



PROGRAM DEVELOPMENT COMMITTEE
Minutes of Meeting

Date: Friday October 20, 2023
Time: 9:00am-10:15am
Room: 209 Assumption Hall and MS Teams

Committee Members: Fazle Baki, Darryl Danelon, Dave Johnston, Kate Hadwin, Kenneth Ng, Allyson Skene, Gemma Smyth, Eric Tanlak, Lionel Walsh (Chair), Jeremy Worth, Sarah Woodruff Atkinson, Zuochen Zhang, Victoria Iannetta, Harbal Deep Sidhu, Diana Marion.

Absent: Robert Aguirre (regrets), John Deukmedjian (regrets), Debbie Kane (regrets), Nurlan Turdaliev (regrets),

Attendance: Jessica Raffoul; Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).

1 Approval of Agenda

MOTION: That the agenda be approved.

Gemma Smyth/Dave Johnston
CARRIED

2 Minutes of Meeting of September 13, 2023

MOTION: That the minutes of September 13, 2023 be approved.

Gemma Smyth/Sarah Woodruff Atkinson
CARRIED

3 Business Arising from the Minutes

Nothing to report.

4 Outstanding Business

Nothing to report.

5 Reports/New Business

5.1 Graduate Diploma in University Teaching (UTD) New Program Proposal (Form A)

(See documents PDC231020-5.1 for more details.)

MOTION: That the Graduate Diploma in University Teaching (UTD) be approved.^

^Subject to approval of the expenditures required.

Darryl Danelon/Gemma Smyth

NOTED:

- The Graduate Diploma in University Teaching (UTD) is an in-depth program that integrates theory with practice to foster excellent teaching.
- The Centre for Teaching and Learning (CTL) has offered a non-degree version of the proposed program under the name University Teaching Certificate (UTC) since 2009.
- The program will be initially offered as a Type 2 Graduate Diploma which means that students must be enrolled in a graduate program at the University to take the diploma. The Diploma will provide a value-

added opportunity for graduate students who can obtain a second credential along with their primary degree.

- In response to a question raised, it was noted that there will still be opportunity for faculty members to take various courses for professional development.
- Anecdotal evidence has indicated that students who have taken the program during their graduate studies have learned valuable practical experience about course design, teaching practices, assessment and leadership which has helped them in their academic careers.
- The diploma will be open to graduate students from all departments and Faculties and will be housed in the Faculty of Graduate Studies.
- The area was commended for their thoughtful proposal and the value that the University Teaching Certificate has brought to many internal and external instructors.

AGREED:

- PDC notes that the program has consistently been oversubscribed since its inception, with an extensive waitlist of eager participants (internally and externally) hoping to enrol. This alone underscores the program's popularity and the evident demand for high quality university teaching.
- Although resource allocation falls outside of PDC's jurisdiction, it was noted that a letter of support from the PDC Chair be sent to the Provost encouraging investing greater resources to support the growth of the Graduate Diploma in University Teaching, noting that it will strengthen the University's commitment to fostering an exceptional teaching and learning environment.

CARRIED

5.1a New Course Proposals (Form Ds)

(See document PDC231020-5.1a for more details)

MOTION: That the following courses be approved:^

CTLP-8110. Lecturing
CTLP-8120. Leading Effective Discussions
CTLP-8210. Authentic Assessment
CTLP-8220. Scholarship of Teaching and Learning
CTLP-8300. University Teaching Capstone

^Subject to approval of the expenditures required.

Darryl Danelon/Gemma Smyth

CARRIED

5.1b Graduate Diploma in University Teaching Handout

(See document PDC231020-5.1b for more details)

The document was received for information.

5.1c Appendix A (Faculty Curricula Vitae)

(See document PDC231020-5.1c for more details)

The document was received for information.

5.1d Appendices B-D (Budget Summary Sheet, Program Structure, Letters of Support)

(See document PDC231020-5.1d for more details)

The document was received for information.

5.2 How to Read and Evaluate Learning Outcomes

(See document PDC231020-5.2 for more details)

NOTED:

- Learning outcomes are statements that indicate what students will know, value, or be able to do by the end of the course or program.
- Learning outcomes are comprised of a “stem” (*i.e.*, On successful completion of this course/program students will be able to...) followed by the completion of a sentence which must begin with an observable verb (*i.e.*, calculate the extent of injuries and risk using specific formula).
- Developing clear learning outcomes allows for reflection on the course content and its potential application, focussing on knowledge or skills.
- Effective learning outcomes are observable, directly assessed, emphasize transferable skills, provide a snapshot of course/program expectations, align courses with overall program and ensure students meet Degree Level Expectations.
- Words such as “know, understand or appreciate” at the beginning of a learning outcome are too vague to be truly measurable.
- Learning outcomes provides a snapshot of what is happening in the course as specifically and concretely as possible.
- Curriculum maps cross-reference course offerings to overall program learning outcomes and are valuable as they allow for identification of gaps in course offerings as well as redundancies.

6 Question Period/Other Business

Nothing to report.

7 Adjournment

MOTION: That the meeting be adjourned.

Sarah Woodruff Atkinson/Darry Danelon

CARRIED