



NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Thursday February 14, 2024 at 2:00pm-4:00pm
Location: Room 209 Assumption Hall or MS Teams

AGENDA

- 1 Approval of Agenda
- 2 Minutes of Meeting of January 17, 2023 PDC240117M
- 3 Business Arising from the Minutes
- 4 Outstanding Business
- 5 Reports/New Business
 - 5.1 Bachelor of Music – Major Program Changes (Form B) Nick Papador-Approval
PDC240214-5.1
 - 5.2 Bachelor of Arts in Music – Major Program Changes (Form B) Nick Papador-Approval
PDC240214-5.2
 - 5.3 Combined BA in Music – Major Program Changes (Form B) Nick Papador-Approval
PDC240214-5.3
 - 5.4 Concurrent Bachelor of Music Education – Major Program
Changes (Form B) Nick Papador-Approval
PDC240214-5.4
 - 5.5 Business Concentrations – Minor Program Changes (Form C) Karen Robson-Approval
PDC240214-5.5
 - *5.6 Nursing – Minor Program Changes (Form C) Sue Fox-Approval
PDC240214-5.6
 - *5.7 Biological Conservation Certificate – Minor Program Changes
Changes (Form C) Isabelle Barrette-Ng-Approval
PDC240214-5.7
 - *5.8 Business – Minor Program Change (Form C) Karen Robson-Approval
PDC240214-5.8
 - *5.9 School of Creative Arts (Music) – Summary of Minor Course and
Calendar Changes (Form E) Nick Papador-Information
PDC240214-5.99
 - *5.10 Computer Science – Summary of Minor Course and Calendar
Changes (Form E) Ziad Kobti- Information
PDC240214-5.10
 - *5.11 Forensic Science – Summary of Minor Course and Calendar
Changes (Form E) Maria Cioppa- Information
PDC240214-5.11

***5.12 Math – Learning Outcomes (MATH-1270)**

Sudhir Paul-Ap Information
PDC240214-5.14

***5.13 Math – Summary of Minor Course and Calendar Changes (Form E)**

Sudhir Paul- Information
PDC240214-5.13

6 Adjournment

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

**University of Windsor
Program Development Committee**

5.1: **Honours Bachelor of Music – Major Program Changes (Form B)**

Item for: **Approval**

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

MOTION: That the major program changes to Honours Bachelor of Music be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Provost (January 22, 2024).
- *See attached.*

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MAJOR PROGRAM CHANGES

FORM B

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 Creative Arts
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Honours Bachelor of Music
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2024
Mode of Delivery:	In person, in residence
Planned steady-state Student Enrolment (per section B.4.2)	48
Normal Duration for Completion:	Four years
Will the program run on a cost-recovery basis?	Some classes may have fees, but not program wide

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.

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

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

These changes are being proposed for a number of reasons:

- The need to find flexibility within the program for students to study non-Western musical idioms, including more jazz/pop, indigenous topics, and other international genres.
- To correct course weighting and topics within the program as recommended in recent IQAP reviews.
- To streamline our program core to account for budgeting, enrolments, and faculty numbers

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 primary changes involve amalgamating our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard assessments. This will eliminate four 1.5 credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. MUSC-1120, in particular, will be dedicated to reinforcing and mastering musical rudiments. Select analysis and contemporary music techniques currently covered in MUSC 2130 can be addressed in 3000 or 4000 level music theory courses or special topics courses, which is more pedagogically appropriate.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.

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The proposed structure is listed under section C1&2 below.

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**.*

SoCA's Bachelor of Music contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also include changing the courser weight of our Ensembles to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and additional Resources including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

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SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes.

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

The Bachelor of Music contained a number of streams over the years (Individualized, Music Education, Performance, Comprehensive, etc.). We are de-streaming the BMus program to reflect faculty complement and need for more flexible and diverse programming. We are simply removing 'Comprehensive' from the degree title.

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.

Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of conservative and neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and

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protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

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>	10	2	20	4	30	6	40	8	40	8
<i>In the co-op/ experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system.

Resources to identify similar programs offered in Ontario include

<https://www.ontariouniversitiesinfo.ca/programs> and

<https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

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

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

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.]*

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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.

The current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the School's LTA positions has expired. The new program is flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

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*

All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor eCVs of faculty are available on request.

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.

SoCA | Music relies on 2-4 Sessional instructors per term for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

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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.

N/A

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.

N/A

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.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

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.)

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options.

The Ensembles courses provide excellent opportunities for non-major Arts credits but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study.

These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

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, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
Staff:	N/A
GA/TAs:	N/A

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

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

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

No changes to admissions. SoCA still holds auditions live or by video for BMus programs. The undergraduate calendar erroneously lists a music theory evaluation requirement, which we no longer do. SoCA has re-included this change in the new calendar language.

Admission Requirements

In addition to meeting the regular requirements for admission to the University, admission to Bachelor of Music programs is conditional upon a successful audition evaluated by faculty members in Music. The audition will consist of:

- ~~(a) a theory evaluation test designed to show the nature and extent of the student's aptitude in music theory;~~
(b) a performance of at least ten minutes' length on the student's major instrument, showing a grasp of basic proficiency in a variety musical of styles and historical time periods.

Candidates should contact a program advisor in Music for specific requirements in the various performance media. If an accompanist from Music is required, four weeks' prior notice must be given to the Music office, and an accompanist's fee will be charged. Candidates auditioning in Voice or Orchestral Instruments must perform at least one selection with accompaniment. Candidates should apply for an audition on-line at www.uwindsor.ca/music/audition-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.

Admission requirements include an audition to ensure students have a sufficient musical and technical abilities to successfully pass the courses.

Music's learning outcomes can be broken down into the following categories.

Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

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Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

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.*

Honours Bachelor of Music (~~Comprehensive Stream~~)

Other Regulations

1) Music courses whose **second** ~~middle~~ digit is 0 may not count toward the B.Mus. degree.

Degree requirements:

Total courses: forty

(a) History and Literature (Musicology/Ethnomusicology): four courses, consisting of MUSC-1260, MUSC- 1270; and 2 additional History and Literature courses.

(b) Theory and Composition: **four** ~~six~~ courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, **and** MUSC-2130; ~~and the 1.50 credit hour courses MUSC 2220 and 2230.~~

(c) Performance Studies: six courses, consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710 (taken six times). ~~(Four corresponding 1.50 credit hour courses from the series MUSP-3170 to MUSP-3390, or MUSP-3410 may be substituted for two 3.0 credit hour courses.~~

(d) Ensembles: **Six** ~~four~~ courses ~~from~~, consisting of eight 1.50 credit hour courses (one in each of eight terms) of MUSP-2100, MUSP-2200, MUSP-2400, or MUSP-3100 (**Ensemble courses are repeatable for credit**). ~~(With the consent of the Director of the School students enrolled in MUSP-3710 or MUSP-3410 may substitute MUSP-2400.)~~

(e) ~~Music Education: one course, MUSC-2850.~~ **Conducting: one course, MUSC 2480**

(f) three additional courses in History and Literature (Musicology), Theory and Composition or Music Education plus **four** ~~6~~ additional Music courses

(g) GART-1500, GART-1510;

(h) six courses from any area of study, excluding Music.

(i) **four** ~~two~~ courses from any area of study, including Music.

In addition to a common core of Music courses, B Mus. (~~Comprehensive~~) students may pursue one of a number of different concentrations including Performance, Musicology/~~Ethnomusicology~~, **and** Theory/~~and~~ Composition (including Technology). Other concentrations may be pursued, within the limit of faculty resources. Recommended Programs of Study with Suggested Course Sequences for these concentrations are available through Music.

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Courses used to calculate the major average are:

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

Description of thesis option (if applicable): N/A

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)*

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Honours Bachelor of Music - Suggested course sequencing

Year 1

<u>Fall Term</u>	<u>Winter Term</u>
MUSC 1120	MUSC 1130
MUSC 1260	MUSC 1270
MUSP Lessons	MUSP Lessons
MUSP Ensemble	MUSP Ensemble
GART 1500	GART 1510

Year 2

<u>Fall Term</u>	<u>Winter Term</u>
MUSC2120	MUSC 2130
MUSP Lessons	MUSP Lessons
MUSP Ensemble	MUSP Ensemble
MUSC 2480	Music History Option
Non-Music Elective	Non-Music Elective

Year 3

<u>Fall Term</u>	<u>Winter Term</u>
MUSP Lessons	MUSP Ensemble
Non-Music Elective	Non-Music Elective
Any Area of Study	Any Area of Study
Music History Option	Academic Music Option
Music Option	Music Option

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Year 4

<u>Fall Term</u>	<u>Winter Term</u>
MUSP Lessons	MUSP Ensemble
Non-Music Elective	Non-Music Elective
Any Area of Study	Any Area of Study
Academic Music Option	Academic Music Option
Music Option	Music Option

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 are no changes here from the previous program, but the new structure will allow for a larger variety of upper division studies after the streamlined core courses are completed.

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.

N/A

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.

N/A

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]*

N/A

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.*

No changes.

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.*

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

No changes.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

For programs with an Experiential Learning or Co-op Option: *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Bachelor of Arts in Music (Learning Outcomes were last updated April 21, 2021.)

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. Recognize, describe, and apply a range of melodic, harmonic, formal, and rhythmic structures/concepts in diverse music styles and time periods.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge

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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>B. Demonstrate ability to access, retrieve, and evaluate information through written analysis and criticism as well as through independent, collaborative work and presentations.</p> <p>Define technical and analytical problems in musical culture, performances, ensemble rehearsals, private lessons, and practice settings.</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. Employ critical thinking through speech, writing, research, and discourse in both historical, cultural, and philosophical work.</p> <p>Demonstrate problem-solving in the practice, rehearsal, and performance of music in individual and collaborative settings.</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. Develop musical literacy/ numeracy skills in the study and application of music theory/musical skills and music history/literature.</p> <p>Employ applied musical literacy/numeracy skills in individual and collaborative performance settings.</p> <p>Identify and apply models of professional responsibility in rehearsal, performance, and academic settings.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Proficiently engage in group activities such as music ensembles and collaborative research projects to cultivate team building and experiential learning for professional music career settings.</p> <p>Identify and value a substantial repertoire of music's from diverse settings, time periods, and intents of expression.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

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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
Identify and apply models of professional responsibility in rehearsal, performance, and academic settings.		
F. Effectively communicate both verbally and musically in ensemble, chamber music, and accompanied solo settings. Demonstrate success in independent collaborative research and group presentations.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Effectively communicate both verbally, non-verbally, and musically in ensemble, chamber music, and accompanied solo settings. Successfully complete independent and collaborative research. Demonstrate musicianship and technical proficiency as well as interpretive and understanding through performance and academic research.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Develop the ability to learn independently through performance and research to meet individual professional goals.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Demonstrate the ability to learn independently through performance and research.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

No changes.

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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 significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

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

Describe the appropriateness of the plans to monitor and assess:

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

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

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.]

N/A

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APPENDIX A – BUDGET SUMMARY SHEET

NOTE: This is an existing program with predominantly cost savings-oriented changes. SoCA was advised by the University Secretariat that this table did not need to be completed.

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	2	3	4	5	Total
Revenue						
Tuition income*						
Potential Provincial funding**						
Other sources of funding (please list)						
Total Revenue						
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						
Net Income						

*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

**Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

***Estimate \$xxx per GA/TA allocation

**University of Windsor
Program Development Committee**

5.2: **Honours Bachelor of Arts in Music – Major Program Changes (Form B)**

Item for: **Approval**

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

MOTION: **That the major program changes to Honours Bachelor of Arts in Music be approved.^***

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council and the Provost (January 22, 2022).
- *See attached.*

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A. Basic Program Information

Faculty(ies)	FAHSS
Department(s)/School(s)	School of Creative Arts
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Honours Bachelor of Arts in Music
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
Mode of Delivery:	In person, in residence
Planned steady-state Student Enrolment (per section B.4.2)	40
Normal Duration for Completion:	Four Years
Will the program run on a cost-recovery basis?	Some classes may have fees, but no program wide

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.

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

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

These changes are being proposed for a number of reasons:

- The need to find flexibility within the program for students to study non-Western musical idioms, including more jazz/pop, indigenous topics, and other international genres.
- To correct course weighting and topics within the program as recommended in recent IQAP reviews.
- To streamline our program core to account for budgeting, enrolments, and faculty numbers.

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 primary changes involve amalgamating our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard skills. This will eliminate four 1.5 credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. Select analysis and contemporary music techniques can be addressed in 3000 or 4000 level music theory courses or special topics courses as needed.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.

The proposed structure is listed under C1 and C2 below.

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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**.*

SoCA's Bachelor of Music contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also reweight our Ensembles courses to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and additional Resources including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with

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cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes.

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

No changes.

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.

Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of conservative and neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

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At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

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>	8	2	16	4	24	6	32	8	32	8
<i>In the co-op/experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system.

Resources to identify similar programs offered in Ontario include

<https://www.ontariouniversitiesinfo.ca/programs> and

<https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

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

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

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.]*

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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*

The current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the schools LTA positions has expired. The new program is flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

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*

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All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor. eCVs of faculty are available on request.

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.

SoCA | Music relies on 2-4 Sessional instructors per terms for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

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.

N/A

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.

N/A

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.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

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.)

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options.

The Ensembles courses provide excellent opportunities for non-major Arts credits, but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study.

These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

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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, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
Staff:	n/a
GA/TAs:	n/a

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

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

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 here, but SoCA does not require the entrance examinations listed in the current Undergraduate Calendar. The entrance requirements should be as follows:

Admission Requirements

No audition is required to enrol in this degree **though students may require an audition/faculty screening for performance courses such as ensembles and private lessons.** ; however, it is necessary to pass the entrance examinations for MUSC 1120 and MUSC 2220; and to audition for most ensemble courses for students who elect to enrol in them.

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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.

Music's learning outcomes can be broken down into the following categories.

Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

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.

Honours Bachelor of Arts in Music

Degree requirements:

Other Regulations

1) Music courses whose ~~second middle~~ digit is 0 may not count towards this degree.

Total courses: forty

- (a) twenty courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130, MUSC-1260, MUSC-1270, **MUSC 2480** ; ~~the 1.50 courses MUSC-2220, MUSC-2230~~; **four two Ensemble** courses in ~~Performance Studies or Ensemble~~; **two courses in Applied Music (lessons)**; ~~eleven seven~~ additional Music courses, including six at the 2000-level or above from History and Literature (Musicology) ~~and/or~~ Theory and Composition **and/or Music Education**.
- (b) two courses from Social Sciences;
- (c) two courses from Languages or Science;
- (d) two courses from any area of study, excluding Arts.
- (e) GART-1500, GART-1510;
- (f) ~~six four~~ courses from any area of study, including Music.
- (g) ~~six eight~~ courses from any area of study, excluding Music (GART-2100 is strongly recommended).

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Courses used to calculate the major average are:

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

Description of thesis option (if applicable):

N/A

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)*

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Honours Bachelor of Arts in Music – Suggested Course Sequence

Year 1

<u>Fall Term</u>	<u>Winter Term</u>
GART 1500	GART 1510
MUSC 1120	MUSC 1130
MUSC 1260	MUSC 1270
MUSP Lessons	Non-Music Elective
MUSP Ensemble	Option Including Music

Year 2

<u>Fall Term</u>	<u>Winter Term</u>
Elective (Social S. or Lang/Sci.)	Elective (Social S. or Lang/Sci.)
MUSC 2480	Option Including Music
Non-Music Elective	MUSP Ensemble
MUSC 2120	Option Excluding Arts
MUSP Lessons	MUSC 2130

Year 3

<u>Fall Term</u>	<u>Winter Term</u>
Elective (Social S. or Lang/Sci.)	Elective (Social S. or Lang/Sci.)

