, **WGST-3050 or WGST/PHIL-3590**, WGST-3060, WGST-4000, ~~WGST-4100~~;

(b) five of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500

(c) WGST-4***

~~(b) WGST-2510/HIST-2510;~~

~~(c) WGST-2100/SACR-2100;~~

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

~~(d) WGST-3590/PHIL-3590 or WGST-3050;~~

~~(e) at least two of WGST/WORK-2400, POLS/WGST-2110, WGST/WORK-2600, WGST-3100, WGST-3530/SACR-3530, WGST-3300, WGST/HIST-3400;~~

~~(f) one Women's and Gender Studies or Women's and Gender Studies-Emphasis course at the 1000-level;~~

~~(gd) nine~~**seven** additional Women's and Gender Studies ~~or Women's and Gender Studies-Emphasis courses~~ **(at least three must be WGST-3*** or WGST-4***);**

~~(he)~~ two courses from Arts;

~~(if)~~ one course from Science;

~~(jg)~~ two courses from any area of study, excluding Social Sciences.

~~(kh)~~ GART-1500, GART-1510;

~~(li) six~~**nine** courses from any area of study, including Women's and Gender Studies (WGST);

~~(mj)~~ six courses from any area of study, excluding Women's and Gender Studies (WGST).

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

Combined Honours in Women's and Gender 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) Women's and Gender Studies: WGST-1000, ~~WGST-2200~~, WGST-2500, **WGST-3050 or WGST/PHIL-3590**, WGST-3060, WGST-4000, ~~WGST-4100; WGST-2510/HIST-2510; WGST-2100/SACR-2100; WGST-3590/PHIL-3590 or WGST-3050; at~~

~~least two of WGST/WORK-2400, POLS/WGST-2110, WGST/WORK-2600, WGST-3100, WGST-3530/SACR-3530, WGST-3300, or WGST/HIST-3400*;~~ **five of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500; WGST-4***; two additional Women's and Gender Studies courses at the 3000- or 4000-level.**~~one Women's and Gender Studies or Women's and Gender Studies-Emphasis course at the 1000-level; three additional Women's and Gender Studies or Women's and Gender Studies-Emphasis courses.~~

~~one Women's and Gender Studies or Women's and Gender Studies-Emphasis course at the 1000-level; three additional Women's and Gender Studies or Women's and Gender Studies-Emphasis courses.~~

(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 Arts;

(e) one course from Science;

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

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

*Any course(s) not taken in category (e) can be taken in category (f) (except any cross-listed course numbers).

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Combined Honours Women's and Gender Studies when taken with Criminology

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) Women's and Gender Studies: fourteen courses: WGST-1000, WGST-2500, WGST-3050 or WGST/PHIL-3590, WGST-3060; WGST-2510/HIST-2510; at least one of WGST-2100/SACR-2100 or WGST-2200; at least one of WGST-2800 or WGST-3800; WGST-3590/PHIL-3590 or WGST-3050; five of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500; at least one of WGST-2800, PSYC/SACR/SOSC/SWRK/SJST/WGST-3500/KINE-3501, WGST-3300, WGST-3800, or WGST-3850; WGST-4***; at least one of WGST-4000 or WGST-4100; at least two of WGST/WORK-2400, POLS/WGST-2110, WGST/WORK-2600, WGST-3100, or WGST/HIST-3400; one Women's and Gender Studies or Women's and Gender Studies-Emphasis course at the 1000-level;
- (b) three additional Women's and Gender Studies ~~or Women's and Gender Studies-Emphasis~~ courses.
- (c) Course requirements-Other Subject: courses used to calculate the major average in the other subject area, as prescribed by that area of study.
- (d) GART-1500, GART-1510;
- (e) two courses from Arts;
- (f) two courses from Languages or Science**;
- (g) two courses from any area of study, excluding Social Sciences.
- (h) additional courses from any area of study a total of forty courses.

*Any course(s) not taken in (a) can be taken in (b) (except any cross-listed course numbers).

~~**WGST-2500 will satisfy a Science requirement for students in the Faculty of Arts, Humanities and Social Sciences.~~

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

Honours Business Administration and Women's and Gender Studies (with/without thesis)

Degree Requirements - Total courses: 40 courses or 120.00 credits

- (a) Business 23 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-2130, MSCI-1000, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980, and 7 additional Business courses
- (b) Women's and Gender Studies 13 courses: WGST-1000, ~~WGST/HIST-2510, WGST/WORK-2400,~~ WGST/WORK-2600, WGST-3050 or WGST/PHIL-3590, WGST-3060; 4 of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500, ~~2 of WGST/SACR-2100, WGST-2200, WGST-2800;~~ 2 of WGST-4000, ~~WGST-4100~~ WGST-4***, WGST/PSYC/SACR/SJST/SOSC/SWRK-4500; 3 of WGST-3100, WGST-3300, WGST/PSYC/SACR/SOSC/SWRK-3500, WORK-2000, WORK/PSYC/SJST-2180, WORK/CMAF/DRAM/SJST-2700.
- (c) Economics 2 courses: ECON-1100, ECON-1110
- (d) Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents);

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

(e) Statistics 1 course: SOSC-2500 or MSCI-2020

A thesis option is available through the Odette School of Business.

For Business thesis option, students will complete BUSR-4950 (3 credits) and BUSR-4990 (6 credits).

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

Students in the Bachelor of Commerce (Honours Business Administration and Women's and Gender Studies) (with/without thesis) also may pursue an area of specialization in Business. See calendar for requirements. However this may require the completion of more than the minimum requirement of 40 courses or 120 credits.

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

Note: Experiential Learning is available for students who complete the Bystander Initiative course WGST/PSYC/SACR/SJST/SOSC/SWRK-4500 which is one of three options needed to satisfy the fourth-year requirement in Women's and Gender Studies.

