



PROGRAM DEVELOPMENT COMMITTEE
Minutes of Meeting

Date: Friday, February 17, 2023

Time: 2:00pm-2:55pm

Room: Room 203 Toldo and MS Teams (Hybrid)

Committee Members: Tiripati Bolisetti, Debbie Kane, Diana Marion, James Oloo, Karen Pillon, Linda Rohr, Maureen Sterling, Eric Tanlaka, Lionel Walsh (Chair), Jeremy Worth.

Absent: John Deukmedjian (regrets), Anumita Jain, Erika Kustra, Maggie Liddle (regrets), Lauren Pupulin, Manjot Singh, Jeremy Rawson, Patti Weir (regrets), Lana Yacoub.

Attendance: Tom Grondin, Jaimie Kechego, Jane Ku, Michael Macdonald, Ken Montgomery, Robin Wright; Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).

Formal Business

1 Approval of Agenda

MOTION: That the agenda be approved.

Debbie Kane/Karen Pillon
CARRIED

2 Minutes of January 18, 2023

MOTION: That the minutes of January 18, 2023 be approved.

Jeremy Worth/James Oloo
CARRIED

3 Business Arising from the Minutes

Nothing to report.

4 Outstanding Business

Nothing to report.

5 Reports/New Business

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

(See documents PDC230217-5.1 for more details)

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.*

Debbie Kane/Eric Tanlaka

NOTED:

- The MSW for Working Professionals was originally offered on Friday nights and all-day Saturday.
- During the pandemic the MSW for Working Professional courses were delivered online.

- Students provided extremely positive feedback pertaining to the online format, citing that they appreciated not having to travel to Windsor and/or arrange childcare on the weekends.
- The proposal formally changes the mode of delivery of the program to fully online. There are no proposed revisions to the actual program. The delay in formalization of the change was due to some clarification needed regarding the PDC process.
- The program is limited to domestic students, as finding placements would be challenging for students located outside Canada (and even Ontario).
- In response to a question raised about class size, it was noted that the School of Social Work continues to work to find solution to improve the student:faculty ratio. Currently there are approximately 400 students, 7 full-time faculty and 30 sessionals.
- The proposal meets accreditation requirements.

CARRIED

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

(See documents PDC230217-5.2 for more details)

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.

Karen Pillon/Eric Tanlaka.

NOTED:

- The proposed change reduces the number of research methodology courses in the course-based Master's program, thereby providing more course flexibility to students.

CARRIED

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

(See documents PDC230217-5.3 for more details)

AGREED:

- The Indigenous section will be revised to mirror the response provided for item 5.2.
- The document was received for information.

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

(See documents PDC230217-5.4 for more details)

NOTED:

- The proposed revisions allow cross-listing of Math and Statistics undergraduate courses with graduate courses. There are also changes to many calendar descriptions.
- The cross-listed revisions will help students who are interested in writing their professional actuarial exams.
- CTL provided feedback to the area regarding ensuring that the learning outcomes flowed from the stem phrase. The Department's preference was to mimic the exact wording of the learning outcomes from the Society of Actuaries, even if it results in grammatically unsound (though grammatically correct) sentences.
- The document was received for information.

AGRED:

- That a review of other universities be conducted to determine whether there should be a policy or guidelines on the number of undergraduate-graduate courses that can be cross-listed.
- Learning outcomes must differ for undergraduate and graduate cross-listed courses, highlighting the higher-level learning required for a graduate course.

5.5 Mathematics and Statistics (Graduate) – Summary of Minor Course and Calendar Changes (Form E)
(See documents PDC230217-5.5 for more details)

The document was received for information.

5.6 Women's and Gender Studies – Minor Program Changes (Form C)
(See documents PDC230217-5.6 for more details)

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.

Jeremy Worth/Debbie Kane

NOTED:

- The proposal consolidates course requirements and provides greater flexibility to students.

CARRIED

5.7 Women's and Gender Studies -- New Course Proposals (Form D)
(See documents PDC230217-5.7 for more details)

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

^Subject to approval of the expenditures required.

Jeremy Worth/Debbie Kane

CARRIED

5.8 Women's and Gender Studies – Summary of Minor Course and Calendar Changes (Form E)
(See documents PDC230217-5.3 for more details)

The document was received for information.

***5.9 Computer Science – Course Learning Outcomes**
(See documents PDC230217-5.3 for more details)

The document was received for information.*

***5.10 French Studies – Program Learning Outcomes**
(See documents PDC230217-5.3 for more details)

The document was received for information.*

6 Question Period/Other Business

6.1 Update Indigenous Question on PDC Forms

NOTED:

- Concerns have been raised regarding the responses that departments are submitting for the Indigenous question on PDC Forms, particularly the fact that proposers are not using the prompts..
- The guiding principle of the prompt questions in the PDC form is to provide Indigenous resources and approaches to assist proposers in answering the question through educational resources, Indigenous community outreach and literature, etc.
- Proposers continue to struggle with how to answer this question and are not sure what an appropriate response entails. They often do not provide specific details on what they are doing. This is a learning process and the key is to provide an honest and authentic answer to the question.
- Suggestions on how to help proposers make the response stronger include: 1) Contacting the Indigenous Coordinator in CTL to review the question together; 2) Encouraging proposers to explore the links that are provided in the PDC form and writing down any questions they have or perhaps they can see a way to use the TRC to answer this question.
- Pertaining to the question of “how have you considered integrating Indigenous knowledge in your course/program”, answers should be specific rather than broad and general. The more specific the better. For example: if someone states in the response that they are going to have Indigenous guest speakers, then provide the guest speakers’ names and ensure they have confirmed their participation.
- In terms of terminology, a key word to avoid is “consultation” as there is no gatekeeper pertaining to the response. Words to use, “begun discussing, meeting regularly... with an Indigenous Scholar,...”
- If the question is not applicable, then provide an explanation as to why there have been no efforts to “think” about how to incorporate Indigenous knowledges into a course or program.
- If proposers cannot find any resources, then they need to reach out and communicate that they have not found any resources.
- An example of what is not acceptable: 1) Land acknowledgements are not a way of integrating Indigenous knowledge - it is a statement; and 2) Broad and general statements without specifics.

AGREED:

- Consideration be given to revising the language in the form so that areas know that they should provide honest and specific responses to the section, and that they should review and respond, as appropriate, to each prompt.

7 Adjournment

MOTION: That the meeting be adjourned.

Debbie Kane/Karen Pillon

CARRIED