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Option Including Music	MUSP Ensembles
Music Option	Academic Music Option
Academic Music Option	Non-Music Elective
Non-Music Elective	Option Including Music

Year 4

<u>Fall Term</u>	<u>Winter Term</u>
Theory or History Option	Academic Music Option
Option Including Music	Option Excluding Arts
Academic Music Option	MUSP Ensembles
Non-Music Elective	Academic Music Option
Non-Music Elective	Option Including Music

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 are no changes here from the previous program, but the new structure will allow for a larger variety of upper division studies after the streamlined core courses are completed.

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.

N/A

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.

N/A

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]

N/A

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.

No changes.

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C.3.2.2 New or Changes to Standing Required for Graduation

*Minimum average requirement to graduate in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*

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

No changes.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

For programs with an Experiential Learning or Co-op Option: *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Honours Bachelor of Arts in Music (Learning outcomes were last updated April 9, 2021)

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. Recognize and describe a wide range of melodic, harmonic, rhythmic and formal structures in diverse music styles and time periods (Also E)	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge

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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
B. Access, retrieve, and evaluate information through written analysis and criticism as well as through independent, collaborative work and presentations Define technical and analytical problems in musical culture, performances and ensemble rehearsals settings	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Integrate musical theory, historical, and philosophical approaches to articulate technical and analytical components of culture as seen through a musical lens and musical performances Practice individually and rehearse in an ensemble setting to identify techniques and approaches to improve performance	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Analyze musical texts and scores using integral and theoretical methodologies. Employ applied musical literacy/numeracy skills to their voice/instrument to develop performance practice in an independent and ensemble setting	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Proficiently engage in group activities such as music ensembles and collaborative research projects to cultivate team building and experiential learning for professional music career settings Identify and apply models of professional responsibility in rehearsal, performance, and academic settings	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Effectively communicate both verbally and musically in ensemble settings and academic musical environments (also G)	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity

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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
G. Develop leadership and mentoring skills through in-course settings such as conducting and ensemble sectionals	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Demonstrate musicianship, technical proficiency, and understanding in performance and academic research	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Set and achieve professional goals related to performance and research.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

No changes.

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 significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

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

Describe the appropriateness of the plans to monitor and assess:

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

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

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

N/A

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APPENDIX A – BUDGET SUMMARY SHEET

NOTE: This is an existing program with predominantly cost savings-oriented changes. SoCA was advised by the University Secretariat that this table did not need to be completed.

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	2	3	4	5	Total
Revenue						
Tuition income*						
Potential Provincial funding**						
Other sources of funding (please list)						
Total Revenue						
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						
Net Income						

*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

**Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

***Estimate \$xxx per GA/TA allocation

**University of Windsor
Program Development Committee**

5.3: **Combined BA Honours in Music and (other major concentration)– Major Program Changes (Form B)**

Item for: **Approval**

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

MOTION: That the major program changes to Combined BA Honours in Music and (other major concentration) be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Provost.
- See attached.

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A. Basic Program Information

Faculty(ies)	FAHSS
Department(s)/School(s)	School of Creative Arts
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Combined BA Honours in Music and (other major concentration)
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2024
Mode of Delivery:	In person, in residence
Planned steady-state Student Enrolment (per section B.4.2)	56
Normal Duration for Completion:	Four years
Will the program run on a cost-recovery basis?	Some classes may have fees, but not program wide

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.

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

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

These major changes are being proposed for a number of reasons:

- The need to find flexibility with the program for students to study non-Western musical idioms, including indigenous topics
- To correct course weighting and topics within the program as recommended in IQAP reviews
- To streamlining our programs to account for budgeting, enrolments, and faculty numbers

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 primary changes involve melding our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard skills. This will eliminate four 1.5 credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. Select analysis and contemporary music techniques can be addressed in 3000 or 4000 level music theory courses or special topics courses as needed.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.

The proposed structure is listed under C1 and C2 below.

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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**.*

SoCA's Bachelor of Music contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also reweight our Ensembles courses to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and additional Resources including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum

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materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes

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

No changes with regard to name and 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.

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of conservative and neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

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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>	12	2	24	4	36	6	48	8	48	8
<i>In the co-op/ experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system.

Resources to identify similar programs offered in Ontario include

<https://www.ontariouniversitiesinfo.ca/programs> and

<https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

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

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

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.

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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 current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the schools LTA positions has expired. The new program is flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

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*

All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor. eCVs of faculty are available on request.

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.

SoCA | Music relies on 2-4 Sessional instructors per terms for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

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.

N/A

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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.

N/A

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.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

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.)

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options.

The Ensembles courses provide excellent opportunities for non-major Arts credits, but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study.

These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

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, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
Staff:	n/a
GA/TAs:	n/a

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

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

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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 here from the existing degree, but the following language could be added that appears in the Honours BA in Music.

Admission Requirements

~~Permission from both Music and the second area of study is required to enroll in this degree program. No audition is required to enrol in this for the degree though students may require an audition/faculty screening for performance courses such as ensembles and private lessons. ; however, it is necessary to audition for the required ensemble courses and to pass the examinations for MUSC 1120 and MUSC 2220.~~

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.

Music's learning outcomes can be broken down into the following categories.

Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

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.

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Identify in BOLD and STRIKETHROUGH the changes to program requirements.

Combined BA in Music

Total courses: forty

Other Regulations

1) Music courses whose **second middle** digit is 0 may not count towards this degree.

Degree requirements:

- (a) Music: seventeen courses consisting of MUSC-1120, MUSC-1130, MUSC-1260, MUSC-1270, MUSC- 2120, MUSC-2130; ~~plus two 1.50 credit hour courses, MUSC-2220 and MUSC-2230; a minimum of four semesters of e-Ensemble courses up to a maximum of eight 1.5 credit courses;~~ **four Academic Music courses (History & Literature, Music Theory/Composition, and/or Music Education);** plus **three** additional Music courses. ~~to a total of seventeen.~~
- (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 and GART-1510
- (d) Other courses, as required, from any area of study to a total of forty courses.

Courses used to calculate the major average are:

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

Description of thesis option (if applicable): N/A

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)*

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

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Combined BA Honours Music Programs - Example course flow chart

Year 1

Fall Term

MUSC 1120

MUSC 1260

GART 1500

Other major concentration course*

Other major concentration course*

Winter Term

MUSC 1130

MUSC 1270

GART 1510

MUSP Ensemble

Other major concentration course*

Year 2

Fall Term

MUSC 2120

Music Option

Other major concentration course*

Other major concentration course*

Other major concentration course*

Winter Term

MUSC 2130

MUSP Ensemble

Other major concentration course*

Other major concentration course*

Other major concentration course*

Year 3

Fall Term

Music Option (Academic)

Music Option

Other major concentration course*

Other major concentration course*

Other major concentration course*

Winter Term

MUSP Ensemble

Music Option (Academic)

Other major concentration course*

Other major concentration course*

Other major concentration course*

Year 4

Fall Term

Music Option (Academic)

Music Option

Other major concentration course*

Other major concentration course*

Other major concentration course*

Winter Term

MUSP Ensemble

Music Option (Academic)

Other major concentration course*

Other major concentration course*

Other major concentration course*

* = If other major concentration courses are satisfied, remaining courses may be in any area of study including additional courses in Music.

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 are no changes here from the previous program, but the new structure will allow for a larger variety of upper division studies after the streamlined core courses are completed.

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.

N/A

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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.

N/A

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]*

N/A

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.*

No changes.

C.3.2.2 New or Changes to Standing Required for Graduation

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

No changes.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two*

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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.

Combined BA in Music

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>	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
A. Recognize and describe a range of melodic, harmonic, rhythmic and formal structures in diverse music styles and time periods (also E). Assess formal and conceptual materials from Music and another discipline.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. Access, retrieve, and evaluate information through written analysis and criticism in Music and their other field of concentration. Define technical and analytical problems in musical culture, performances and ensemble rehearsals settings.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Critically evaluate and apply relevant theory in Music and another field of study. Demonstrate problem-solving in the practice, rehearsal, and performance of music in collaborative settings.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Apply relevant vocabulary, techniques, and methods from both Music and another discipline. Employ applied musical literacy/numeracy skills to their voice/instrument to develop performance practice in an independent and ensemble setting.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Proficiently engage in group activities such as music ensembles and collaborative research projects to	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

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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
cultivate team building and experiential learning for professional music career settings. Identify and apply models of professional responsibility in rehearsal, performance, and academic settings.		
F. Demonstrate interpersonal, communication, research, and presentation skills in music and another area of study. (Also applies to G).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Effectively communicate both verbally, non-verbally, and musically in ensemble settings.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Demonstrate musicianship, technical proficiency, interpretation and understanding in performance and academic research.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Learn independently through performance and study/research to meet individual professional goals in music and another major study concentration.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

No changes.

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 significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

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;

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

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

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.]

N/A

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APPENDIX A – BUDGET SUMMARY SHEET

NOTE: This is an existing program with predominantly cost savings-oriented changes. SoCA was advised by the University Secretariat that this table did not need to be completed.

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	2	3	4	5	Total
Revenue						
Tuition income*						
Potential Provincial funding**						
Other sources of funding (please list)						
Total Revenue						
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						
Net Income						

*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

**Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

***Estimate \$xxx per GA/TA allocation

**University of Windsor
Program Development Committee**

5.4: **Concurrent Bachelor of Music Education/Bachelor of Education – Major Program Changes (Form B)**

Item for: **Approval**

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

MOTION: That the major program changes to Concurrent Bachelor of Music Education/Bachelor of Education be approved.^{^*}

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- This major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Faculty of Education, and the Provost.
- *See attached.*

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A. Basic Program Information

Faculty(ies)	FAHSS/Faculty of Education
Department(s)/School(s)	School of Creative Arts
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Concurrent Bachelor of Music Education/Bachelor of Education
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
Mode of Delivery:	In person, In Residence
Planned steady-state Student Enrolment (per section B.4.2)	48
Normal Duration for Completion:	Five Years
Will the program run on a cost-recovery basis?	Some classes may have fees, but not program wide

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.

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

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

This is the most complex set of major changes among SoCA Music Programs. This primary goal is to make the Concurrent music education program consistent with other concurrent programs by reducing the number of courses required and renaming the Honours Bachelor of Music (Music Education) stream to Bachelor of Music Education. The music module of the concurrent program will be 30 courses which will allow the student to complete the program in a timely manner and eliminating excessive course overloading and out of residence coursework. Students completing the concurrent program are welcome to return to SoCA to complete the Honours Bachelor of Music program in year 6 or at a later date.

In addition to the restructuring of the concurrent degree, SoCA seeks to find flexibility within the programs for students to study non-Western musical idioms, including indigenous topics. SoCA will also be streamlining its core courses and course weighting as recommended in recent IQAP reviews.

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 primary changes involve amalgamating our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard skills. This will eliminate four 1.5-credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. Select analysis and contemporary music techniques can be addressed in 3000 or 4000 level music theory courses or special topics courses as needed.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.

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The proposed structure is below under C1 and C2 below.

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**.*

This program is one of only 2 concurrent music programs in Ontario. Moreover, SoCA's music programs contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also reweight our Ensembles courses to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

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SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes.

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

The new title reflects the change in degree designation. The music component of the concurrent program will be a general degree instead of an honours degree to maintain a more attainable path to graduation as well as consistency with other concurrent offerings at the University of Windsor.

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.

Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of Conservative and Neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when

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other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

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>	10	2	20	4	30	6	40	8	40	8
<i>In the co-op/experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system.

Resources to identify similar programs offered in Ontario include

<https://www.ontariouniversitiesinfo.ca/programs> and

<https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

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

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

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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.

The current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the schools LTA positions has expired. The proposed revisions are flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

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*

All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor. eCVs of faculty are available on request.

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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.

SoCA | Music relies on 2-4 Sessional instructors per terms for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

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.

N/A

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.

N/A

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.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

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.)

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options. The Ensembles courses provide excellent opportunities for non-major Arts credits, but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study. These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

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, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
Staff:	n/a
GA/TAs:	n/a

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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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

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

No changes to admissions. SoCA still holds auditions live or by video for BMus programs. The undergraduate calendar erroneously lists a music theory evaluation requirement, which we no longer do. It was addressed in a previous PDC change, but the change was not made. SoCA has re-included this change in the new calendar language.

Admission Requirements

Admission will be to first year entering directly from high school only, with a minimum average of 75%. In addition to meeting the regular requirements for admission to the University, admission to Bachelor of Music programs is conditional upon a successful audition evaluated by faculty members in Music. The audition will consist of:
~~(a) a theory evaluation test designed to show the nature and extent of the student's aptitude in music theory;~~
~~(b) a performance of at least ten minutes' length on the student's major instrument, showing a grasp of a variety of styles.~~

Candidates should contact a program advisor in Music for specific requirements in the various performance media. If an accompanist from Music is required, four weeks' prior notice must be given to the Music office, and an accompanist's fee will be charged. Candidates auditioning in Voice or Orchestral Instruments must perform at least one selection with accompaniment. Candidates should apply for an audition on-line at www.uwindsor.ca/music/audition-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.

Admission requirements include an audition to ensure students have a sufficient musical and technical abilities to successfully pass the courses.

Music's learning outcomes can be broken down into the following categories.

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Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

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.*

Concurrent Bachelor of ~~Music (Honours Music Education)~~/ Bachelor of Education

Degree requirements:

Total courses:

Thirty ~~Forty~~ (plus 20 Units in the Faculty of Education)

All students are required to complete the requirements of the Bachelor of Education degree program, in addition to the following Bachelor of Music course requirements:

- (a) History and Literature (Musicology/Ethnomusicology): three courses, consisting of MUSC-1260, MUSC-1270 and one of MUSC-3460, MUSC-2270, **MUSC-3200**, MUSC-3260, MUSC-3270, MUSC-3170, MUSC-3460, MUSC-4260, MUSC-4270, **MUSC-4360**, MUSC-4370, MUSC-4470, **MUSC 2900**, MUSC-2490.
- (b) Theory and Composition: ~~four~~ **six** courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130. ~~and the 1.50 credit hour courses MUSC-2220, MUSC-2230, MUSC-3220, and MUSC-3230.~~
- (c) Performance Studies: ~~four~~ **eight** courses, consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710 (taken ~~four~~ **eight** times).
- (d) Ensembles: four courses ~~from~~ **consisting of eight 1.50 credit hour courses (one in each of eight terms)** of MUSP-2100, MUSP-2200, or MUSP-3100. Up to ~~6~~ **7.5** Units of this requirement may be completed with the MUSP-2400 course.
- e) Methods and Pedagogy: ~~four~~ **five** courses, consisting of ~~MUSC-2390~~, MUSC-2480 **and three from MUSC-2390**, MUSC-2550, MUSC-2690, and MUSC-2790.
- ~~(f) Music Education: four courses, consisting of MUSC-2850, MUSC-4840, MUSC-4850 and MUSC-4940.~~
- (f) (g) three ~~two~~ additional Music courses in History and Literature (Musicology) or Theory and Composition, or one course in the above areas plus two 1.50 courses in Ensembles. Additional Methods and Pedagogy and/or Music Education courses are recommended (MUSC-2850, MUSC-4840, MUSC-4850, MUSC-4940, MUSC-2490, MUSC-2390, MUSC-2550, MUSC-2690, MUSC-2790). If the student's second teachable requires more than six courses,**

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this category may be used to fulfill those requirements (requires an ADV exemption from the SoCA Undergraduate Coordinator).

(g) ~~(h)~~ GART-1500, GART-1510;

(h) ~~(i)~~ six courses from any area of study, excluding Music, that are required for the student's second teachable.