Honours Bachelor of Social Work and Women's Studies

This is a joint offering between Social Work and Women's and Gender Studies.

Degree Requirements - Total courses: 40

(a) Social Work: SWRK-1170, SWRK-1180, SWRK-2040, SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, SWRK-4230, SWRK-4300, SWRK-4310, SWRK-4730 (9 credit hours), and SWRK-4750 (12 credit hours).

(b) Women' **and Gender** Studies:

(i) WGST-1000, ~~WGST-2200~~, WGST-2500, **WGST-3050 or WGST/PHIL-3590**, WGST-3060;

(ii) five of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500;

~~(ii) WGST-2510 or HIST-2510;~~

~~(iii) WGST-2100 or SACR-2100;~~

~~(iv) one of WGST-3590, PHIL-3590, WGST-3050;~~

~~(v) two of WGST/POLS-2110, WGST/WORK-2600, WGST-3100, WGST/SACR-3530, or WGST/HIST-3400;~~

~~(viii) SWRK/WGST-3550; one of SWRK/WGST-3470 WGST-3300 OR WGST-3850*;~~

~~(viiiv) three additional Women's and Gender Studies courses.~~

(c) GART-1500, GART-1510;

(d) SOSC-2500;

(e) One science course;

(f) Three courses from any area of study, excluding Social Work and Women's and Gender Studies. (It is recommended that these courses be from related disciplines)

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

*WGST-3850 may count as equivalent only when offered as a Walls to Bridges course under section code "75".

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Program Sequencing

Year 1: (Ten courses) GART-1500, GART-1510, SWRK-1170, SWRK-1180, WGST-1000, WGST-2100 (or SACR-2100), WGST-XXXX (one Women's and Gender Studies course), one science course, and two courses from any area of study, excluding Social Work and Women's and Gender Studies.

Year 2: (Ten Courses) SOSC-2500, SWRK-2040, ~~WGST-2510 (or HIST-2510), WGST-2200, WGST-2500; two of WGST/POLS-2110, WGST/WORK-2600, WGST-3100, WGST/SACR-3530 or WGST/HIST-3400;~~ **four of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500;** two Women's and Gender Studies courses, and one course from any area of study, excluding Social Work and Women's and Gender Studies.

Year 3: (Ten courses) SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, WGST-3590 (or PHIL-3590 or WGST-3050), WGST-3060, SWRK/WGST-3550; and one of SWRK/WGST-3470 or WGST-3300 or WGST-3850*;

Year 4: SWRK-4230, SWRK-4300, SWRK-4310, SWRK-4730 (9 credit hours), SWRK-4750 (12 credit hours).

Certificate in Women's Studies

Admission requirements are the same as those for the Honours Women and Gender Studies program.
Requirements

Total courses: ten.

(a) WGST-1000 and ~~WGST/HIST-2510;~~

~~(b) at least one of WGST/SACR-2100 or WGST-2200;~~

~~(c) at least one of WGST/PHIL-3590 (or WGST-3050) or WGST-3060;~~

~~(d) at least one three of POLS/WGST-2110, WGST/WORK-2600, WGST-3100 or WGST/SACR-3530, or WGST-3900;~~ **WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500**

~~(e) five Women's and Gender Studies or Women's and Gender Studies Emphasis courses, with at least one at the 1000-level~~ **3000- or 4000-level.**

Major and Minor Concentrations - Bachelor of Interdisciplinary

Arts and Science (IAS) - Women's and Gender Studies

Major Concentration: WGST-1000, ~~WGST/HIST-2510, WGST/SACR-2100, WGST-2200;~~ at least one of WGST/PHIL-3590, WGST-3050, or WGST-3060; **five of WGST/SACR-2100, WGST-2200, WGST/SJST-2350, WGST/WORK-2600, WGST-2380, WGST-3000, or KINE-3501/PSYC/SACR/SJST/SOSC/SWRK/WGST-3500;** ~~at least two of POLS/WGST-2110, WGST/WORK-2600, WGST-3100, WGST/SACR-3530 or WGST/HIST-3400;~~ one Women's and Gender Studies/~~Women's and Gender Studies Emphasis~~ course at the 1000-level or above, one Women's and Gender Studies/~~Women's and Gender Studies Emphasis~~ course at the 2000-level or above, three Women's and Gender Studies/~~Women's and Gender Studies Emphasis~~ courses at the 3000-level or above.

Minor Concentration: six Women's and Gender Studies (WGST-) courses, including WGST-1000; and one Women's and Gender Studies (WGST-) course at the 3000- or 4000-level, no more than one other course may be at the 1000-level.

Minor in Women's and Gender Studies

Requirements: six Women's and Gender Studies (WGST-) courses, including WGST-1000 and one Women's and Gender Studies (WGST-) course at the 3000- or 4000-level; no more than one other course may be at the 1000-level.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

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

N/A

B. RATIONALE

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

Women's and Gender Studies performed a curriculum review during the past year and have revised our curriculum based on emerging scholarly trends in Equity, Diversity, Inclusion, and Decolonization as well as existing faculty expertise.

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?

Women's and Gender Studies scholarship is grounded in feminist intersectionality, which includes attending to Indigenous ways of knowing and learning, and this revised curriculum will highlight Indigenous feminist scholarship through our EDID collection of courses of which students must now take at least 3 per program. All Women's and Gender Studies courses apply an intersectional analysis to the subject matter under study. A critique of white settler

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

colonialism is required of all courses in the curriculum. WGST includes required readings in courses from Indigenous feminist authors such as Eve Tuck, Kim Anderson, Leanne Simpson, and Lee Maracle.