Courses used to calculate the major average are:

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

Bachelor of Education Requirements

Total course equivalents: Twenty

All students are required to complete the requirements of the Bachelor of Music-Music Education ~~(Honours)~~ degree program, in addition to the following Education courses: EDUC-5201 (1.5), EDUC-5202 (1.5), EDUC-5203 (3.0), EDUC-5204 (3.0), EDUC-5206 (1.5), EDUC-5207 (3.0), EDUC-5208 (1.5), EDUC-5209 (1.5), EDUC-5210 (1.5), EDUC-5231 (1.5), EDUC-5331 (1.5), EDUC-5332 (3.0), EDUC-5333 (1.5), EDUC-5334 (1.5), EDUC-5335 (1.5), EDUC-5336 (1.5), EDUC-5337 (1.5), EDUC-5338 (1.5), EDUC-5339 (1.5), EDUC-5431 (1.5), EDUC-5367 or EDUC-5368, (6.0) plus one additional teachable subject selected from the Education Calendar and, EDUC-5499 (12.0) Students planning on teaching in the Roman Catholic School Board must also take EDUC-5200 (1.5).

Optional: Students completing the Concurrent Bachelor of Music Education/Bachelor of Education may return to the School of Creative Arts for an additional year to complete an Honours Bachelor of Music, which will benefit students interested in pursuing graduate programs or increase qualifications within school board teaching positions.

Description of thesis option (if applicable): N/A

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)*

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

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Concurrent Bachelor of Music (~~Honours Music Education~~)/Bachelor of Education – Recommended Course Sequence

~~First Year: Ten courses as per Music Education Calendar.~~

~~Second Year: Twelve courses as per Music Education Calendar.~~

~~Third Year: Eleven Courses as per Music Education Calendar.~~

~~Fourth Year: In the fourth year, students will take the entire Year 1 of the B.Ed. program, and Lessons (consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710, taken twice [once in each semester]) and Ensemble (consisting of two courses of MUSP-2100, MUSP-2200, or MUSP-3100, taken once in each semester) from Music.~~

~~Fifth Year: In the fifth year, students will take the entire Year 2 of the B.Ed. program, and Ensemble (consisting of two courses of MUSP-2100, MUSP-2200, or MUSP-3100, taken once in each semester) from Music.~~

~~Summer: Students will take three second teachable courses in summer term, at any point in the degree, but prior to the final Education year (Year 5).~~

Year 1

Fall Term

GART 1500

MUSC 1120

MUSC 1260

MUSP Lessons

MUSP Ensemble

Winter Term

GART 1510

MUSC 1130

MUSC 1270

MUSP Ensemble

Methods Course

Year 2

Fall Term

MUSC 2120

MUSP Lessons

MUSC 2480

Methods Course

Second Teachable Course

Winter Term

MUSC 2130

MUSP Lessons

MUSP Ensemble

Music Option

Second Teachable Course

Year 3

Fall Term

MUSP Lessons

Methods Course

Second Teachable Course

Second Teachable Course

Music Option

Winter Term

MUSP Ensemble

Music History Option

Second Teachable Course

Second Teachable Course

Music Option

Year 4

Fall Term

Courses as required by the
Faculty of Education

Winter Term

Courses as required by the
Faculty of Education

Year 5

Fall Term

Courses as required by the
Faculty of Education

Winter Term

Courses as required by the
Faculty of Education

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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.

N/A

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.

N/A

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.

N/A

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]*

N/A

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.*

No changes.

C.3.2.2 New or Changes to Standing Required for Graduation

*Minimum average requirement to graduate in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

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

No changes.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

***For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

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. Recognize and describe a wide range of melodic, harmonic, rhythmic and formal structures in diverse music styles (also D). Develop knowledge of and identify materials, methods, vocal and instrumental resources for use in K-12 education (also B).	A. the acquisition, application, and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Develop collaborative work skills through research activities and oral/written presentations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge

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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
C. Demonstrate critical thinking through speech, writing, discourse, and research activities Demonstrate problem-solving skills through effective performance of music (also B).	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Demonstrate aural skills through sight singing and through melodic, rhythmic, and harmonic dictation	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Proficiently engage in group activities such as music ensembles and collaborative research projects to cultivate team building and experiential learning for professional music career settings. Identify and apply models of professional responsibility in rehearsal, performance, and academic settings. (also I).	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Demonstrate interpersonal, communication, research, and presentation skills in music and another area of study. (Also applies to G).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
Apply critical and creative skills to solo/ensemble performance, research/writing, and teaching/pedagogical artistic practices (also I).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

No changes.

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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 significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming. The program revisions and learning outcomes are being proposed to better align with skills expectations within the Faculty of Education.

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

Describe the appropriateness of the plans to monitor and assess:

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

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming. The program revisions and learning outcomes are being proposed to better align with skills expectations within the Faculty of Education.

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.]

N/A

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APPENDIX A – BUDGET SUMMARY SHEET

NOTE: This is an existing program with predominantly cost savings-oriented changes. SoCA was advised by the University Secretariat that this table did not need to be completed.

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	2	3	4	5	Total
Revenue						
Tuition income*						
Potential Provincial funding**						
Other sources of funding (please list)						
Total Revenue						
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						
Net Income						

*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

**Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

***Estimate \$xxx per GA/TA allocation

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5.5: **Business Concentration – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the Concentrations for the Honours Bachelor of Commerce Business Administration programs be discontinued.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The concentrations in Business have been replaced by specializations.
- The changes have been approved by the Odette School of Business Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Bachelor of Commerce-Business Administration Programs
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	

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

A.1 PROGRAM REQUIREMENT CHANGES

<p><i>Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with <u>bolding and underlining</u>.</i></p> <p><i>Example: Degree requirements: WXYZ-1000, WXYZ-1010, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the <u>3000-level or</u> 4000-level.</i></p>

CONCENTRATIONS IN BUSINESS

Eligible business students may elect to concentrate in specified areas of business. To be accepted into a concentration, a student must have achieved a certain grade in that concentration's gate-in course(s). To successfully obtain the concentration, a student must successfully complete all the requirements for the Bachelor of Commerce degree and must achieve a certain average grade for courses in the concentration and a certain grade in the concentration's capstone course. Although concentrations will not be formally recognized on transcripts or degrees, the Odette School of Business will provide students with documentation indicating that they have successfully obtained their particular concentration. Students who have selected a concentration will normally be given course registration priority in their area.

Note: Students registered in the Bachelor of Commerce for University Graduates program will be able to complete a concentration only by taking additional courses beyond those required for their degree. Depending upon the concentration, students registered in the Honours Business Administration and Computer Science (Co-op and non-Co-op), the Honours Business Administration and Economics, or the Honours Business Administration and Psychology programs may not be able to complete a concentration without taking additional courses beyond those required for their degree.

Accounting

Students who wish to concentrate in Accounting, must fulfill the following requirements:

Number of courses (excluding gate-in courses): 8

Gate-in courses: ACCT-1510 and ACCT-2550 with a minimum grade of 65% in each course

Courses in concentration (including capstone course): ACCT-2510, ACCT-2520, ACCT-3520, ACCT-3560, ACCT-3580, ACCT-3600, ACCT-3610 and ACCT-4570 with a minimum average grade of 67%

Capstone course: ACCT-4570 with a minimum grade of 70%

Human Resources

Students who wish to concentrate in Human Resources, must fulfill the following requirements:

Number of courses (excluding gate-in course): 9

Gate-in course: MGMT-2430 with a minimum grade of 65%

Courses in concentration (including capstone course): MGMT-3420, MGMT-3440, MGMT-4410, MGMT-

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4510, MGMT-4520, MGMT-4850 plus any 3 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, MGMT-4810 and MGMT-4910 with a minimum average grade of 70%

Capstone course: MGMT-4850 with a minimum grade of 70%

Finance

Students who wish to concentrate in Finance, must fulfill the following requirements:

Number of courses (excluding gate-in course): 6

Gate-in course: FINA-2710 with a minimum grade of 65%

Courses in concentration (including capstone course): FINA-4740 and any 5* of FINA-3710, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910 with a minimum average grade of 67%

Capstone course: FINA-4740 with a minimum grade of 67%

*Students who successfully complete the CSC exam (1 & 2) will be able to substitute this completion for one of the 5 concentration courses. Students who successfully complete the CFA Level 1 exam will be able to substitute this completion for 2 of the 5 concentration courses. The substitutions above only apply toward the finance concentration and do not apply in any way toward their Bachelor of Commerce degree requirements. It is the student's responsibility to bring forward the appropriate documentation in a timely manner in order to receive the above noted substitutions.

Supply Chain and Business Analytics

Students who wish to concentrate in Supply Chain and Business Analytics, must fulfill the following requirements:

Number of courses (excluding gate-in course): 6

Gate-in course: MSCI-2200 with a minimum grade of 65%

Courses in concentration (including capstone course): 2 courses from MSCI-2230, MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230; 2 courses from MSCI-3050, MSCI-3200, MSCI-3410, MSCI-4310, MSCI-4980, MKTG-3390; 1 course from MSCI-4310 and MSCI-4980; 1 additional course MSCI-xxxx. 6 courses with a minimum average grade of 67%.

Capstone course: one of MSCI-4310 and MSCI-4980 with a minimum grade of 67%.

Marketing

Students who wish to concentrate in Marketing, must fulfill the following requirements:

Number of courses (excluding gate-in course): 7

Gate-in courses: MKTG-1310 (MKTG-2320 with a minimum grade of 65% in each course)

Courses in concentration (including capstone course): MKTG-3320, MKTG-4390 and any 5 of MKTG-3340, MKTG-3350, MKTG-3370, MKTG-3380, MKTG-3390, MKTG-4330, MKTG-4350, MKTG-4360, MKTG-4370, MKTG-4380 and MKTG-4910 with a minimum average grade of 67%

Capstone course: MKTG-4390 with a minimum grade of 67%.

Strategy and Entrepreneurship

Students who wish to concentrate in Strategy and Entrepreneurship, must fulfill the following requirements:

Number of courses (excluding gate-in course): 5

Gate-in courses: STEN-1000 and STEN-2900 with a minimum grade of 67% in each course

Courses in concentration (including capstone course): STEN-2900; one of STEN-3900 and STEN-3910; and any four of MGMT-4450, STEN-3930, STEN-4900, STEN-4910, STEN-4930, STEN-4950, and STEN-4960 including at least 1 of STEN-4930, STEN-4950 and STEN-4960; 6 courses with a minimum average grade of 67%.

Capstone course: one of STEN-4930, STEN-4950 and STEN-4960 with a minimum grade of 70%.

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~~Human Resources and Industrial Organizational Psychology~~

~~Students in Honours Business Administration and Psychology who wish to concentrate in Human Resources Management and Industrial Organizational Psychology, must fulfill the following requirements:~~

~~Number of courses (excluding gate-in course): 9~~

~~Gate-in course: MGMT-2430 with a minimum grade of 65%~~

~~Courses in concentration (including capstone course): 7 courses MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 1 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, MGMT-4810 and MGMT-4910 with a minimum average grade of 70%; 2 courses PSYC-3700 (Industrial Organizational Psychology) and PSYC-4XXX~~

~~Capstone course: MGMT-4850 with a minimum grade of 70%~~

~~NOTE: Where an area permits, a student may be able to substitute a Special Topics Course offered by the Odette School of Business for one of the courses in the concentration (excluding the gate-in and capstone courses) with the approval of the Area Chair.~~

SPECIALIZATION OPTIONS

Any specializations offered by the Odette School of Business may be taken in conjunction with any Bachelor of Commerce program. Some combinations may require more than 40 courses to be completed in order to meet all program and specialization requirements. Students are encouraged to seek academic advising from the Odette School of Business before pursuing this option. Specializations appear on the degree parchment.

An additional specialization may be taken with approval from the Odette School of Business.

NOTE: Where an area permits, a student may be able to substitute a Special Topics or other approved course offered by the Odette School of Business for one of the courses in the Specialization (excluding the gate-in and capstone courses) with the approval of the Area Chair.

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

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

N/A

B. RATIONALE

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

This is part of our ongoing efforts to clarify the undergraduate calendar. Concentrations have essentially been replaced by specializations. In certain cases, a concentration may be deemed appropriate, normally in addition to a specialization.

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,

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35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

In revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Please consider these prompt questions and additional Resources including disciplinary examples:

- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the TRC and University Principles documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?

The Odette School of Business is committed to incorporating Indigenous content, perspectives, and material into its curriculum. As a faculty, we are undertaking collective learning on Indigenization and decolonization to meet this goal.

The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The EDII Committee's responsibilities include monitoring all practices at Odette, educating faculty, students, and staff on EDII, and promoting professional development opportunities for faculty and staff that advance the goals of equity, diversity, inclusion, and Indigenization at Odette. In December 2023, the EDII Committee Chair is scheduled to attend the Undergraduate Committee meeting to speak on the subject of integrating EDII content into quantitative classes. The EDII Committee Chair is also collecting syllabi – starting with required courses in the BComm program – to suggest specific ways in which both EDI and Indigenous content can be incorporated into courses; doing so paves the way for the future creation of an Indigenization competency in addition to our existing broad EDI Competency which was approved by Faculty Council in 2022. Our current actions build on previous efforts to incorporate Indigenous ways of knowing and content into courses.

In October 2021, faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial technologies might address and/or exacerbate these issues and concerns. Accounting courses incorporate Indigenous storylines developed by the Chartered Professional Accountants Western School of Business (CPAWSB), Aboriginal Financial Officers Association of Alberta (AFOA Alberta), and CPA Canada.

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The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and was attended by some faculty members from outside the Undergraduate Committee. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum.

In March 2023, Odette held an Indigenization of Business Education event that addressed topics such as What is Indigenization?, How can Odette begin the process of Indigenizing our curriculum? and Indigenization at Odette and the student experience through the voices of Indigenous elders, university staff and faculty, and Odette alumni. Approximately 40 Odette faculty and staff attended the event, which was funded through a successful University Diversity, Indigeneity, and Anti-Racism Professional Development Funds grant application.

Odette's faculty members have obtained other Indigenization grants, as well. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative, launched in January 2023, encompasses the entire program, including students, staff, and instructors. It examines all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It also provides the foundation for ongoing curriculum review and renewal.

The Odette School of Business recognizes the value of promoting partnerships among educational and local Indigenous communities. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and as of October 2023 is working to relaunch this initiative by reaching out to Indigenous stakeholders and invite their participation. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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,*

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- *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

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)

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*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**

***5.6: Nursing – Minor Program Changes (Form C)**

Item for: Approval

Forwarded by: Faculty of Nursing

MOTION: That the BScN Program for Graduates of Lambton College's and St. Clair College's Practical Nursing Programs Degree Completion Pathway be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved the Faculty of Nursing Council.
- The pathway is being expanded to other Ontario colleges. In the past, RPNs could enter the collaborative program via admission to Lambton College or St. Clair College. As of September 2023, Lambton College no longer admits any students to this program (due to dissolution of the collaborative partnership).
- *See attached.*

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	BScN Program for Graduates of Lambton College's and St. Clair College's or other Ontario College Practical Nursing Programs – Degree Completion Pathway
DEPARTMENT(S)/SCHOOL(S):	Nursing
FACULTY(IES):	Faculty of Nursing

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
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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.*

BScN Program for Graduates of ~~Lambton College's and St. Clair College's~~ or other Ontario College Practical Nursing Programs – Degree Completion Pathway

ADMISSION REQUIREMENTS for Graduates of ~~Lambton College's and St. Clair College's~~ or other Ontario College Practical Nursing Programs

The following are the admission requirements for Registered Practical Nurses to enter the BScN Program:

- Registered Practical Nursing diploma from a College of Applied Arts and Technology with an overall B (73%) average and no grade less than a C (63%).
- Minimum one year full-time equivalent work experience as a Registered Practical Nurse (RPN) (i.e. 2000 hours).
- Current Registration with the College of Nurses of Ontario (CNO) as an RPN with no practice restrictions.

To demonstrate competency in health assessment and other clinical skills, students must complete and pass an objective structured clinical examination (OSCE). This examination will be scheduled at program entry and/or prior to beginning the first clinical course in the program. If a student performs below the expected level of clinical competence on the OSCE, the student may seek remediation ~~at the College,~~ at the student's expense. Students must demonstrate clinical competence at the expected level prior to taking any clinical courses.

Degree Requirements:

Qualified students will be given one year of credit for their previously completed two-year diploma in Practical Nursing that includes all relevant clinical experiences. Each student who enters the program will complete accredited courses from years one and two of the collaborative nursing program ~~on the Lambton College or St. Clair College~~ **at the site to which they were admitted (University of Windsor or St. Clair College)**. The courses that have been selected bridge the gap between what was previously studied and what needs to be completed to enter year three ~~of the BScN program of the Collaborative Degree Program at the University of Windsor to complete the BScN.~~ Students will be required to demonstrate competency with their health assessment skills prior to entering their first clinical experience in the program.

Degree Requirements:

Total courses: The students entering into the program at ~~Lambton College or St. Clair College~~ will receive credit for 12 courses towards the BScN. They will complete an additional 14 courses at ~~Lambton College or St. Clair College~~ **or**

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the University of Windsor that are a combination of year one and year two collaborative nursing course requirements.

The Registered Practical Nurse Pathway will include:

- (a) NURS-1900, NURS-2130, NURS-2531, NURS-2810, NURS-2320, NURS-2541, NURS-2532, NURS-2820, NURS-2920, NURS-2622, NURS-3551, NURS-3542, NURS-3830, NURS-2930, NURS-3940, NURS-3950, NURS-3960, NURS-3140, NURS-3561, NURS-3552, NURS-3840, NURS-3970, NURS-3632, NURS-4150, NURS-4571, NURS-4980, NURS-4990, NURS-4000, NURS-4562*, NURS-4572*
- (b) BIOM-1073, STAT-2910 or SOSC-2500; PSYC-3390 (c) ~~one Arts course~~ **PHIL 1350**

*Will be offered as half-semester (6 week) courses.

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).

In the past, RPNs entered the collaborative program only via admission to Lambton College or St. Clair College. As of September 2023, Lambton College no longer admits any students to this program (due to dissolution of the collaborative partnership).

We therefore propose that:

- Reference to Lambton College be removed from the text above
- UWindsor will take direct admissions into the RPN-to-BScN stream; students who enter directly through UWindsor will complete all three years of the program at the UWindsor campus. This will help offset the loss of students from Lambton College.
- There will be no changes in relation to students who are admitted through St. Clair College.

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:

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- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?

The Faculty of Nursing is committed to the University of Windsor's goal of building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. We have chosen to take a systematic approach at the program and course level to incorporate Indigenous content, material, and perspectives into our curriculum. We are also looking for ways to decolonize our structures and processes. Many of our faculty have attended workshops provided by the Centre for Teaching and Learning to support efforts to indigenize our curriculum. We are aware that faculty and staff have undertaken workshops offered by the Office of Human Rights, Equity & Accessibility. In November 2023, members of our faculty received support from the Office of Open Learning to support Indigenization and decolonization efforts. **The starting point is a needs assessment that was conducted via survey in November 2023.**

The Faculty of Nursing is actively seeking ways to integrate Indigenous content and knowledge into our new undergraduate curriculum. In response to the Truth and Reconciliation Commission of Canada: Calls to Action (2015), and in keeping with the goals of the Canadian Association of Schools of Nursing/Canadian Indigenous Nurses Association task force, the Faculty of Nursing recently received senate approval to change our curriculum such that it now requires all students to take a new course: *Culture, Health, and Social Justice on Turtle Island*. The purpose of this course is to provide nursing students with the resources needed to develop cultural competency as it pertains to Indigenous individuals and communities on Turtle Island. Most of the materials for this course will be comprised of Indigenous perspectives and content, including such topics as how colonialism plays a role in the health and welfare of contemporary Indigenous people

The Curriculum Committee of the Faculty of Nursing has engaged Jaimie Kechego (Indigenous Curriculum and Pedagogy Coordinator for the Centre for Teaching and Learning) to consult on the development of course learning outcomes and activities in our revised undergraduate curriculum. Jaimie gave a talk to members of our Curriculum Committee about Indigenous pedagogies, and we are discussing ways of integrating strategies such as intergenerational learning and storytelling into our curriculum. We also recently hired Ms. Sara Williams as our *Indigenous Pedagogy and Curriculum Advisor*. Sara is an alumnus of the Faculty of Nursing at the University of Windsor and an **Indigenous Transition Facilitator at the Southwest Ontario Aboriginal Access Centre**. Sara (Tibjii Ahnkwut – Rolling Clouds) is AnishinaabeKwe from Aamjwnaang First Nation and is from the Fish clan. We have asked faculty who are designing courses and activities to reach out to Sara for advice. Many courses in our new undergraduate curriculum include Indigenous-specific content within the context of lectures and case studies.

Meaningful land acknowledgement statements are being shared at the beginning of our formal meetings. Beginning in Fall semester 2023, we began included land acknowledgements and EDID statements in all syllabi.

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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 Registrar's Office will screen for eligibility of applicants. UWindsor Nursing may experience an increase in the number of students in year 2 courses. We do not anticipate problems with absorbing this cohort into Year 2 of our program.

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.

Once established for a few years, there may be a need to hire additional sessional instructors to manage additional sections for lab and clinical courses.

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

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

N/A

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

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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:	We will need an addition sessional faculty member for lab/clinical for each group of 8 students admitted
Staff:	none
GA/TAs:	none

Once established for a few years, there may be a need to hire additional sessional instructors to manage additional sections for lab and clinical courses. We anticipate that tuition revenue will cover this expense.

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

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

Library Resources and Services:	none
Teaching and Learning Support:	none
Student Support Services:	none
Space and Facilities:	none
Equipment (and Maintenance):	none

**University of Windsor
Program Development Committee**

***5.7: Biological Conservation Certificate – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Biological Conservation Certificate be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This proposal has been approved by the Department of Integrative Biology Council and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- *See attached.*

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Biological Conservation Certificate
DEPARTMENT(S)/SCHOOL(S):	Integrative Biology
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Spring 2024
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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.

Biological Conservation Certificate

Total courses: 10

Complete all three courses:

BIOL-2101. Ecology

BIOL-3142. Evolution

BIOL-4270. Conservation biology

Select ~~three~~ **six** courses from the following:

BIOL-3291. Invertebrate biology

BIOL-3241. Fish and fisheries

BIOL-3261 Ornithology

BIOL-3201/FRSC 3201. Applied entomology

BIOL-3281. Plant ecology

BIOL-2080. Economic botany

Select ~~three~~ courses from the following:

BIOL-3212 Environmental Physiology

BIOL-3230. Animal Behaviour

BIOL 4008 Special Topics in Biology (With departmental permission, if topic relevant)

BIOL-4280. Limnology

BIOL-4212. Speciation

BIOL-4241. Stream Ecology

BIOL-3250. Population and Community Ecology

~~BIOL-4232. Pollution Ecology~~

ESCI-2210 Introduction to Climate Change

ESCI-2300 Introduction to Oceanography

ESCI-2600 Principles of Resource Management

ESCI-3310 Global Water Crisis

ESCI-4500 Ecosystem Health

ESCI-4808. Special Topics in Earth and Environmental Sciences (With departmental permission, if topic relevant)

ESTU-2500 Concepts for Ecosystem Management

ESTU-3310 Great Lakes Water Quality Agreement

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Select one course from the following:

BIOL-4904. Undergraduate Research in Biology

SCIE-3900. Undergraduate Research Experience

BIOL-4864. Great lakes Field Biology

~~BIOL-4874. Field course in Tropical Ecology~~

~~ESCI-3735. (abroad section) Field methods for Environmental Science~~

ESCI-3755. Methods in Great Lakes Geomicrobiology

ESCI-3806. School of the Environment: Global Perspectives in Science

ESCI 4900 Thesis Research in Environmental Science

~~Any field course from the OUPFB~~

SCIE-3990. Internship

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

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

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

N/A

B. RATIONALE

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

The proposed changes in the Biological Conservation certificate requirements are to provide more flexibility, better reflect the courses available, and make the certificate accessible to more students in the Faculty of Science.

The Certificate in Biological Conservation was developed a few years ago, and we have had some students register in it. From advising discussions with students, it's become apparent that there are aspects of the current requirements that can be challenging for students to meet, especially so for students who haven't begun planning in 2nd year. It's also been noted by faculty in Integrative Biology and the School of the Environment that there are some courses related to this field (BIOL and ESCI) that had not been included in the original certificate, and should be included as options.

Conversely, the Field course in Tropical Ecology and Pollution Ecology courses have not been offered in some time, and are not anticipated to run in the foreseeable future, so we suggest removing these from the certificate options. Currently, we are not part of the Ontario Universities Program in Field Biology (OUPFB), and although we may rejoin in future, we're removing it to cut down on possible confusion.

In recognition that not all courses are offered every year, and there can be difficulties in scheduling (or completing prerequisite courses early), we recommend giving students additional choice from currently listed courses, and some additional course options (BIOL, ESCI, ESTU):

- Add flexibility by combining the second and third sets of lists and allow choice of 6 courses from the combined list.
- Additional courses for inclusion in the newly combined list (additional courses of other concepts) options:
 - BIOL 3212 Environmental Physiology

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- BIOL 4008 Special Topics in Biology (With departmental permission, if topic relevant – e.g., Movement Ecology)
- ESCI 2210 Introduction to Climate Change (has ESCI 1100 prereq)
- ESCI 2300 Introduction to Oceanography
- ESCI 2600 Principles of Resource Management
- ESCI 3310 Global Water Crisis (has ESCI 1100 prereq)
- ESCI 4500 Ecosystem Health (prereq ESCI 1100 and BIOL 2101)
- ESCI-4808. Special Topics in Earth and Environmental Sciences (With departmental permission, if topic relevant)
- ESTU-2500 Concepts for Ecosystem Management
- ESTU-3310 Great Lakes Water Quality Agreement
- Additional courses for inclusion in last list (additional courses related to research/field/internship) options:
 - o ESCI-3755. Methods in Great Lakes Geomicrobiology
 - o ESCI-3806. School of the Environment: Global Perspectives in Science
 - o ESCI 4900 Thesis Research in Environmental Science
- Correction to remove “abroad section” from ESCI-3735–Field methods for Environmental Science (likely an error in original PDC form).

Some of the ESCI courses have ESCI 1100 as a prerequisite, but it would be expected that Environmental Science students will have completed the course. Allowing more ESCI courses to be included not only reflects the School of the Environment expertise in this area, but will make it more feasible for Environmental Science students to complete the certificate as part of their degree program. We don’t anticipate substantial increases in enrolment in these courses, but hope that more students who are interested in this area will be aware of - and able to complete - the certificate during their program. It is likely that most Biological Sciences students who take relevant ESCI/ESTU courses would have chosen to do so out of interest in this field, so we don’t expect to see substantial impacts on course sizes/demand.

The proposed changes have been discussed with the School of the Environment, and we appreciate their input and feedback on this certificate.

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?*

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- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Department of Integrative Biology is on a decolonization and Indigenization journey. Over the past 3-4 years, it has been recognized that many of our courses and programs have not yet incorporated Indigenous content or ways of knowing. Individual BIOL instructors have been identifying aspects of courses that include (or raise awareness) of Indigenous knowledges, e.g, woven into Limnology, Conservation Biology; a new lab activity in Biological Diversity. Changes are being proposed to bring Indigenous components to other courses (e.g., Microbial Ecology, Ornithology), and others are expected in the near future.

As part of this journey, we have developed and secured seed and substantial programmatic grants in teaching, grants, and community partnerships (e.g., FishCAST, National Urban Park hub) while also investing in deeply relational work with Indigenous communities, perspectives and knowledge systems as is appropriate for our various sub-disciplines and course offerings. A curriculum review is underway, with Indigenization as one of the key areas for inclusion/improvement in degree programs and certificates. This review will help identify what is currently being done as well as where we can do more, and future PDC forms will share the steps taken along with the lessons we learn in the process.

Decolonizing efforts in BIOL courses are being made by instructors, the Integrative Biology Department Head, and through curriculum and other committees in consultation with Indigenous partners and knowledge keepers, and efforts to return learning back to Indigenous People, Land and Waters. Individual BIOL instructors have been identifying aspects of courses that should include (or raise awareness) of Indigenous knowledges, including courses that are options in the certificate as mentioned above. Some course options provide students with Place-based knowledge opportunities (though the context and culture will vary by site).

Most of our faculty and staff do not feel they are experts in decolonization, Indigenization, or Settler Colonialism, but we are eager to learn more. Many of us are attending workshops at UWindsor, and the Integrative Biology Head, Dr. Barrette-Ng, has invited Kahente Horn-Miller (Associate Professor in the School of Indigenous Studies at Carlton University and the inaugural Assistant Vice-President, Indigenous Initiatives) to visit our department and participate in discussions in this area.

A new Indigenous Knowledge Keeper faculty member (Clint Jacobs) has recently joined the Department of Integrative Biology, and will be invited to collaborate on this certificate and other curricula. Learning Specialist (Indigenization) Jaimie Kecheho has been enormously helpful in discussions of Indigenization in Biology courses and curricula. We look forward to continued discussions (with Clint, Jaimie, and others) and mobilization of this learning into actions through threads across our course offerings.

While use of Land acknowledgements has become more common in our course lectures, syllabi and other settings, we still have much to learn about the history of Land acknowledgements and the effects of colonization. As we introduce Indigenous knowledge into our courses and programs, self-reflection and education is necessary to do this with care and respect. Some faculty members (including the Department Head, Dr. Isabelle Barrette-Ng) have shared some tools to help us incorporate Indigenous knowledge in our courses. Most of the Integrative Biology faculty members have been motivated and are already working to learn more, through seminars, courses, books,

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and discussions with Indigenous colleagues and community members. Several faculty members have been reviewing the TRC as a guide for revision, following its suggestions such as respecting local Treaty relationships in planned course activities that bring in Indigenous knowledge.

We still have much to learn, and to do. As we look to Indigenize and decolonize courses and programs, we must also question our assumptions and find the gaps in our own knowledge, having been shaped by traditional settler institutions and attitudes. We also are setting up systems for accountability, to ensure that we go beyond “what we want” or “what we plan” to do. One approach we are planning for this certificate is to have regular communication (possibly a yearly retreat) with the instructors of the regular courses and an Indigenous Knowledge Keeper to discuss guiding principles (e.g., avoiding appropriation) and ways to ensure any student in this certificate will be able to participate in courses that include Indigenous components and/or perspectives. (Part of the rationale for this involves the multidisciplinary options of the certificate, as instructors are in AAUs beyond Integrative Biology.) This may lead to some small changes in certain courses each year, while others may be completely redesigned. The ongoing discussions and awareness of how decolonization, Indigenization and reconciliation are being approached in different courses will hopefully contribute to the cultural changes in our departments and classrooms. A key goal is to make sure Indigenous students (as well as faculty, staff) are welcome in the courses, classrooms and discussions, and this will take ongoing observation, reflection, and communication.

It is clear that more conservation biology courses with Indigenous content should be developed. When offered again, the Traditional Ecological Knowledge course will be highly recommended to students in this certificate as a field course. We believe that there should be multiple ways for students to experience Indigenous approaches and knowledge in this area, so we need to develop different paths. As additional relevant courses with Indigenous content are developed, we will update the certificate requirements to include them.