WGST Truth and Reconciliation Committee prepared a document which provides recommendations for ongoing training of instructors and revising curriculum in Indigenous scholarship, ways of knowing, and treaty awareness. These steps include organizing sharing resources on Indigenous scholarship, faculty learning sessions or extending our Advisory meetings to provide a time and focus for us to improve our collective 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*

All changes proposed rely on existing faculty expertise and currently available resources.

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.

WGST currently has an LTA position which is integral to the delivery of its programming.

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

**University of Windsor
Program Development Committee**

5.7 Women's and Gender Studies -- New Course Proposals (Form D)

Item for: **Approval**

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

MOTION: That the following courses be approved: ^

WGST-2380 Good Relations: Indigenous Sovereignty, Feminism, and Reconciliation

WGST-3000 Seminar in Emerging Feminist Scholarship

WGST-4900 Special Topics in Women's and Gender Studies

Rationale/Approvals

- The proposals have been approved by the School of Social Work 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):	Women's and Gender Studies
DEPARTMENT(S)/SCHOOL(S):	School of Social Work
FACULTY(IES):	Arts, Humanities, and Social Sciences

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

Course # and Title: WGST-2380 Good Relations: Indigenous Sovereignty, Feminism, and Reconciliation

A.1 Calendar Description

Contemporary Indigenous feminist scholarship interrogates Indigenous historical experience and ancestral practices to reimagine a future that centers good relations, which involves a deep appreciation for Indigenous sovereignty, consent, and care. Colonization is a violent structure that devalues women, non-human beings, and other living relations. This course explores the impact of colonial structures on Indigenous ways of being in the present and showcases the work of Indigenous feminist scholars, artists, and activists fostering good ways of relating to each other as we slowly work collectively towards the ideals of reconciliation. Students will learn about the variety of Indigenous ways of being, Indigenous feminist approaches to historical narratives, tensions between Indigenous, feminist, and progressive ways of imagining the future, and how to respectfully approach Indigenous consultation and learning.

A.2 Experiential Learning Categories

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

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

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

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning
3.0	36	36				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]
none					

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course is being added to a 'pick five of' list to represent global feminist issues under a revised curriculum in WGST and will cement Indigenous ways of knowing into WGST curriculum per the most recent IQAP review.

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?*

This course is deeply grounded in contemporary Indigenous scholarship and the TRC calls to action. By highlighting the role of history-making in the ongoing colonization contemporary Indigenous people face, this course works towards the TRC calls to action to refigure Canada's colonial history in relation to Indigenous peoples and the way in which settler historical narratives normalize violent gender and ecological relations, bad relations. This course is

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

designed as an overview of Indigenous feminist analysis and contemporary intellectual projects, including introductory instruction on how to conceptualize good relations in consultation, consent, and working alongside Indigenous peoples as allies. The majority of students who take this course will be settler students with some interest in Indigenous movements and politics and so the design of this course is to give such students solid tools for moving forward with their interest in Indigenous movements in a good way. The course involves a series of mini-research presentations that allow Indigenous students to dive into their own histories and cultures with support of the instructor, while the same assignments give settler students introductory experience with the specificity of Indigenous research processes and limits. All of the readings are common in Indigenous studies or commonly cited by Indigenous studies scholars.

B.3 LEARNING OUTCOMES (QAF section 2)

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>
A. <ul style="list-style-type: none"> Define, apply, and evaluate feminist concepts, ideas, theories, ethics, values, and methodologies including but not limited to decolonization and consent. (Also relevant to C) Assess good relations and good processes of relating from Indigenous standpoints. 	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> Locate, and evaluate the validity and reliability of, information utilizing interdisciplinary Indigenous feminist methodologies. (Also relevant to D) Identify distinctive challenges of researching Indigenous histories. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> Employ settler colonialism as a lens of analysis to critique the production of sexuality and gender. Critically self-reflect to identify one's own position in relation to structures of privilege and oppression in differing contexts. 	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none"> Practice active and empathetic listening when others are communicating their points of view. (Also applies to G). Speak about Indigenous scholarship, people, or movements without othering or demeaning Indigenous values or ways of being in the world. 	F. interpersonal and communications skills
G. <ul style="list-style-type: none"> Work respectfully and responsibly with others towards common goals, identify appropriate actions, and take initiative to implement these actions. 	G. teamwork, and personal and group leadership skills

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> 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. N/A	H. creativity and aesthetic appreciation
I. <ul style="list-style-type: none"> Locate, and evaluate the reliability of, new informational resources on Indigenous current events, culture, and political movements. 	I. the ability and desire for continuous learning

B.4 Demand for Course

<i>Please provide as much information on projected enrolment as possible.</i>

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	50	50	50-60	50-60	50-75

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

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

This course will be taught on-load as a required course and will be a complement to second-year course offerings.

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,

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

- equipment,
- facilities
- GA/TA

The course will require the same resources as any other second-year course in WGST, including TA funding. No new resources will be required.

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

NEW COURSE PROPOSALS

FORM D

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

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

Course # and Title: WGST-3000 Seminar in Emerging Feminist Scholarship

A.1 Calendar Description

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

This course focuses on a selected topics in Women's and Gender Studies, which may vary according to special faculty interests and/or significant current issues. Topics may include: feminist politics, feminist activism, feminist social movements, gender and dis/ability, gender identities, transnational feminism, etc. (Prerequisite: WGST-1000 or permission of instructor). (3 lecture hours a week). (May be repeated for credit if the topics differ.)

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 checked="" 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 type="checkbox"/> research project
<input type="checkbox"/> study abroad |
|--|--|

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	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36					3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
WGST-1000 or permission of the 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?

B. RATIONALE

B.1 Course Goal(s)

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

This course is intended to allow space for instructors to deliver content to students based on current societal issues and to provide up-to-date and emerging scholarship. This course is being added to a 'pick five of' list to represent global feminist issues under a revised curriculum in WGST.