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,*

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- 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

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

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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 **Business – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the Honours Business Administration with Specialization in Finance (with/without Co-op and with/without Thesis) and degree completion programs 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 Odette School of Business Council.
- *See attached.*

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Business Administration with Specialization in Finance (with/without Co-op and with/without Thesis) - All combined and degree completion programs.
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2024
--	-------------

A.1 PROGRAM REQUIREMENT CHANGES

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

Example:

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

Honours Business Administration with Specialization in Finance (with/without Co-op and with/without Thesis)

For admission to Finance specialization, students must receive a minimum grade of 65% in the gate-in course FINA-2710.

Degree Requirements

Total courses: forty (120 credits) or forty-three (129 credits) for Co-op Option.

(a) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980, two additional business courses OR BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option

(b) FINA-3710, FINA-4740 and any 4* 3* of FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA4770, FINA-4780 and FINA-4910

(c) ECON-1100, ECON-1110, MATH-1980/1250/1720/1760 (or equivalents)

(d) six additional courses from outside of the Odette School of Business Administration;

(e) six courses from any area of study including Business. [Students in the Thesis Option will get credit for 1 course towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 5 additional courses towards (e)]

(f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: to be eligible for Finance specialization, students must receive a minimum grade of 65% in the gate-in course FINA-2710, an overall minimum average of 67% in FINA-3710, FINA-4740 and any 4* 3* of FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910, and a minimum grade of 67% in the capstone course FINA-4740.

*Students who successfully complete the CSC exam (1 and 2) will be able to substitute this completion for one of the 5 3 specialization courses ~~FINA-3710~~, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-

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4780 and FINA-4910. Students who successfully complete the CFA Level 1 exam will be able to substitute this completion for 2 of the 5 ~~3~~ specialization courses ~~FINA-3710~~, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910. The substitutions above only apply toward the finance specialization and do not apply in any way toward their Bachelor of Commerce degree requirements. It is the student's responsibility to bring forward the appropriate documentation in a timely manner in order to receive the above noted substitutions.

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

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

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

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

N/A

B. RATIONALE

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

The area agreed to reduce the number of required courses for the finance specialization from eight to seven. The purpose of this change is twofold: to encourage more students to pursue a finance specialization at Odette and to remain competitive with other areas/schools.

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?*

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- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Odette School of Business is committed to incorporating Indigenous content, perspectives, and material into its curriculum. As a faculty, we are undertaking collective learning on Indigenization and decolonization to meet this goal.

The School has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The EDII Committee's responsibilities include monitoring all practices at Odette, educating faculty, students, and staff on EDII, and promoting professional development opportunities for faculty and staff that advance the goals of equity, diversity, inclusion, and Indigenization at Odette. In December 2023, the EDII Committee Chair is scheduled to attend the Undergraduate Committee meeting to speak on the subject of integrating EDII content into quantitative classes. The EDII Committee Chair is also collecting syllabi – starting with required courses in the BComm program – to suggest specific ways in which both EDI and Indigenous content can be incorporated into courses; doing so paves the way for the future creation of an Indigenization competency in addition to our existing broad EDI Competency which was approved by Faculty Council in 2022. Our current actions build on previous efforts to incorporate Indigenous ways of knowing and content into courses.

In October 2021, faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial technologies might address and/or exacerbate these issues and concerns. Accounting courses incorporate Indigenous storylines developed by the Chartered Professional Accountants Western School of Business (CPAWSB), Aboriginal Financial Officers Association of Alberta (AFOA Alberta), and CPA Canada.

The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and was attended by some faculty members from outside the Undergraduate Committee. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum.

In March 2023, Odette held an Indigenization of Business Education event that addressed topics such as What is Indigenization?, How can Odette begin the process of Indigenizing our curriculum? and Indigenization at Odette and the student experience through the voices of Indigenous elders, university staff and faculty, and Odette alumni. Approximately 40 Odette faculty and staff attended the event, which was funded through a successful University Diversity, Indigeneity, and Anti-Racism Professional Development Funds grant application.

Odette's faculty members have obtained other Indigenization grants, as well. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative, launched in January 2023, encompasses the entire program, including students, staff, and instructors. It examines all aspects of the program, including instructor orientation, student

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recruitment, admissions, student orientation, and coursework. It also provides the foundation for ongoing curriculum review and renewal.

The Odette School of Business recognizes the value of promoting partnerships among educational and local Indigenous communities. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and as of October 2023 is working to relaunch this initiative by reaching out to Indigenous stakeholders and invite their participation. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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

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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

*5.9: School of Creative Arts (Music) – 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.

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
SoCA	Dr. Bruce Kotowich	July 1, 2023	x	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made.

Fall 2024

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**

MUSC-1120. Music Theory and Musicianship I

An integrated study of music theory and musicianship skills Examination focusing on the application of musical rudiments as well as basic harmonic, and contrapuntal, and formal elements in tonal a range of musical genres. (Admission by examination or consent of the instructor.) (Should be taken concurrently with MUSC-2220.) (3 hours a week, plus 2 keyboard laboratory hours a week.)

MUSC-1130. Music Theory and Musicianship II

Examination and application of diatonic harmonic, contrapuntal and rhythmic musical language with a focus on chord construction, harmonic progressions, and song forms in a range of musical genres. (Prerequisite: MUSC-1120) Continuation of MUSC-1120, which is prerequisite. (Should be taken concurrently with MUSC-2230.) (3 hours a week, plus 2 keyboard laboratory hours a week.)

MUSC-2120. Music Theory and Musicianship III

Examination and application of chromatic harmonic, contrapuntal, and rhythmic musical language in a range of musical genres. This course will further develop the practical skill sets and knowledge covered in MUSC-1130. Examination of more complex harmonic, contrapuntal, and formal elements in tonal music. (Prerequisite: MUSC-1130.) (Should be taken concurrently with MUSC-3220.)

MUSC-2130. Music Theory and Musicianship IV

Building upon the topics of MUSC-2120, this course is an examination and application of advanced chromatic (including tonicizations and modulatory structures), harmonic, contrapuntal, and formal musical language in a range of musical genres. (Prerequisite: MUSC-2120) Continuation of MUSC-2120, which is prerequisite. (Should be taken concurrently with MUSC-3230.)

MUSP-2100. University Singers

Performance of literature of various styles from all periods. (Normally 4 hours a week.) (May be repeated for credit.) (1.50 credit hour course.) **(This is an experiential learning course.)**

MUSP-2200. University Wind Ensemble

Performance of major works of the band and wind ensemble literature by groups of various sizes. Performances at University convocations, high school assemblies, and University concerts. (Normally 4 hours a week.) (May be repeated for credit.) (1.50 credit hour course.) **(This is an experiential learning course.)**

MUSP-2400. Jazz Ensemble

Performance of works arranged for standard jazz band instrumentation. (Normally 4 hours a week.) (May be repeated for credit.) (1.50 credit hour course.) **(This is an experiential learning course.)**

MUSP-3100. Chamber Choir

Selected literature suitable for performance by a small choir. (Prerequisite: 2 terms of MUSP-2100, or MUSP-2200, or MUSP-2300, or consent of instructor.) (May be repeated for credit.) (1.50 credit hour course.) (Normally 4 hours week.) **(This is an experiential learning course.)**

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

*In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?

- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the School. SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content and community.

Ensemble instructors and music faculty across Canada have been communicating and sharing resources regarding Indigenous themed repertoire or repertoire written by Indigenous musicians. Programming has and will continue to include Indigenous content wherever possible.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (for visual and performing arts)	<input checked="" 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 checked="" 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:	MUSC 1120 Music Theory and Musicianship 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 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: (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. Acquire, fortify, and apply the knowledge of music rudiments (notational concepts, scales/modes, rhythmic basics, intervals, triads, and introductory harmony) in writing, singing, aural, and keyboard settings (also D). Apply basic contrapuntal/part writing techniques and melodic organization.	A. the acquisition, application and integration of knowledge
B. Recognize and identify musical rudiments within given repertoire examples in a variety of genres (also C and H).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D. Apply basic applied theory concepts on piano/keyboard, such as scales, intervals, and triads. Demonstrate introductory ear training competency through sight-singing, dictation/transcription, and rhythmic assignments.	D. literacy and numeracy skills
E. Recognize and apply musical rudiments as they relate to their personal repertoire and artistic practice (also I).	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MUSC 1130 Music Theory and Musicianship II
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. Acquire, refine, and apply diatonic harmonic and metric concepts in writing, singing, aural, and keyboard settings within a variety of musical genres (also D). Apply the knowledge of contrapuntal melodic and rhythmic organization.	A. the acquisition, application and integration of knowledge
B. Analyze tonal music examples from a variety of musical genres using Roman numeral, lead sheet and figured bass symbols (also D). Explain harmonic chord progressions and common root movement strategies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify and discuss concepts with musical examples studied in class and in assigned materials (also F).	C. critical thinking and problem-solving skills
D. Reproduce scales, intervals, and chordal structures in arpeggiated forms for ear training and sight singing. Notate from dictation short melodies and rhythmic patterns from two to four measures in length as well as simple dictation/transcriptions of harmonic chord progressions.	D. literacy and numeracy skills
E. Recognize and apply musical concepts within the course as they relate to students' personal repertoire and artistic practice (also H and I).	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MUSC 2120 Music Theory and Musicianship III
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: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Acquire, refine, and apply diatonic as well as chromatic harmonic and metric concepts in writing, singing, aural, and keyboard settings within a variety of musical genres (also D). Fortify and apply the knowledge of contrapuntal melodic and rhythmic organization.	A. the acquisition, application and integration of knowledge
B. Fortify skills in the analysis of tonal music examples from a variety of musical genres using Roman numeral, lead sheet and figured bass symbols (also D). Fortify and develop knowledge of harmonic chord progressions and common root movement strategies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze excerpts in a variety of musical genres, correctly identifying chordal structures through the use of Roman numerals, figured bass symbols, and lead sheet symbols (also D).	C. critical thinking and problem-solving skills
D. Reproduce melodic and harmonic structures that include chromaticism and tonicization of multiple pitch centres for ear training and sight singing.	D. literacy and numeracy skills

Course Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Transcribe/dictate melodies and rhythmic patterns that include chromatic and secondary function as well as dictation/transcriptions of harmonic chord progressions. Apply select skill sets (accompaniment, improvisation, score reading) in keyboard harmony performance.	
E. Recognize and apply musical concepts within the course as they relate to students' personal repertoire and artistic practice (also H and I).	E. responsible behaviour to self, others and society
F. Discuss interpretation of musical examples using correct terminology (also G).	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MUSC 2130 Music Theory and Musicianship IV
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: _____ (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. Acquire, refine, and apply diatonic, chromatic, and modulating harmonic as well as metric concepts in writing, singing, aural, and keyboard settings within a variety of musical genres (also D). Fortify and apply the knowledge of contrapuntal melodic and rhythmic organization.	A. the acquisition, application and integration of knowledge
B. Fortify skills in the analysis of tonal music examples from a variety of musical genres using Roman numeral, lead sheet symbols and figured bass techniques as well as select post-tonal and modal techniques (also D). Fortify and develop knowledge of diatonic and chromatic chord progressions and common root movement strategies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze excerpts in a variety of musical genres, correctly identifying chordal structures through the use of Roman numerals, figured bass symbols, and lead sheet symbols as well as select post-tonal methods (also D).	C. critical thinking and problem-solving skills
D. Reproduce melodic and harmonic structures that include chromatic elements and modulating musical passages for ear training and sight singing. Transcribe/dictate melodies and rhythmic patterns that include chromatic and modulatory functions as well as dictation/transcriptions of harmonic chord progressions. Apply select skill sets (accompaniment, improvisation, score reading) in keyboard harmony performance.	D. literacy and numeracy skills
E. Recognize and apply musical concepts which relate to their personal repertoire and artistic practice (also H and I).	E. responsible behaviour to self, others and society
F. Use correct terminology from literature to interpret musical examples individual and in collaborative settings (also G).	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

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

COURSE NUMBER AND TITLE:	MUSP 2200 University Wind Ensemble
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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. Be familiar with literature and representative composers within the wind ensemble medium (also B, D, and I). Improve individual instrumental performance techniques as required by the repertoire performed by the Wind Ensemble (also C,H, and I).	A. the acquisition, application and integration of knowledge
B. Apply musical ensemble skills such as tuning, instrument blend, and phrasing (also C and F). Improve individual instrumental performance techniques as required by the repertoire performed by the Wind Ensemble (also C). Identify and articulate musical goals through score study.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. See A and B.	C. critical thinking and problem-solving skills
D. See A.	D. literacy and numeracy skills
E. Demonstrate teamwork and professional behaviour to others and oneself in Ensemble settings (also F and G). Perform a select body of Wind Ensemble repertoire in public performance (also D, F, G, and H).	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills

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:
Organize, participate, and direct sectional rehearsals according to musical ensemble goals (also G).	
G. See E and G.	G. teamwork, and personal and group leadership skills
H. See A.	H. creativity and aesthetic appreciation
I. See A.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MUSP 2400 Jazz Ensemble
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: (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. Be familiar with literature and representative composers within the jazz ensemble medium (also B, D, and I). Improve individual instrumental performance techniques as required by the repertoire performed by the Jazz Ensemble (also C,H, and I).	A. the acquisition, application and integration of knowledge

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:
B. Apply musical ensemble skills such as tuning, instrument blend, and phrasing (also C and F). Improve individual instrumental performance techniques, including stylistic improvisation over select harmonic progressions, as required by the repertoire performed by the Jazz Ensemble (also C). Identify and articulate musical goals through score and arrangement study.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. See A and B.	C. critical thinking and problem-solving skills
D. See A.	D. literacy and numeracy skills
E. Demonstrate teamwork and professional behaviour to others and oneself within in ensemble settings (also F and G). Perform a select body of Jazz Ensemble repertoire in public performance (also D, F, G, and H).	E. responsible behaviour to self, others and society
F. Organize, participate, and direct sectional rehearsals according to musical ensemble goals (also G).	F. interpersonal and communications skills
G. See E and G.	G. teamwork, and personal and group leadership skills
H. See A.	H. creativity and aesthetic appreciation
I. See A.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MUSP 2100 University Singers
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.	<p>_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:</p> <p>_____</p> <p>(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)</p>
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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>
<p>A. Be familiar with literature and representative composers within the choral medium (also B, D, and I).</p> <p>Improve individual vocal performance techniques as required by the repertoire performed by the University Singers, including sight singing, rote learning methods, and vocal conditioning (also C,H, and I).</p> <p>Employ memorization to select choral passages or complete works as necessary to enhance performance quality.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Apply vocal ensemble skills such as tuning, blend, and phrasing (also C and F).</p> <p>Improve individual vocal performance techniques as required by the repertoire performed by the University Singers (also C).</p> <p>Identify and articulate musical goals through score and arrangement study.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. See A and B.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. See A.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Demonstrate teamwork and professional behaviour to others and oneself within in a group/ensemble (also F and G).</p> <p>Perform a select body of choral repertoire in public performance (also D, F, G, and H).</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Organize, participate, and direct sectional rehearsals according to musical ensemble goals (also G).</p>	<p>F. interpersonal and communications skills</p>
<p>G. See E and G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. See A.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. See A.</p>	<p>I. the ability and desire for continuous learning</p>

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MUSP 3100 Chamber Choir
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ 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
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:
<p>A. Be familiar with literature and representative composers within the chamber choir medium (also B, D, and I).</p> <p>Improve individual vocal performance techniques as required by the repertoire performed by the Chamber Choir, including one-on-a-part solo performance, sight singing, rote learning methods, and vocal conditioning (also C,H, and I).</p> <p>Employ memorization to select choral passages or complete works as necessary to enhance performance quality.</p>	A. the acquisition, application and integration of knowledge
<p>B. Apply vocal ensemble skills such as tuning, blend, and phrasing (also C and F).</p> <p>Improve individual vocal performance techniques as required by the repertoire performed by the Chamber Choir (also C).</p> <p>Identify and articulate musical goals through score and arrangement study.</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. See A and B.	C. critical thinking and problem-solving skills
D. See A.	D. literacy and numeracy skills

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>E. Demonstrate teamwork and professional behaviour to others and oneself within a group/ensemble (also F and G).</p> <p>Perform a select body of choral repertoire in public performance (also D, F, G, and H).</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Organize, participate, and direct sectional rehearsals for the purposes of self and peer assessment according to musical ensemble goals (also G).</p>	<p>F. interpersonal and communications skills</p>
<p>G. See E and G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. See A.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. See A.</p>	<p>I. the ability and desire for continuous learning</p>

University of Windsor
Program Development Committee

*5.10: Computer Science – 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.

Undergraduate Calendar,
Winter 2024

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****

COMP-1047. Computer Concepts for End-Users

Introduction to the concepts of operation of a computer system, including hardware and software. Development of conceptual understanding of word processors, databases, spreadsheets, etc., and practical experience with their use. Networking concepts and data communication concepts will be introduced. The Internet will be introduced with students having access to Internet resources. Management information systems including the systems development lifecycle will be discussed. Fundamental concepts of algorithm development and programming will be introduced. Hands-on experience with microcomputers as well as a distributed-computing environment will be involved. In addition to lecture time, laboratory/tutorial time may be scheduled as required. (May not be used to fulfill the major

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requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program) (3 lecture hours).

COMP-2120. Object-Oriented Programming Using Java

Concepts of classes and objects, Java applications, frames, event handling, control structures, methods, arrays, string manipulations, object-based programming, object-oriented programming - inheritance, polymorphism, interface and abstract classes, anonymous classes, data structures in Java, exception handling, introduction to graphical user interface. (Prerequisite: COMP-1410 or COMP-2087) (3 lecture hours and 1.5 laboratory hours a week)

COMP-2057. Introduction to the Internet

Students will be introduced to the Internet as a global information infrastructure, including fundamental concepts in protocols and services, packaging of data, and data transmission. Common tools and multimedia such as HTML, CSS, and CMS, used for the development of websites will also be introduced. Web page design, quality, accessibility and security issues will be discussed. How Web browsers and search engines work will be demonstrated. Social networks and other current Internet applications will be examined. In addition to lecture time, laboratory/ tutorial time may be scheduled as required. (Prerequisite: COMP-1047 or COMP-2067 or COMP-1400.) (May not be used to fulfill the major requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program) (3 lecture hours a week).

COMP-2067. Programming for Beginners

This course introduces fundamental computer programming principles and structured programming concepts, with an emphasis on good programming. Stages of the software development cycles are introduced: analysis, design, implementation, debugging and deployment. (May not be used to fulfill the major requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program) (3 lecture hours).

COMP-2087. Programming for Beginners II

This course is the continuation of COMP-2067 that introduces students to more advanced algorithm design and programming using Python. The main objectives of the course are to develop the ability to identify, understand, and design solutions to a wide variety of problems. Topics covered include: lists, dictionaries and files, functions and modules, testing and exception handling and object oriented approach. (Prerequisite COMP-2067) (**May not be used to fulfill the major requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program**) (3 lecture hours a week).

COMP-2097. Social Media Marketing for End Users

This course provides review, analysis and use of social media and mobile technologies ~~such as Instagram (tm), Facebook (tm), twitter (tm) LinkedIn (tm), texting, and using mobile devices such as laptops, ios (tm) devices, and Android devices.~~ Topics to be covered include: a comprehensive review of available social media and mobile technology, use of social media and mobile technology for sharing of knowledge and for group interaction, security and privacy, ethical principles in social media, methods for analyzing end-user requirements for a social media application, strategies for designing, implementing, and maintaining an ethically-sound social media campaign, and measurement and assessment of social media analytics using industry standard tools and techniques. (This course may not be taken to fulfill the major requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program.) (3 lecture hours).

COMP-2547 Applied Algorithms and Data Structures

~~An introduction to the programming and analysis of linear and non-linear internal (main-store) data structures and associated algorithms. Topics include linear lists (such as stacks, queues, linked structures.); non-linear lists (trees, binary trees); recursion; sorting techniques (such as heap sort, quick sort, merge sort, shell sort.); searching techniques (such as binary search, binary search trees, red-black trees, hashing.); algorithm design approaches such as divide-~~

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~~and conquer, dynamic programming, greedy algorithms; and applications.~~ **This course provides an introduction to the programming and analysis of both linear and non-linear data structures and their associated algorithms. Topics include the formal notion of algorithms; basics of time and space complexity; linear data structures (such as stacks, queues, linked lists); non-linear data structures (such as trees, binary trees); recursion; sorting techniques (such as heap sort, quick sort, merge sort); searching techniques (such as binary search, binary search trees, hashing); algorithm design paradigms (such as divide-and-conquer, greedy algorithms); and applications.** (Prerequisite: COMP-1000 and 2087, **Prerequisite or Co-requisite: COMP-2087.** Antirequisite: COMP-2540) **(May not be used to fulfill the major requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program. This course can not be taken as a substitute for COMP-2540)**(3 lecture hours a week).

COMP-2560. Systems Programming

This course introduces students to advanced software development techniques in system programming using the C language in the UNIX environment. Topics include introduction to modern operating systems, system calls, managing processes, the use of fork and exec, signals, file processing, filters, pipes, scripting languages, introduction to concurrency (e.g. synchronization), network programming (e.g. using sockets), client-server problems. (Prerequisite: COMP-1410 **or COMP-2087**)(3 lecture hours and 1.5 laboratory hours a week)

COMP-2650. Computer Architecture I: Digital Design

This course covers fundamental concepts of digital design and CPU architecture. Topics covered include number systems, switching algebra, logic gates, circuit minimization combinational circuit, read-only memory, random-access memory, programmable logic, synchronous and asynchronous sequential circuits, latches, flip-flops, registers, counters, register transfer language. and CPU architecture overview. (Prerequisite: COMP-1400 **or COMP-2087**) (3 lecture hours and 1.5 laboratory hours a week)

COMP-2707. Advanced Web Design, Construction, and Deployment

This course is intended to teach the student about advanced website creation and to give an understanding of some of the technology behind websites, as well as an understanding of emerging web-related technologies. Topics covered will include JavaScript, Style Sheets, Dynamic HTML, XML, XHTML, Web Browser compatibility issues, and how web servers work. (Prerequisite: COMP-2057.) (This course may not be taken to fulfill the major requirements of any major or joint major in Computer Science, **except for the Bachelor of Information Technology (BIT) program.**) (3 lecture hours a week)

COMP-2750. Selected Topics

Topics may differ from year to year. (Prerequisite: COMP-1000 or MATH-1720, and COMP-1410 (**or COMP-2087**)) (May be repeated for credit if content changes.) (3 lecture hours or equivalent.)

COMP-3037 Information Security for IT

The course focuses on practical topics in information security that are encountered on a regular basis in the information technology ecosystem. The course discusses practical security problems and guidelines to help the user of information technology to make sound security decisions. Topics covered in this course include security policies, access controls, e-mail security, database security, WWW security, social network security, computer virus, and wireless network security. (Prerequisite: COMP-2057 or COMP-2067) **(This course may not be taken to fulfill the major requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program.)** (3 lecture hours).

COMP-3057 Cyber-Ethics

A number of key concerns about social welfare in our cyber age will be explored. Law, morality, public policy, and how these both influence and are influenced by the Internet will be examined. This course will critically appraise issues

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surrounding, but not limited to, free speech, property rights (especially intellectual property), privacy, security, and artificial intelligence. Issues raised by ethical theorists, policy makers, legal experts, and computer scientists will be analyzed in this course. (Prerequisites: ~~COMP-1047~~, and COMP-2057 or **COMP 2540**) (This course may not be taken to fulfill the major requirements of any major or joint major in Computer Science, **except for the Bachelor of Information Technology (BIT) program.**)(3 lecture hours a week)

COMP-3067 Applied Databases

This course will acquaint students with the basic concepts and application of relational database systems. The topic covered will include 3-level architecture, relational bases, Structured Query Language (SQL) and query formulation, and normalization concepts. (Prerequisite: COMP-2547, **Antirequisite: COMP-3150**) (**May not be used to fulfill the major requirements of any major or joint major in Computer Science, except for the Bachelor of Information Technology (BIT) program. This course can not be taken as a substitute for COMP-3150**) (3 lecture hours a week).

COMP-3077. Web-Based Data Management

This ~~non-major~~ course is intended to teach students how to design and build interactive data-driven Web sites, by extending their knowledge of relevant programming concepts and techniques introduced in COMP-2707, and introducing new tools and techniques. Students will learn advanced use of PHP and MySQL to build objects and “glue” them together using protocols such as JSON, code libraries such as AJAX and jQuery, and learn how to incorporate API’s from Web service providers such as Google Maps. (Prerequisite: COMP-2707). (This course may not be taken to fulfill the major requirements of any major or joint major in Computer Science, **except for the Bachelor of Information Technology (BIT) program.**) (3 lecture hours a week.)

COMP-3110. Introduction to Software Engineering

This course introduces the fundamental concepts, common principles, and general techniques of software engineering. It discusses the main issues involved in the development life-cycle of nontrivial software systems, including process models, feasibility studies, requirements elicitation and definition, rapid prototyping, design methodologies, verification and validation, and software evolution. Students taking this course are required to work on projects, which are designed to go through the major phases of large-scale software system development. (Prerequisite: COMP-2120 and **one of COMP-2540 or COMP-2547**)(3 lecture hours a week)

COMP-3670. Computer Networks

This course is an introduction to computer networks and their protocols. Topics include: network architectures, transport, routing, and data link protocols, addressing, local area networks, flow and congestion control, and network security. Examples will be drawn primarily from the Internet (e.g. TCP, UDP, IP) protocol suite. (Prerequisite: COMP-2120, COMP-2540 **or COMP-2547**, COMP-2560 and COMP-2650. Recommended corequisite: COMP-3300.)

COMP-4250. Big Data Analytics and Database Design

This course introduces topics in data mining and data analytics with emphasis on Big Data. Students will gain knowledge on the practical design principles as well as theoretical foundations of Big Data processing systems. Topics covered will include: data storage design and processing of big data systems such as NOSQL databases, MapReduce and Hadoop; introduction to data mining concepts such as frequent itemset and association rule mining, finding similar items, clustering, classification, link analysis, and mining data streams. (Prerequisite: COMP-3150 **or COMP-3250**) (3 lecture hours a week.)

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. Indigenous content 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,

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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?

1. What process has your department/Faculty used to consider Indigenization?

- a. Over the past few months, quite a few faculty and staff members have participated in workshops and seminars dedicated to curriculum Indigenization and decolonizing online learning through Indigenous ways of knowing. The school is in the process of learning more about different approaches and possibilities to incorporate Indigenous knowledge into its programs.
- b. Meanwhile, the School will work with the Faculty of Science Indigenous Knowledge Connector with the aim of building and developing new and innovative initiatives to further Indigenous-focused research and learning.

2. How have you considered the importance or relevance to the course/program?

- a. The School of Computer Science recognizes the importance of engaging and collaborating with the Indigenous community in developing and implementing a suitable curriculum. Indigenous community's knowledge, practices, and values can provide important insights into the design and use of information technology which can help ensure that the technology is culturally appropriate and aligned with the goals and values of the community. Consequently, incorporating Indigenous perspectives is important for promoting diversity, equity, and inclusion in technology development.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

- a. Recently, the school invited the CTL teaching and learning specialist Jaimie Kechego to the School Council meeting to discuss the importance of the topic and how it can be incorporated in the curriculum. Jamie provided a concise history of Indigenous content in the curriculum and offered valuable insights on how to incorporate it effectively.
- b. The School encourages instructors to include topics/discussions about Indigenous issues where applicable.
- c. The School is updating the contents of COMP3057: Cyber Ethics, to include topics on Indigenous knowledge and data governance. This course is a required course for the direct-entry BIT program, and there is a discussion to make this course a required course in all other UG programs offered by the School of Computer Science.
- d. Course projects related to IT/digitization relevant to local Indigenous cases brought out by the local community can be included in the capstone project (COMP-4990) and other upper-level courses.

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- e. The School is looking to include some seminars on a topic related to Indigenous approaches/perspectives in its departmental colloquium series.

4. What do the TRC and University Principles documents suggest relevant to your course?

- a. The school follows the Universities Canada principles*, especially the following items, which are the most relevant to the BIT program.
(<https://www.univcan.ca/wp-content/uploads/2015/11/principles-on-indigenous-education-universities-canada-june-2015.pdf>)
- b. Be Student-centred: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
- c. Continue to develop resources, spaces, and approaches that promote dialogue between Indigenous and non-Indigenous students.
- d. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.

5. What have other similar courses/programs done that might be relevant to your course/program?

- a. The school is in the process of collecting more information from other Canadian post-secondary schools and universities regarding the Indigenization of the CS curriculum. Some universities have provided a series of seminars about different aspects of Indigenous research ethics, information technology, and AI, such as sharing and protecting Indigenous knowledge in the digital world and its data governance and privacy and designing ethical AI from an Indigenous perspective. Our School is also looking to include some seminars on topics related to Indigenous approaches/perspectives in its departmental colloquium series.

6. In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?

- a. Some of our IT courses, which are required by the BIT program (the courses can be/taken as elective courses by other programs), have regular discussion activities, which makes them flexible to include discussion topics on Indigenous knowledge. For those courses that have a class project, the project can be selected in a way that is related to IT/digitization relevant to local Indigenous cases brought out by the local community.

7. 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?

- a. The School has plans to work with the Faculty of Science Knowledge Connector to help reach out to the local Indigenous communities to seek their input and engage them, e.g., through membership in advisory committees, collaboration on research and student projects which are relevant to this program.

8. 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)

- a. The School is looking forward to engaging with the Indigenous knowledge Connector within the Faculty of Science to develop relevant aspects of its curriculum further.

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A.2 Experiential Learning Categories

Does the proposed course revision include the addition or deletion of an experiential learning component? For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>

- ☒ **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).
☐ **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"/>
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.

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-1047. Computer Concepts for End-Users <i>(Note: Learning outcomes were last updated June 11, 2021)</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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>X</u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2021-06-11.(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2120. Object-Oriented Programming Using Java <i>(Note: Learning outcomes were last updated June 11, 2021)</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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>X</u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2021-06-11. Check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2057. Introduction to the Internet <i>(Note: Learning outcomes were last updated May 15, 2017)</i> <i>No changes are being proposed 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.
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 checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2017-05-15. (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2067. Programming for Beginners <i>(Note: Learning outcomes were last updated May 26, 2017)</i> <i>No changes are being proposed 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.
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: 2017-05-26. (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2087. Programming for Beginners II <i>(Note: Learning outcomes were last updated November 11, 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 type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2022-11-22 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2097. Social Media Marketing for End Users <i>(Note: Learning outcomes were last updated October 26, 2018)</i> <i>No changes are being proposed 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.
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: 2018-10-26 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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:	COMP-2547 Applied Algorithms and Data Structures <i>(Note: Learning outcomes were last updated November 11, 2021)</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: 2022-11-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2560. Systems Programming <i>(Note: Learning outcomes were last updated June 11, 2021.)</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: 2021-06-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2650. Computer Architecture I: Digital Design <i>(Note: Learning outcomes were last updated June 11, 2021.)</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/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2021-06-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2707. Advanced Web Design, Construction, and Deployment <i>(Note: Learning outcomes were last updated May 26, 2017.)</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: 2017-05-26 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-2750. Selected Topics (Note: Learning outcomes were last updated June 11, 2021.)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>X</u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2021-06-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-3037 Information Security for IT (Note: Learning outcomes were last updated November 11, 2022.)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>X</u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2022-11-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-3057 Cyber-Ethics <i>(Note: Learning outcomes were last updated May 26, 2017.)</i> <i>No changes are being proposed 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.
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: 2017-05-26 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-3067 Applied Database <i>(Note: Learning outcomes were last updated November 11, 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: 2022-11-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-3077. Web-Based Data Management <i>(Note: Learning outcomes were last updated May 26, 2017.)</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: 2017-05-26 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-3110. Introduction to Software Engineering <i>(Note: Learning outcomes were last updated June 11, 2021.)</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: 2021-06-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-3670. Computer Networks (Note: Learning outcomes were last updated June 11, 2021.)
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 type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2021-06-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-4250. Big Data Analytics and Database Design (Note: Learning outcomes were last updated June 11, 2021.)
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 type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2021-06-11 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMP-2057. Introduction to the Internet

Formerly known as: 60-205

Learning Outcomes

Last Updated: May 15, 2017

(PDC170515-5.7.3)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Explain underlying technologies of the Internet and the World Wide Web. <hr/> Recognize networking concepts related to the Internet. <hr/> Identify common tools necessary for the design and development of websites. <hr/> Create well-structured, usable, and accessible websites using modern web technologies. <hr/> Explain how browsers and search engines work.	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)
Create well-structured, usable, and accessible websites using modern web technologies	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Explain the major Internet risks in privacy and security.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Evaluate quality factors for the design of websites.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMP-2097. Social Media Marketing for End Users

Learning Outcomes

Last Updated: October 26, 2018

PDC181026-5.3

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Review and compare various social media and mobile technologies.	A. the acquisition, application and integration of knowledge
Identify potential end-user applications of social media and mobile technologies. Analyze the application's end-user requirements.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Formulate strategies for using social media and mobile technologies to meet end-user requirements. Design applications using social media technologies, following principles of ethics, security, privacy, and protection of intellectual property.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Explain copyright and intellectual property issues with respect to social media.	E. responsible behaviour to self, others and society
Explain complex concepts that relate to the creation of social media applications. Create end-user documentation and/or self-explanatory end-user interfaces.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Compose meaningful and professional-looking interfaces to social media applications.	H. creativity and aesthetic appreciation
Recognize that social media and mobile technology is changing rapidly and keep up to date with the latest developments to make maximum use of the technology.	I. the ability and desire for continuous learning

COMP-2067. Programming for Beginners

Formerly known as: 60-106

Learning Outcomes

Last Updated: May 26, 2017

(Sa170526-5.5.4)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Explain programming and software development in a modern computing system environment. <hr/> Explain how computer programs are designed and developed. <hr/> Write modular computer programs in a high-level programming language. <hr/> Debug computer programs. <hr/> Utilize standard libraries for writing programs.	A. the acquisition, application and integration of knowledge
Use tools for top-down design approaches to problem solving, such as structure charts, flow-charts, test and verification tools and tracing tools.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Create algorithmic and program solutions to a wide variety of problems.	C. critical thinking and problem-solving skills
Practice file operations like file creation, modification, deletion, search, etc. using contemporary operating systems. <hr/> Successful create and debug programs.	D. literacy and numeracy skills
Create programs following professional principles of protection of intellectual property.	E. responsible behaviour to self, others and society
Document and comment on programs for future maintenance.	F. interpersonal and communications skills
Assess program source code and documentation for ease of reading.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	I. the ability and desire for continuous learning
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COMP-3057. Cyber-Ethics

Formerly known as: 60-305

Learning Outcomes

Last Updated: May 26, 2017

(Sa170526-5.5.4)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
<p>Define cyber-ethics and recognize elements of cyber-ethics that distinguish it from general ethics.</p> <hr/> <p>Describe the key differences between intellectual property and tangible property.</p> <hr/> <p>Discuss global privacy threats posed by cyber technology.</p> <hr/> <p>Relate a variety of ethical frameworks to arising ethical issues in cyberspace.</p> <hr/> <p>Define security issues and their impact on individuals, organizations, and society.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Locate, analyze and evaluate ethical use of information from a variety of sources and media.</p> <hr/> <p>Appraise issues surrounding, but not limited to, free speech and property rights (especially intellectual property).</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Recognize and evaluate system security issues and their impact on individuals, organizations, and society.</p> <hr/> <p>Discuss role of ethics in role of legal and social discussions as they relate to computers and their use.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Appraise the influences of various cyber-ethics concerns from different perspectives on both individual and society.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Defend positions on the regulation of cyberspace and discuss the impacts of the global digital divide.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>

	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.11: **Forensic Science – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Science**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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 2024

B. Proposed Course Calendar Revisions

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

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining.**

Example: CHEM-1001. University Senates – ~~Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as BIOC-1001.~~) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

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FRSC-1107. Introductory Crime Scene Investigation

This course will introduce students to the theoretical background of scientific methods used in Forensic Sciences and their practical applications to crime scene investigation within the multidisciplinary Forensic fields. The focus of the course is exploration and examination of evidence found at crime scenes. The students learn the discovery, identification, collection, examination, and processing of various types of Forensic evidence. **The course may not be used to fulfill the major requirements of any major or concentration in a Forensic Science program. (3 lecture hours a week)**

FRSC-2007. Overview of Forensic Science

This course will introduce students to the various specializations of forensic science including forensic pathology; entomology; anthropology; toxicology; digital forensics; as well as DNA, blood stain and fingerprint analysis. The students will learn the theory and practices of forensic evidence identification and analysis. The course may not be used to fulfill the major requirements of any major or concentration in a forensic program. **(3 lecture hours a week)**

FRSC-2101 Applied Crime Scene Techniques

This course will build upon the initial knowledge acquired during the prerequisite FRSC-1000 Introduction to Forensic Science ~~course and FRSC-1101 Introductory Crime Scene Investigation and Techniques courses.~~ It will involve the application of techniques used in the field of Crime Scene Investigation. The course will provide students with an introduction to the ethical, legal and professional practice requirements in forensic investigations. It will expand on the student's prior knowledge relating to evidence identification, collection and processing, by introducing practical laboratories that teach the student how to enhance, recover, and interpret evidence typically located at crime scenes. This can include fingerprint, footwear and tire impressions; firearms discharge residue; toolmarks; and basic bloodstain patterns. ~~(3 lecture hours, 3 lab hours).~~ (This course is restricted to students enrolled in a Forensic Science major program.) (Prerequisites: FRSC-1000, ~~FRSC-1101.~~) **(3 lecture, 3 lab hours a week)**

FRSC-3010. Expert Witness in Forensic Science

Examination of current concepts and controversies in the collection, preservation, and analysis of forensic evidence, and the role of the expert witness. While exploring various forensic specializations students will practice the presentation of evidence in various formats and contexts including short and long presentations, reports, cross-examination, mock trials, etc. (Prerequisite: **LAWS-2190.** ~~FRSC-2007. Enrolment in this course is limited to Bachelor of Forensic Science Program Majors and majors in BA Combined in Forensics.~~) **(This course is restricted to students enrolled in a Forensic Science major program.) (3 lecture hours a week)**

FRSC-3101. Laboratory in Forensic Science

Laboratory methods used by forensic scientists **can include physical, chemical, and biological techniques.** ~~Are very broad.~~ This course is a survey of the ~~instruments~~ **techniques** used, **particularly for trace evidence,** and the interpretation of the results. The goal of the course is to familiarize the student with not only the **techniques** ~~instruments,~~ but also their limitations, and the range of practices employed by professionals for the analysis of **trace** evidence. (Prerequisite: **FRSC-1000, BIOL 1111 and CHEM-1110 and semester 5 standing or above.** ~~FRSC-2007 and Enrolment in this course is limited to Bachelor of Forensic Science Program Majors.~~) **(3 lecture, 3 lab hours a week)**

FRSC-3105. Forensic Identification

Practical application of principles and protocols used in forensic identification. Topics range from the expectations of the public in forensic practices to the legal responsibilities of crime scene specialists for evidence identification. Fingerprint theory and practice, image capture and enhancement, crime scene protocols and management, biometrics, and identification as contrasted to systematics are studied. (Prerequisite: **FRSC-2101** ~~FRSC-2007. Enrolment in this course is limited to Majors in Forensic Science, Combined Bachelor of Arts in Forensics and~~

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

~~Criminology (Applied Forensic Science Stream), and BA Combined in Forensics.)~~ **(This course is restricted to students enrolled in a Forensic Science major program.) (3 lecture, 3 lab hours a week)**

FRSC-3111. Digital Photography in Forensic Science

Use of photography in forensic investigations covers a range of techniques. ~~This course builds on students' introduction to forensic photography from FRSC-3105 Forensic Identification.~~ Students will become familiar with different methods of solving problems of focal length, lighting conditions, lens and filter considerations and apply this knowledge in the practical application of crime scene photography. The course will cover the equipment, methodology and preparation of photographic evidence, as well as the current state of technology in the use of digital photography and photographic evidence. (Prerequisites: **FRSC-2101** ~~FRSC-3105~~). **(3 lecture/lab hours a week)**

FRSC-3201. Applied Entomology

Students will become familiar with insect taxonomy, anatomy, physiology, behavior and ecology and apply this knowledge in studying the utility of insects within the applications of pest management, disease transmission and legal investigations. The course will cover the detection, collection, identification and analysis of insect evidence, as well as the current state of knowledge in the use of insect evidence. (Prerequisites: BIOL-2101 and semester 5 standing or above) (Cross-listed with BIOL-3201) **(3 lecture, 3 lab hours a week)**

FRSC-3217. Forensic Serology and DNA Applications

This course introduces the detailed types, techniques, and analysis of the various important biological fluids and DNA. The course will provide insight into new emerging technologies and tools in forensic serological and DNA analysis. The course will also be important in understanding the issues and ethics involved in the analysis and presentation of these evidence types in court. (Pre-requisites: **FRSC-1000 and BIOL-2111** ~~FRSC-1107 or FRSC-1101~~, or Instructor approval) **(3 lecture hours a week)**

FRSC-3231. Forensic Anthropology

An overview of anthropological methods as applied to death investigations. Topics may include ~~detection, recovery, and examination of human remains~~ **human osteology; differentiating between human and faunal remains;** data collection and analysis of human skeletal remains; ~~problems of~~ **methods of preliminary** identification and individualization; and the reconstruction of events that occurred around the time of death. (Prerequisite or Corequisite: BIOL-2063 or ~~BIOL-2063~~ **SACR-2150**). **(3 lab hours a week)**

FRSC-4018. Special Topics in Forensic Science

Selected topics of current interest which may vary from year to year, and by instructor. (May be repeated for credit if content changes.) (Prerequisites: ~~FRSC-2007~~ **FRSC 1000** or consent of instructor). **(3 lecture hours a week)**

FRSC-4120. Human Skeletal Variation

This course is an advanced critical review of theories and methods for collecting, analyzing, and interpreting data from human skeletal remains in bioarchaeological (paleopathology, paleodemography, etc.) and forensic contexts. Students will learn to pursue a biocultural approach for the study of human skeletal variation. (Prerequisite or Corequisite: FRSC-3231). **(3 lecture hours a week)**

FRSC-4207. New Perspectives in Forensic Evidence Analysis

This course builds on the basic techniques learned in the previous ~~crime scene investigation~~ **forensic** courses and applies them to the advanced approaches to forensic evidence analysis. The course will provide insight to the latest techniques available spanning histology and pathology, human remains, advance analytical techniques for organic and inorganic analysis, new frontiers in DNA analysis, microbial forensics, medical forensic imaging techniques, digital evidence and mobile forensics, as well as new instrumentation and future considerations in the fields of

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forensic evidence analysis. (Prerequisites: ~~FRSC 2007~~ **FRSC 1000** or permission of the instructor). **(3 lecture hours a week)**

FRSC-4217. Advances in Human Identification

This course is designed to familiarize students with latest advances in Forensics human identification and identity management techniques. Traditional identification techniques and latest identification techniques from hard and soft tissues, biological and non-biological evidences, human scent evidence, digital and biometric methods and future considerations will be covered. (Prerequisites: ~~FRSC 2007~~ **FRSC 1000** or permission of the instructor) **(3 lecture hours a week)**

~~FRSC-4227. Forensic Medicine: Toxins and Pathology~~

~~This course is designed to provide students with knowledge and skills in Forensic Medicine investigations. Students will learn diverse aspects of fields like autopsy, injuries, trauma, drugs of abuse and toxins. This course will utilize the latest technologies in Forensic medicine such as virtual autopsy. (Prerequisites: FRSC 2007 or consent of instructor). **(3 lecture hours a week)**~~

~~FRSC-4237. Bioterrorism, Food and Environmental Forensics This course in Forensic Sciences builds on the techniques learned in previous crime scene investigation courses and applies them to the issues of bioterrorism, food safety, and environment forensics. (Prerequisites: FRSC 2007 or consent of instructor). **(3 lecture hours a week)**~~

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?*

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- *What **process** has your department/Faculty used to consider Indigenization?*

The Faculty of Science in which the Forensic Science programs are based, has recently welcomed Professor Clint Jacobs, a recognized Indigenous Knowledge Keeper as an expert in Indigenous-centered relationships to develop community-based initiatives in research, teaching and capacity development. With the support of Prof. Jacobs, the forensic faculty hope to develop new pedagogical initiatives to create Indigenous-focused, learning strategies and outcomes for students within the Faculty of Science.

- ***How** have you considered the importance or relevance to the course/program?*

The Forensic Science programs and its faculty members are committed to introducing meaningful Indigenous content, perspectives and material into all aspects of the programs, in both current and future curriculum development. The following provide examples of initiatives taken by forensic faculty members to understand and consider the importance of incorporating Indigenous knowledge into their courses:

- Dr Shari Forbes (Chemistry and Biochemistry) commenced as the new Program Chair in January 1st, 2023 and participated in the 6-week course with the Centre for Teaching and Learning titled 'Pulling Together: A Guide for Curriculum Developers' taught by Jaimie Kechego, a teaching and learning specialist in the field of Indigenization. This course has assisted her to identify biases and gaps in her own knowledge, to gain ideas for building relationships with Indigenous people in the surrounding communities, and to actively revise the curriculum with a new lens to identify ways to include Indigenous knowledge that will benefit all learners within the forensic science programs.
- While Dr Maria Cioppa (School of Environment) has stepped down as programs administrator, she plans to continue to supervise forensic research and thesis practicum students in geophysical research. Due to the subject matter relevance (the use of ground penetrating radar in cemeteries), she also took the CTL course to better incorporate Indigenous knowledges in her teaching and research. She has recently started a collaborative project with Caldwell First Nations archaeologists that aims to use GPR on some of their historical sites.
- Professor John Albanese (Integrated Biology) has incorporated Indigenous themes and concepts into the *BIOL-2063. Principles of Biological Anthropology* course taught to all forensic program majors. Topics include decolonization of knowledge creation, critiquing the racialization of human variation, and critiquing pseudo-scientific constructions of human differences that have been used to marginalize and exploit individuals and groups including Indigenous Peoples. A multidisciplinary, inclusive, and humanizing approach to understanding human evolution and modern human variation is presented in the course. Similar concepts and topics can be further incorporated into other courses within the forensic science program where human evolution and human variation is presented. Examples of relevant courses which have the flexibility to incorporate these topics include: FRSC-1000 Introduction to Forensic Science, FRSC-3217 Forensic Serology and DNA Applications, FRSC-3231 Forensic Anthropology, FRSC-4120 Human Skeletal Variation, FRSC 4002 Practicum (placement-dependent) and FRSC 4900 Research Thesis (topic matter dependent).

- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*

The TRC recommends developing culturally appropriate curriculum which we will endeavour to achieve through consultation with the appropriate people and resources at the University of Windsor. It recommends respecting and honouring Treaty relationships. We have increased our understanding of these relationships through the CTL workshop which involved self-reflection activities about the TRC Calls to Action. One of the TRC principles particularly relevant to our Forensic Science courses is the 'Investigation of Missing and Murdered Indigenous Women and Girls (MMIWG)'. One of our police Sessional Instructors has recently established a Cold Case Taskforce through the Windsor Police Service. Prior to commencing this taskforce, he reached out to the Can-Am Indian Friendship Centre of Windsor to seek their input on investigating MMIWG as part of this taskforce. He is also incorporating content on MMIWG in the FRSC 4018-2 Cold Case Investigations course taught to our Forensic Science students. This will assist to raise their

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awareness and prepare those students who will be working on cold cases relating to MMIWG as part of their FRSC 4002 Practicum course with Windsor Police.

One of the guiding *University Principles* is to “recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.” Dr Sherah VanLaerhoven (Integrative Biology) is of Indigenous heritage and has had significant input into curriculum design and planning of the forensic science programs. Her awareness of Indigenous knowledges has informed the planning process and informs her teaching and research in forensic science.

- *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?*

We recognize that our knowledge of the history of land acknowledgements and other approaches is limited. Before introducing Indigenous knowledge into the forensic science programs, we are endeavouring to recognize our knowledge gaps and biases, and address these by attending courses (mentioned above) and other events such as the Indigenous Speaker Series through the Elder College Team. Some of this content also focuses on Settler Colonialism and Decolonization and requires self-reflection activities to engage in a critical analysis of these topics.

- *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?*

Through self-analysis, we recognize that our ability to incorporate Indigenous knowledge and content in this course is currently limited. Rather than implementing Indigenous learning outcomes immediately, we are committing to increasing our knowledge and understanding of the importance of Indigenizing all forensic science curriculum, not just one course. Through this journey, we will identify Indigenous material and perspectives that are particularly relevant to our students and will expand on this question in future forms with our intents and actions.

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"/>

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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 Below

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.

1. FRSC-1107

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-1107 Introductory Crime Scene Investigation (Note: Learning outcomes were last updated March 13, 2015)
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.

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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: _____ 2015-03-13 _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)
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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. Observe, familiarize, collect, preserve, and document Forensic evidence. Recognize primary and secondary crime scenes and their significance. Identify the diversity of the scientific methods applied to crime scene investigation. Identify the coordinated role of experts in crime scene investigation.	A. the acquisition, application and integration of knowledge
B. Identify the techniques of evidence collection. Categorize, document, and communicate evidence.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply deductive and inductive reasoning in criminal investigations.	C. critical thinking and problem-solving skills
D. Appraise application of scientific methods at the crime scenes. Organize and present evidence in a coherent manner.	D. literacy and numeracy skills
E. Identify and follow professional and ethical issues related to evidence collection.	E. responsible behaviour to self, others and society
F. Communicate plans for investigating primary and secondary crimes scenes. Identify characteristics of admissible expert witness testimony.	F. interpersonal and communications skills
G. n/a	G. teamwork, and personal and group leadership skills
G. Interpret crime scenes.	H. creativity and aesthetic appreciation
H. Explore the vast scope of Forensic fields and find individual areas of interest within the Forensic Sciences.	I. the ability and desire for continuous learning

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2. FRSC-2007

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-2007 Overview of Forensic Science <i>(Note: Learning outcomes were last updated April 12, 2023.)</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: <u>2023-04-12</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

3. FRSC-2101

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-2101 Applied Crime Scene Techniques <i>(Note: Learning outcomes were last updated May 12, 2023)</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: <u>2023-05-12</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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4. FRSC-3010

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-3010 Expert Witness in Forensic Science <i>(Note: Learning outcomes were last updated February 6, 2014)</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: _____ 2014-02-06 _____ (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. Select appropriate protocols for given sets of evidence. Identify and interpret crime scene evidence. Explain which types of evidence and analysis are presently acceptable in court. Identify the correct analysis in a comprehensive case report.	A. the acquisition, application and integration of knowledge
B. Access, select and investigate the various types of evidences.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Determine which analytical techniques would be most suitable for analyzing specific kinds of forensic evidence and apply analytical techniques accurately.	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. Adhere to relevant professional protocols when investigating, analyzing, interpreting, and presenting forensic evidence.	E. responsible behaviour to self, others and society

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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>
F. Present Forensic cases that highlight the significance of correct analysis. Appropriately convey and present their expert testimony and evidence as in real court setting.	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. Investigate areas of personal interest in Forensic Sciences	I. the ability and desire for continuous learning

5. FRSC-3101

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-3101 Laboratory in Forensic Science (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/)	<input checked="" 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 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/)

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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>A. Ensure accuracy of measurements in physical, chemical and biological analyses in a forensic context.</p> <p>Apply the fundamentals of microscopy and presumptive testing for analyzing evidence and interpreting data.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Identify the appropriate tests to be used for specific types of trace evidence.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Determine when to use presumptive versus confirmatory techniques.</p> <p>Apply the correct sequence of techniques to a given evidence type.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Conduct mathematical calculations to assign measurements and compare characteristics of trace evidence materials.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Identify and follow professional and ethical standards required for forensic laboratory practitioners.</p> <p>Explain the legal context in which forensic laboratory analysis is conducted and its application to a just society.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Present results of trace evidence analysis clearly, accurately, and succinctly in writing.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Contribute collaboratively to laboratory experiments.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Identify the latest advances in forensic laboratory analysis and practice, and endeavour to stay up-to-date with new techniques as a forensic practitioner.</p>	<p>I. the ability and desire for continuous learning</p>

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6. FRSC-3105

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-3105 Forensic Identification (Note: Learning outcomes were last updated March 13, 2020.)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <u>2020-03-13</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

7. FRSC-3111

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-3111 Digital Photography in Forensic Science (Note: Learning outcomes were last updated March 13, 2020.)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <u>2020-03-13</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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8. FRSC-3201

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-3201 Applied Entomology (Note: Learning outcomes were last updated April 29, 2019.)
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: <u>2019-04-29</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

9. FRSC-3217

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-3217 Forensic Serology and DNA Applications (Note: Learning outcomes were last updated December 8, 2017)
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: <u>2017-12-08</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
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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. Describe important concepts in forensic serology and DNA application.	A. the acquisition, application and integration of knowledge
B. Explain scientific advances in the fields of forensic serology and DNA applications. Explain the professional culture of the field of forensic serology and the inter-dependency of the professions involved.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply investigative skills for blood and DNA identification analysis for processing of crime scenes. Critically and professionally appraise the work of themselves and colleagues.	C. critical thinking and problem-solving skills
D. Collect and analyze data to provide accurate, reliable, and valid evidence in criminal cases	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. Identify creative solutions to complex human identification problems	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

10. FRSC-3231

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-3231 Forensic Anthropology <i>(Note: Learning outcomes were last updated April 19, 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.

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IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>x</u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: 2022-04-19 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)
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11. FRSC-4018

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-4018 Special Topics in Forensic Science
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: <input type="text" value="2017-05-26"/> (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. Integrate knowledge acquired from readings and lectures to gain a foundation in a specific area of forensics.	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)
B. Evaluate the strengths and weaknesses of the practical application of established and emerging methods and technologies in forensic contexts.	C. critical thinking and problem-solving skills
C. Evaluate information in a highly specialized area of forensics.	D. literacy and numeracy skills

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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. Explain the ethical implications, for the discipline and for society, of the application of methods and technologies.	E. responsible behaviour to self, others and society
E. Communicate technical and scientific information to a nonspecialized audience.	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

12. FRSC-4120

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-4120 Human Skeletal Variation (Note: Learning outcomes were last updated April 19, 2022.)
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: 2022-04-19 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
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13. FRSC-4207

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-4207 New Perspectives in Forensic Evidence Analysis <i>(Note: Learning outcomes were last updated October 9, 2015.)</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: 2015-10-09 (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. Describe and evaluate key concepts and principles of contemporary forensic investigation. Identify the analytical techniques most suitable for analyzing specific types of forensic evidence. Apply advanced forensic techniques such as crime scene reconstruction to complex scenarios.	A. the acquisition, application and integration of knowledge
B. Explain scientific advances in analytical techniques, simulated crime scene reconstruction, computerized analysis of documents, fingerprints in relation to the practical aspects of forensic investigation, specifically as they relate to forensic evidence analysis	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Collect and analyze data to provide accurate, reliable, and valid evidence in criminal cases. Integrate available information to identify strengths and weaknesses of cases based on forensic evidence.	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills

PROGRAM DEVELOPMENT COMMITTEE
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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:
E. Follow health and safety guidelines set by agencies in forensic evidence collection and analysis.	E. responsible behaviour to self, others and society
F. Articulate the Forensic Experts' role in evidence analysis Communicate the results of forensic analysis to varied audiences (e.g. police, other forensic professionals, lawyers, the general public, etc.).	F. interpersonal and communications skills
G. Describe the importance of the collaborative nature of forensic investigation, including the roles of different agencies and bodies involved in typical investigations.	G. teamwork, and personal and group leadership skills
H. Use new technologies in a creative way to analyze different types of forensic evidence.	H. creativity and aesthetic appreciation
I. Describe the opportunities provided by the emerging areas in Forensics and develop career goals.	I. the ability and desire for continuous learning

14. FRSC-4217

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FRSC-4217 Advances in Human Identification (Note: Learning outcomes were last updated October 9, 2015._
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: ____ 2015-10-09 ____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE
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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. Apply modern human identification techniques used for identifying individuals in different scenarios. Describe how forensic techniques for human identification such as digital and biometric methods, human scent evidence are applicable to the changing nature of crimes.	A. the acquisition, application and integration of knowledge
B. Research appropriate forensic techniques for identifying individuals in different situations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Process and analyze crime scene data effectively.	C. critical thinking and problem-solving skills
D. Analyze and correlate the data from different methods to develop and write clear, logical, and comprehensive briefs of forensic evidence.	D. literacy and numeracy skills
E. Explain the legal, ethical, health and safety issues involved in human identification using biological material or individual recognition from databases.	E. responsible behaviour to self, others and society
F. Communicate the results of forensic analysis to varied audiences (e.g. police, other forensic professionals, lawyers, the general public, etc.). Articulate the professional culture of the field and interdependency of the professions involved.	F. interpersonal and communications skills
G. Work in groups and provide constructive feedback to peers.	G. teamwork, and personal and group leadership skills
H. Identify and describe creative solutions to complex forensic human identification problems.	H. creativity and aesthetic appreciation
I. Recognize the continual development of new techniques in forensic investigation and how these impact the field.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

***5.12: Mathematics and Statistics – Learning Outcomes**

Item for: **Information**

This package contains the following course learning outcomes:
MATH-1270 Linear Algebra (Engineering)

MATH-1270 Linear Algebra (Engineering)

Note: Learning outcome were last updated May 14, 2018. These are revised learning outcomes.

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>
<ul style="list-style-type: none"> • Define and perform basic matrix operations (Also applies to D.) • Use matrices to solve systems of linear equations by elimination, or using inverses (Also applies to D.) • Represent linear relationships between several variables as matrix equations in a variety of contexts and applications, including geometric transformations and Markov processes(Also applies to D.) • Describe matrices as multivariable linear functions (Also applies to D.) • Solve problems involving linear relationships between several variables using matrix multiplication, elimination, and inverses. (Also applies to D.) • Use elementary matrices to reduce matrices and find inverses (Also applies to D.) • Recognize vectors, vector spaces, and subspaces geometrically as well as in the context of linear relationships between several variables(Also applies to D.) • Use the dot product to compute geometric quantities such as length, angle, shortest distance. (Also applies to D.) • Compute projections using the dot product as well as using projection matrices (Also applies to D.) • Solve problems in a variety of contexts using projection and dot product. (Also applies to D.) • Describe the determinant of a matrix in geometric terms (area, volume). (Also applies to D.) • Describe and use the relationship between zero area/volume and linear dependence of vectors (Also applies to D.) • Compute, and use properties of determinants (Also applies to D.) • Compute the inverse of a matrix using the cofactor matrix (Also applies to D.) • Describe linear independence and dependence geometrically and determine independence or dependence using elimination and determinants (Also applies to D.) • Define eigenvalues and eigenspaces and compute them using determinants and nullspace computations (Also applies to D.) • Describe and compute steady states and limiting states of a Markov process using eigenvalues and eigenvectors (Also applies to D.) • Solve problems in a variety of applications using eigenvalues and eigenvectors (Also applies to D.) • Describe, algebraically as well as in terms of the domain and codomain of a multivariable linear function, the fundamental subspaces associated to a matrix; integrate knowledge of those subspaces and their computations into solvability and solving of systems of linear equations, in a variety of applications(Also applies to D.) • Define and determine orthogonality (Also applies to D.) 	A. the acquisition, application and integration of knowledge

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>
<ul style="list-style-type: none"> • Define and determine bases for vector spaces (Also applies to D.) • Define and compute coordinates with respect to a basis(Also applies to D.) • Compute and use change of basis matrices(Also applies to D.) • Use the method of least squares to find the closest solution to an inconsistent system (Also applies to D.) • Describe orthogonal matrices both algebraically and geometrically as transformations preserving angle and distance (Also applies to D.) • Use orthogonal diagonalization to simplify equations of ellipses and hyperbolas(Also applies to D.) • <u>Enter and manipulate vectors and matrices in software, and perform basic operations with them in software</u>(Also applies to D.) • <u>Use software to find eigenvectors, eigenvalues, diagonalize a matrix, and orthogonally diagonalize a symmetric matrix</u>(Also applies to D.) • <u>Compute determinants and inverse matrices using software</u> (Also applies to D.) • <u>Solve systems of linear equations using software</u>(Also applies to D.) • <u>Perform the Gram-Schmidt orthogonalization process using software</u> (Also applies to D.) • <u>Find least squares solutions using software</u>(Also applies to D.) 	
<ul style="list-style-type: none"> • Appraise a given problem and determine the appropriate linear algebraic solution strategy.(Also applies to C.) • Use the concepts and techniques of linear algebra to solve problems in a variety of contexts, without being given a prescribed method .(Also applies to C,G,H.) 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> • 	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> • Identify and formulate problems using appropriate linear algebra terminology and techniques and compute solutions to those problems • Compose organized and logical solutions to linear algebra problems (Also applies to F,H.) 	D. literacy and numeracy skills
<ul style="list-style-type: none"> • Recognize, evaluate and construct logically sound arguments and deductions in linear algebra. 	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> • 	F. interpersonal and communications skills
<ul style="list-style-type: none"> • 	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> • Recognize how basic linear algebra concepts are interrelated and have multiple applications and interpretations. 	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> • Use the techniques, concepts, and terminology of linear algebra at the level required for continued study in areas such as multivariable calculus and differential equations. 	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

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

Item for: **Information**

Forwarded by: **Faculty of Science**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
Engineering	Dr. Afsaneh	September 25, 2023	yes	

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 2024

A. Proposed Course Calendar Revisions

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

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

Example: CHEM-1001. University Senates — ~~Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as BIOC-1001.~~) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

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

MATH-2790. Differential Equations

This course will cover first-order ordinary differential equations (ODEs), higher-order ODEs with constant coefficients, Cauchy-Euler equations, systems of linear ODEs, Laplace transforms, and applications to science and engineering. (Prerequisites: MATH-1730, **MATH-2780 (except for Electrical Engineering and Physics students, who may take MATH-2780 concurrently)** and one of MATH-1250, MATH-1260 or MATH-1270.) (3 lecture hours, 1 tutorial hour per week.)

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?*

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 TahuKukutai and John Taylor" are potential resources for integrating Indigenous material into the proposed courses.

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

3. Dr. Hussein, communicated with BerenicaVejvoda, 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.

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"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

**PROGRAM DEVELOPMENT COMMITTEE
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FORM E**

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:	MATH-2790. Differential Equations <i>(Note: Learning outcome were last updated November 8, 2019. No changes are being proposed 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.
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: November 8, 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)