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?

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

- *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?*

Women's and Gender Studies scholarship is grounded in feminist intersectionality, which includes attending to Indigenous ways of knowing and learning, and this revised curriculum will highlight Indigenous feminist scholarship through our EDID collection of courses of which students must now take at least 3 per program. All Women's and Gender Studies courses apply an intersectional analysis to the subject matter under study. A critique of white settler colonialism is required of all courses in the curriculum. WGST includes required readings in courses from Indigenous authors and scholars such as Eve Tuck, Kim Anderson, Leanne Simpson, and Lee Maracle. For special topics such as this, instructors are asked to engage with the critiques of settler colonialism and Indigenous scholarship and respond to the recommendations from TRC.

WGST Truth and Reconciliation Committee prepared a document which provides recommendations for ongoing training of instructors and revising curriculum in Indigenous scholarship, ways of knowing, and treaty awareness. These steps include sharing resources on Indigenous scholarship, organizing faculty learning sessions or extending our Advisory meetings to provide a time and focus for us to improve our collective knowledge.

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
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify and appraise various feminist perspectives in the field of women's and gender studies with respect to a specific topic. Apply relevant feminist concepts to examinations of a range of media. Also applies to C. See also C.	B. the acquisition, application and integration of knowledge

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. Research and evaluate feminist ideas and scholarship to identify the strengths and limitations of the analyses of a specific topic.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Compare and assess competing claims of key feminist theoretical approaches/frameworks (both historical and contemporary). Also applies to A. Apply feminist intersectional analyses to literature and concepts pertaining to a specific topic. See also A.	C. critical thinking and problem-solving skills
D. Defend and make informed arguments orally and in writing.	D. literacy and numeracy skills
E. Identify, compare, and evaluate uneven social positions, statuses, and politics.	E. responsible behaviour to self, others and society
F. Communicate complex concepts clearly in written formats (also relevant to D).	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

This course will be taught on-load as a required course and will be a complement to third-year course offerings.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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 course will require the same resources as any other second-year course in WGST. No new resources will be required.

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

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

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

A. NEW COURSE PROFILE

Course # and Title: WGST-4900 Special Topics in Women's and Gender Studies

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 content will vary to reflect student need and faculty expertise and may be offered as a cross-listed course with other programs. (Prerequisite: at least semester 5 standing and one WGST-**** course or permission of the instructor. Additional prerequisites may apply depending on subject.) (May be repeated for credit if content changes.)

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 checked="" 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 type="checkbox"/> research project
<input type="checkbox"/> study abroad |
|--|--|

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	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36					3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
at least semester 5 standing and one WGST-**** course or permission of the 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?

B. RATIONALE

B.1 Course Goal(s)

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

This course is intended to allow space for instructors to deliver special content to students based on emerging scholarship or current research. This course will allow for an additional fourth-year course option for students.

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?

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

- *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?*

Women's and Gender Studies scholarship is grounded in feminist intersectionality, which includes attending to Indigenous ways of knowing and learning, and this revised curriculum will highlight Indigenous feminist scholarship through our EDID collection of courses of which students must now take at least 3 per program. All Women's and Gender Studies courses apply an intersectional analysis to the subject matter under study. A critique of white settler colonialism is required of all courses in the curriculum. WGST includes required readings in courses from Indigenous authors and scholars such as Eve Tuck, Kim Anderson, Leanne Simpson, and Lee Maracle.

WGST Truth and Reconciliation Committee prepared a document which provides recommendations for ongoing training of instructors and revising curriculum in Indigenous scholarship, ways of knowing, and treaty awareness. These steps include sharing resources on Indigenous scholarship, organizing faculty learning sessions or extending our Advisory meetings to provide a time and focus for us to improve our collective knowledge.

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
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Critically evaluate established and emerging feminist theories and apply them to a range of media/texts.	C. the acquisition, application and integration of knowledge
B. Research and evaluate feminist ideas and scholarship to identify the strengths and limitations of analyses of the specific topic.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on main theoretical contributions on specific	C. critical thinking and problem-solving skills

**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>
Issues addressed in the course. Construct and apply feminist intersectional analyses. Analyze scholarly literature on a specific topics.	
D. Present clear, lucid, well-documented arguments, in oral and written form, drawing on both theory and empirical evidence.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate complex concepts clearly in written formats.	F. interpersonal and communications skills
G. Discuss ideas and collaborate respectfully with peers to evaluate tasks and procedures.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

This course will be taught on-load as a required course and will complement fourth-year course offerings.

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.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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*

No new resources will be required.

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

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

**University of Windsor
Program Development Committee**

5.8: **Women's and Gender Studies – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

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

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
School of Social Work	Dr. Robin Wright, Director	December 14, 2022	X	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. <i>*(subject to timely and clear submission)</i> These changes require no new resources.	Spring 2023
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A. Proposed Course Calendar Revisions

WGST-14002370. Queer Activism

Students engage with **2SLGBTQIA+** activism, past and present. Students investigate how queer communities are created and sustained through protest, alliance-building, symbols, and memes. (Also offered as SJST-14002370).

SJST-14002370. Queer Activism

Students engage with **2SLGBTQIA+** activism, past and present. Students investigate how queer communities are created and sustained through protest, alliance-building, symbols, and memes. (Also offered as WGST-14002370).

WGST-3550. Feminist Social Work Practice

This course prepares students to apply the principles, processes, and techniques of feminist social work practice. Required course for Social Work/Women's and Gender Studies students; elective for BSW students (Prerequisites: ~~SWRK-3360, SWRK-3370 plus three (WGST-xxx) Women Studies courses or, consent of instructor~~ **One Women's and Gender Studies (WGST-) course or permission of the instructor.**) (Also offered as SWRK-3550)

SWRK-3550. Feminist Social Work Practice

This course prepares students to apply the principles, processes, and techniques of feminist social work practice. Required course for Social Work/Women's and Gender Studies students; elective for BSW students (Prerequisites: ~~SWRK-3360, SWRK-3370 plus three (WGST-xxx) Women Studies courses or, consent of instructor~~ **One Women's and Gender Studies (WGST-) course or permission of the instructor.**) (Also offered as WGST-3550)

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,

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

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?

All Women's and Gender Studies courses apply an intersectional analysis to the subject matter under study. Inclusive to this analysis is an examination of the ways in which social and political identities overlap and intersect to create diverse experiences for members of specific racial and ethnic populations, including Indigenous populations.

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	<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 (for visual and performing arts)	<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"/>

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	WGST/SJST-2370 Queer Activism (Note: These are new learning outcomes)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<u> X </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and explain the meaning and significance of foundational concepts and ideas about queer activism from an intersectional feminist perspective, including perspectives of those within the movement. Describe and evaluate the impact of significant events such as HIV-AIDS and organizing strategies such as pride parades on the lived	A. the acquisition, application and integration of knowledge

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>reality of 2SLGBTQIA+ individuals and communities. (Also applies to C.)</p> <p>Explain the relationships between queer theories and activism and feminist theories and activism.</p>	
<p>B.</p> <p>Evaluate the usefulness of personal narrative as an authoritative source of knowledge about queer activism. (Also applies to D.)</p> <p>Locate and evaluate local sources of information about queer activism.</p> <p>Cite sources correctly and consistently adhering to a specific citation style.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <p>Engage critically with course readings and concepts using a critical intersectional feminist lens.</p> <p>Design and compose queer-positive strategies and messages to challenge homophobia and transphobia. (Also applies to H, I.)</p> <p>Explain why coming out and queer-friendly spaces such as gay-straight alliances and pride parades are essential elements of queer activism. (Also applies to E.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <p>Compose coherent and persuasive arguments within the context of queer theory.</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p> <p>Interrogate and assess internalized homophobia and transphobia. (Also applies to I.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p> <p>Articulate the rationale for challenging homophobia and transphobia. (Also applies to C, G.)</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p> <p>See F</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p> <p>See C</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p> <p>Describe how queer activism challenges ideas about gender, race, and sexuality. (See also E)</p> <p>Relate ideas to current events and global issues as they pertain to queer activism and social change.</p>	<p>I. the ability and desire for continuous learning</p>

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	WGST/SWRK-3550 Feminist Social Work Practice (Note: These are revised learning outcomes. Last updated April 13, 2012)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <input type="checkbox"/> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Describe and defend conceptual framework, principles, techniques, and ethics of feminist social work practice.	A. the acquisition, application and integration of knowledge
B. Locate, retrieve, analyze, and synthesize social work research about particular social issues.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Integrate feminist models of interpersonal relations into practice. Construct socially and professionally responsible solutions to ethical dilemmas in practice. Apply intersectional feminist framework to assessment and intervention. Create interventions utilizing feminist principles and techniques.	C. critical thinking and problem-solving skills

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
D. Articulate, clearly and cogently, concepts, ideas, and theories, orally and in writing.	D. literacy and numeracy skills
E. Defend the efficacy of feminist social work as a form of evidence-based practice.	E. responsible behaviour to self, others and society
F. Articulate and defend point of views taking into account different perspectives and evidence, individually and collectively.	F. interpersonal and communications skills
G. Work respectfully and responsibly with others towards common goals.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Value empowerment-based approaches to practice with diverse client groups.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.9: **Computer Science – Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Science**

This package contains the following learning outcomes:

COMP-2980. Co-op Work Term I
COMP-3980. Co-op Work Term II
COMP-4970. Co-op Work Term III
COMP-4980. Co-op Work Term IV
COMP-4700. Project Using Selected Tools
COMP-3220: Object-Oriented Analysis and Design
COMP-3340. World Wide Web Information Systems Development

See attached.

COMP-2980. Co-op Work Term I
(These are new learning outcomes)

Course Learning Outcomes COMP-2980. Co-op Work Term I <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> Match elements of algorithm design and program development with workplace practices and requirements. 	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> Identify basic workplace skills and assess personal competencies. 	D. literacy and numeracy skills
	E. responsible behavior to self, others and society
<ul style="list-style-type: none"> Adhere to appropriate workplace culture. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> Observe and identify protocols and dynamics for teamwork. 	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> Reflect on academic and career goals, as well as individual strengths, weaknesses, and preferences. 	I. the ability and desire for continuous learning

COMP-3980. Co-op Work Term II
(These are new learning outcomes)

Course Learning Outcomes COMP-3980. Co-op Work Term II <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>
<ul style="list-style-type: none"> Match elements of algorithm design and program development with workplace practices and requirements. 	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

Course Learning Outcomes COMP-3980. Co-op Work Term II <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>
<ul style="list-style-type: none"> Analyze industry problems and develop appropriate solutions. 	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> Assess personal strengths and areas for growth for a range of workplace skills. 	D. literacy and numeracy skills
<ul style="list-style-type: none"> Observe group dynamics to identify behaviours that contribute to, and detract from, constructive and cooperative teamwork activities. <p>(Also applicable to G)</p>	E. responsible behavior to self, others and society
<ul style="list-style-type: none"> Successfully adapt to the workplace culture. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> Identify possible networking contacts, which may include colleagues, supervisors and/or associated contacts at the workplace. 	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> Reflect on academic and career goals, as well as individual strengths, weaknesses, and preferences. 	I. the ability and desire for continuous learning

COMP-4970. Co-op Work Term III
(These are new learning outcomes)

Course Learning Outcomes COMP-4970. Co-op Work Term III <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>
<ul style="list-style-type: none"> Design algorithms and programs to effectively meet client or workplace requirements. Describe and compare personal preferences related to possible academic and career plans. 	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> Critically analyze industry problems, develop appropriate solutions, and provide justification for the analyses. 	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> Interpret technical data and design specifications. 	D. literacy and numeracy skills
<ul style="list-style-type: none"> Facilitate constructive and cooperative approaches to teamwork activities. Reflect on personal growth and achievement in the development of workplace skills. <p>(Also applicable to G) (Also applicable to I)</p>	E. responsible behavior to self, others and society

Course Learning Outcomes COMP-4970. Co-op Work Term III <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>
<ul style="list-style-type: none"> Contribute to positive and professional workplace cultures. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> Participate in professional networking events and reflect on effective strategies for fostering contacts. 	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> Reflect on academic and career goals, as well as individual strengths, weaknesses, and preferences. 	I. the ability and desire for continuous learning

COMP-4980. Co-op Work Term IV
(These are new learning outcomes)

Course Learning Outcomes COMP-4980. Co-op Work Term IV <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>
<ul style="list-style-type: none"> Advise on appropriate algorithm design and program development to meet workplace needs most effectively. 	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> Critically analyze industry problems, develop appropriate solutions, and provide justification for the analyses. 	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> Prepare and write technical reports and presentations. (Also applicable to F) 	D. literacy and numeracy skills
<ul style="list-style-type: none"> Contribute constructively and co-operatively to group dynamics and teamwork activities. (Also applicable to G) Reflect and create plans for ongoing professional development. (Also applicable to I) 	E. responsible behavior to self, others and society
<ul style="list-style-type: none"> Successfully adapt to the workplace culture. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> Identify possible networking contacts, which may include colleagues, supervisors, and/or associated contacts at the workplace. 	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> Articulate academic and career goals as well as career strengths, weaknesses, and preferences. 	I. the ability and desire for continuous learning

COMP-4700. Project Using Selected Tools

These are new learning outcomes.

Course Learning Outcomes COMP-4700. Project Using Selected Tools	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> Identify authoritative sources, documentation, and standards related to the programming language(s) or tool(s) pertaining to a specific topic. Define the key features and limitations of the programming environment or tool(s) pertaining to a specific topic. 	A. the acquisition, application and integration of knowledge
<ul style="list-style-type: none"> Differentiate computational problem feasibilities by means of evaluating requirements and classifying the underlying algorithmic complexities. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> Create conditional, compositional, and recursive algorithms for real-world computational problems (Also relevant to A) 	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> Develop industry or real-world applications of a particular tool and/or topic. 	D. literacy and numeracy skills
<ul style="list-style-type: none"> Explain the ethical standards and professional conduct attributed to the software applications and tool(s). 	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> Explain how solutions to computational problems are derived. 	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> Explain and creatively solve complex problems. (Also relevant to C) 	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> Autonomously identify and integrate new and ongoing feature changes related to the standard or versions of the programming language(s) or tool(s) pertaining to a specific topic. 	I. the ability and desire for continuous learning

COMP-3220: Object-Oriented Analysis and Design

Note: These are revised learning outcomes. Last updated January 24, 2011

Course Learning Outcomes COMP-3220: Object-Oriented Analysis and Design	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> Determine and revise software requirements needed for a large project Distinguish and explain the differences between properly designed and poorly designed object-oriented software Distinguish the focus of different phases of software development processes and recognize their relationships Apply industry-standard tools and approaches 	A. the acquisition, application and integration of knowledge
<ul style="list-style-type: none"> Determine and revise Collect and interpret software requirements needed for large projects Apply and integrate object-oriented design patterns when creating solutions for given currently used in industry to solve new problems 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> Evaluate different design solutions and explain their difference in terms of quality Distinguish and explain the differences between properly designed and poorly designed object-oriented software Integrate changes to and identify problems with poorly designed object-oriented software Integrate changes to and Appraise the benefits of properly designed object-oriented software Recognize the benefits of solid software architecture Select and apply and integrate object-oriented design patterns in object-oriented design currently used in industry to solve new problems 	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
<ul style="list-style-type: none"> Determine and revise software requirements needed for a large project. 	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> Use common terminology, UML diagrams, and design patterns for appropriate communication during software analysis and design. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> Recognize the benefits of solid software architecture Recognize the complexity of software products and the need of teamwork in software development projects 	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> Recognize the benefits of solid software architecture 	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> Apply and integrate object-oriented design patterns currently used in industry to solve new problems Appraise object-oriented methodology as one of the software engineering approaches and identify new trends in practice 	I. the ability and desire for continuous learning

COMP-3340. World Wide Web Information Systems Development

Note: These are revised learning outcomes. Last updated January 24, 2011

Course Learning Outcomes COMP-3340. World Wide Web Information Systems Development	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> • Apply industry standard tools, such as JSP, EJB, JPA, PHP, Oracle, ECMAScript, and AJAX to create web applications. • Describe fundamental concepts of the Web, cloud computing, and information systems. • Explain service-oriented architecture. • Apply and recognize the benefits of different web application architecture patterns, such as MVC. (Also relevant to C) • Develop and implement distributed applications and protocols over the Internet. • Apply industry-standard tools to create dynamic web applications. • Recognize application security vulnerabilities and apply common practices to prevent and eliminate them. • Recognize and apply effective human-computer interaction principles 	A. the acquisition, application and integration of knowledge
<ul style="list-style-type: none"> • Identify and define real-life problems and propose and determine solutions in the form of web applications to solve them. • Determine application security vulnerabilities and apply common practices to prevent and eliminate them. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> • Analyze web application requirements. Apply industry standard tools, such as JSP, EJB, JPA, PHP, Oracle, ECMAScript, and AJAX to create web applications. • Recognize application security vulnerabilities and apply common practices to prevent and eliminate them. 	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
<ul style="list-style-type: none"> • Recognize and apply effective human-computer interaction and Accessibility and Inclusive Design principles. 	E. responsible behavior to self, others, and society
<ul style="list-style-type: none"> • Present and explain the architecture of web applications clearly and concisely. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> • Actively participate and contribute productively to project teams in different phases of projects. 	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

***5.10: Languages, Literatures and Cultures (French Studies) – Learning Outcomes**

Item for: Information

Forwarded by: Faculty of Arts, Humanities and Social Sciences

This package contains the following learning outcomes:

BA General French Studies

BA Honours French Studies

BA/BEd Concurrent French Studies

Combined Honours French Studies

See attached.

PROGRAM TITLE: BA GENERAL, FRENCH STUDIES**DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES**

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>A. identify and evaluate French and francophone literary traditions of different countries and historical periods;</p> <p>explain and evaluate the relationship between form and meaning in literary texts;</p> <p>identify, describe and deploy the principles of general and applied or diachronic linguistics, and the fundamental principles and strategies of contrastive grammar;</p> <p>compare cultural practices of the francophone world with their own, situating all within a broad historical framework.</p> <p>evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge</p> <p>2.Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>5.Awareness of Limits of Knowledge</p>
<p>B. identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture);</p> <p>effectively explain findings and resultant interpretations;</p> <p>document sources according to MLA, APA, or Chicago style guidelines, as appropriate.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge</p> <p>2. Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>5. Awareness of Limits Knowledge</p>
<p>C. identify applicable and useful analytical approaches, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence (also B, D).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge</p> <p>2. Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>5. Awareness of Limits of Knowledge</p>
<p>D. express themselves correctly, coherently, and idiomatically in French, using a well-developed vocabulary, both orally and in writing;</p> <p>read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory;</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills</p> <p>5. Awareness of Limits of Knowledge</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
effectively revise, redraft, and edit for grammar, style, and clarity.		
E. listen and respond respectfully to the contributions, questions and ideas of others (also F,G); constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. present ideas clearly and cogently, orally and in a variety of written forms; respond constructively to feedback.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. collaborate effectively with peers harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity; explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. apply linguistic, critical, and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: BA HONOURS, FRENCH STUDIES

DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. identify and evaluate French and francophone literary traditions of different countries and historical periods, and describe the diversity of the voices which constitute them;	A. the acquisition, application, and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>explain and evaluate the relationship between form and meaning in literary texts, as well as the role of cultural , aesthetic and sociopolitical contexts within this relationship;</p> <p>discuss the history of the French language and identify, describe and deploy the principles of general and applied or diachronic linguistics;</p> <p>identify, describe and deploy the fundamental principles and strategies of contrastive grammar and translation;</p> <p>compare cultural practices of the francophone world with their own, situating all within a broad historical framework.</p> <p>evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.</p>		<p>3. Application of Knowledge</p> <p>5.Awareness of Limits of Knowledge</p>
<p>B. identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture, translation studies);</p> <p>effectively explain findings and resultant interpretations;</p> <p>document sources according to MLA, APA, or Chicago style guidelines, as appropriate.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge</p> <p>2. Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>5. Awareness of Limits Knowledge</p>
<p>C. identify varied, applicable, and useful analytical approaches and critical theories, integrating them judiciously in their own analyses, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence and sound critical premises, as applicable (also B, D).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge</p> <p>2. Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>5. Awareness of Limits of Knowledge</p>
<p>D. express themselves correctly, coherently, and idiomatically in French, using a well-developed and sophisticated vocabulary, both orally and in writing;</p> <p>read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory;</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills</p> <p>5. Awareness of Limits of Knowledge</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
effectively revise, redraft, and edit for grammar, style, and clarity.		
E. listen and respond respectfully to the contributions, questions and ideas of others (also F,G); constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. present ideas clearly and cogently, orally and in a variety of written forms; respond constructively to feedback.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. collaborate effectively with peers harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity; explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. recognise, express and harness the creative force of language in the development of ideas and of imagination itself; apply linguistic, critical and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: BA/BED CONCURRENT PROGRAM, FRENCH STUDIES**DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES/
EDUCATION**

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>A. EDUCATION: make decisions based on an understanding of the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral), and the nature of learning, demonstrating this understanding by the following: Respect and care for all students' physical, psychological, and educational well-being, guided in their work by the nature and characteristics of the learners (Also E, F & G) Create and maintain inclusive classroom environments that engage and facilitate the learning of all students (also E) Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics (also C, E, G, & H) Recognize, differentiate among, select, and apply general and subject specific theories and models of teaching and learning (also C, E, F, G & H);</p> <p>apply their knowledge of subject matter in Ministry of Education curriculum documents in their division (IS) and curriculum specialization (also C, H);</p> <p>FRENCH STUDIES: identify and evaluate French and francophone literary traditions of different countries and historical periods;</p> <p>explain and evaluate the relationship between form and meaning in literary texts;</p> <p>discuss the history of the French language and identify, describe and deploy the principles of general and applied or diachronic linguistics;</p> <p>identify, describe and deploy the fundamental principles and strategies of contrastive grammar and translation;</p> <p>compare cultural practices of the francophone world with their own, situating all within a broad historical framework.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.		
<p>B.</p> <p>EDUCATION:</p> <p>recognize a range of knowledge and perspectives, including the importance of research;</p> <p>locate, examine, assess, analyze and apply professional literature related to educational practice</p> <p>Question alternative perceptions such as post-colonial bodies of knowledge;</p> <p>FRENCH STUDIES:</p> <p>identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture, translation studies);</p> <p>effectively explain findings and resultant interpretations;</p> <p>document sources according to MLA, APA, or Chicago style guidelines, as appropriate.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
<p>C.</p> <p>EDUCATION:</p> <p>critically reflect on, and commit to, professional learning to enhance and develop their practice (also I);</p> <p>demonstrate professional aptitude for observation, critique and assessment to improve student learning.</p> <p>Engage in critical perspectives on different theories of assessment;</p> <p>use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities and contexts;</p> <p>employ strategies to elicit critical and creative thinking and developing problem solving capabilities in students (also H);</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>Think critically about issues in education and the role of teachers in society, informed by a sound knowledge of the social, historical, political and cultural foundations of public education</p> <p>FRENCH STUDIES: identify varied, applicable, and useful analytical approaches and critical theories, integrating them judiciously in their own analyses, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence and sound critical premises, as applicable (also B, D).</p>		
<p>D. EDUCATION: apply literacies, ways of knowing, and pedagogical expertise in the context of subject-matter knowledge (also A);</p> <p>communicate fluently and proficiently in both oral and written forms in academic and professional settings (also F);</p> <p>employ effective practices and subject expertise to support and develop students' abilities in reading, writing and mathematics including financial literacy.</p> <p>FRENCH STUDIES: express themselves correctly, coherently, and idiomatically in French, using a well-developed and sophisticated vocabulary, both orally and in writing;</p> <p>read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory;</p> <p>effectively revise, redraft, and edit for grammar, style, and clarity.</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. EDUCATION: commit to the values of social justice, equity, and diversity in all aspects of their professional roles;</p> <p>engage and embrace the strengths of English language</p>	<p>E.responsible behaviour to self, others and society</p>	<p>6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

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<p>learners and multi-lingual learners;</p> <p>contribute to the life of the school and community by employing effective approaches to communication and collaboration with stakeholders (also F);</p> <p>incorporate materials and/or strategies that raise local, national and global issues of equity and justice; utilize effective curricular, pedagogical, and evaluative tools and practices to promote the educational success of Aboriginal learners (Also A, C, F);</p> <p>pursue opportunities to advance social responsibility and environmental citizenship (also A);</p> <p>facilitate the civic responsibility of students and the development of citizenship.</p> <p>FRENCH STUDIES: use the French language actively, and teach it effectively by incorporating the exploration of francophone cultures and histories;</p> <p>listen and respond respectfully to the contributions, questions and ideas of others (also F,G);</p> <p>constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.</p>		
<p>F. EDUCATION: cultivate and support collaborative and communicative abilities in learners through a variety of approaches;</p> <p>apply/integrate educationally appropriate uses of social media and communications technologies (also G).</p> <p>FRENCH STUDIES: present ideas clearly and cogently, orally and in a variety of written forms;</p> <p>respond constructively to feedback.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. EDUCATION: respond to and be responsible to learners, families,</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>colleagues, and communities (also A, F);</p> <p>promote collegiality, cooperation, and professionalism in schools and among teachers in an equity-based context (Also A, F).</p> <p>FRENCH STUDIES: collaborate effectively with peers;</p> <p>harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.</p>		
<p>H. EDUCATION: demonstrate inclusive and collaborative pedagogical praxis that values diversity and prepares students for living in a global, multicultural and equity-informed context (Also A, C).</p> <p>FRENCH STUDIES: discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity;</p> <p>explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. EDUCATION: recognize the transformative power of learning for individuals and communities;</p> <p>develop diagnostic, formative and summative tools to assess individual and community learning;</p> <p>take responsibility for their own learning and professional growth;</p> <p>utilize classroom research to advance their own professional practice (also B, D);</p> <p>facilitate the application of subject-matter to real-life experience in areas such as career education and financial literacy, and foster lifelong learning habits and postsecondary aspirations in students (also B).</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
FRENCH STUDIES: recognise, express and harness the creative force of language in the development of ideas and of imagination itself; apply linguistic, critical and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.		

PROGRAM TITLE: COMBINED HONOURS, FRENCH STUDIES

DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>A. identify and evaluate French and francophone literary traditions of different countries and historical periods, and describe the diversity of the voices which constitute them;</p> <p>explain and evaluate the relationship between form and meaning in literary texts, as well as the role of cultural , aesthetic and sociopolitical contexts within this relationship;</p> <p>discuss the history of the French language and identify, describe and deploy the principles of general and applied or diachronic linguistics;</p> <p>identify, describe and deploy the fundamental principles and strategies of contrastive grammar and translation;</p> <p>compare cultural practices of the francophone world with their own, situating all within a broad historical framework;</p> <p>articulate the differences and intersections which exist between French Studies and the other discipline that they have chosen;</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>describe the interdisciplinary nature of the field of French Studies.</p> <p>evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.</p>		
<p>B. identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture, translation studies);</p> <p>effectively explain findings and resultant interpretations;</p> <p>document sources according to MLA, APA, or Chicago style guidelines, as appropriate;</p> <p>compare research methodologies and norms of source citation between French Studies and the other discipline that they have chosen.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. identify varied, applicable, and useful analytical approaches and critical theories, integrating them judiciously in their own analyses, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence and sound critical premises, as applicable (also B, D).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. express themselves correctly, coherently, and idiomatically in French, using a well-developed and sophisticated vocabulary, both orally and in writing;</p> <p>read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory;</p> <p>effectively revise, redraft, and edit for grammar, style, and clarity.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. listen and respond respectfully to the contributions, questions and ideas of others (also F,G);</p> <p>constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
F. present ideas clearly and cogently, orally and in a variety of written forms; respond constructively to feedback.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. collaborate effectively with peers harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity; explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. recognise, express and harness the creative force of language in the development of ideas and of imagination itself; apply linguistic, critical and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity