University of Windsor

PDC260916A

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday September 16, 2026 10:00am-11:30am
Location: Room 209 Assumption Hall or MS Teams

AGENDA

1	**Approval of Agenda**	
2	**Minutes of May 13, 2026**	PDC260513M-**Approval**
	E-Vote of June 26, 2026	PDC260601E-**Information**
3	**Business Arising from the Minutes**	
4	**Outstanding Business**	
5	**Reports/New Business**	
5.1	**Mandate of Program Development Committee**	**Kyle Asquith-**Information PDC250916-5.1
5.1.1	**Centre for Teaching and Learning Support for PDC Form Learning Outcomes and Indigenous Question**	**Jessica Raffoul-**Information PDC260916-5.1.1a-b
5.2	**Management of PDC Business – PDC Subcommittee on Cyclical Program Reviews Final Assessment Reports**	**Kyle Asquith**-Approval PDC260916-5.2
***5.3**	**Suspension of Admissions – Master of Laws**	**Reem Badhi**-Information PDC260916-5.3
***5.4**	**Suspension of Admissions – Master's in English**	**Joanna Luft**-Information PDC260916-5.4
***5.5**	**Suspension of Admissions – Music**	**Nicholas Papador**-Information PDC260916-5.5
***5.6**	**Suspension Admissions – General Science**	**Cláudio Verani -** Information PDC260916-5.6
***5.7**	**Disability Studies – Minor Program Change (Form C)**	**Natalie Delia** -Approval PDC260916-5.7
***5.8**	**Kinesiology - Minor Program Change (Form C)**	**Adriana Duquette**-Approval PDC260916-5.8
***5.9**	**Law – Minor Program Change (Form C)**	**Claire Mumme**-Approval PDC260916-5.9

***5.10**	**Social Work– Minor Program Change (Form C)**	**Wayne Ambrose-Miller**-Approval PDC260916-5.10
***5.11**	**Specialization in Marketing – Minor Program Changes (Form C)**	**Josianne Marsan**-Approval PDC260916-5.11
***5.12**	**Visual Arts – New Course Proposals (Form D)**	**Nicholas Papador**-Approval PDC260916-5.12
***5.13**	**Visual Arts – Summary of Minor Course and Calendar Changes (Form E)**	**Nicholas Papador** -Information PDC260916-5.13
***5.14**	**Kinesiology – Summary of Minor Course and Calendar Changes (Form E)**	**Adriana Duquette**-Information PDC260916-5.14
***5.15**	**Interdisciplinary and Critical Studies – Summary of Minor Course and Calendar Changes (Form E)**	**Natalie Delia-** Information PDC260916-5.15
***5.16**	**Disabilty Studies – Summary of Minor Course and Calendar Changes (Form E)**	**Natalie Delia** -Information PDC260916-5.16
***5.17**	**Law - Summary of Minor Course and Calendar Changes (Form E)**	**Claire Mumme**-Information PDC260916-5.17
***5.18**	**Chemistry and Biochemistry – New Course Proposals (Form D)**	**Kenneth Ng**-Approval PDC260916-5.18
5.19	**University of Windsor's Institutional Quality Assurance (IQAP) Framework – Revisions**	**Kyle Asquith**-Approval PDC260916-5.19
5.20	**PDC Forms A and E – Revisions**	**Kyle Asquith**-Approval PDC260916-5.20

6 Question Period/Other Business

7 Adjournment

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

University of Windsor
Program Development Committee

5.1: **Mandate of the Program Development Committee**

Item for: **Information**

The Mandate of the Program Development Committee (PDC), as set out in Senate Bylaw 3, is to make "recommendations to Senate with respect to program and curricular development and approval of the University calendar(s)."

Created as a Senate Standing Committee in 1998-99, PDC's primary concern is the development and maintenance of high academic standards and quality programs. To this end, it is charged with the production and presentation to Senate of: University Program Review Reports for academic programs, new program proposals, major program modifications, course additions and course and calendar changes (as outlined in Senate Bylaw 3).

Institutional Quality Assurance Process (IQAP)

- The new Quality Assurance Framework is guided by an Institutional Quality Assurance Process (IQAP) approved by Senate, in line with the University's mission and Undergraduate Degree Level Expectations (UDLEs). All graduate and undergraduate programs are reviewed on a cyclical basis. Such reviews provide a retrospective look at, and offer recommendations for the improvement of programs.
- PDC's role in this process is to generate a set of Cyclical Program Review (CPR) recommendations for the programs under review (consolidating information from the Self- Study, the External Reviewers' Report, and the responses from the AAU Head and the Dean), and to review progress on these recommendations biennially. The initial reports are drafted by a PDC Subcommittee and are then reviewed and approved by the full PDC.

IQAP Audit: Every eight years, universities are audited on their IQAP process by the Ontario Universities Council on Quality Assurance. Following its November 2024 audit, the University of Windsor received an overall positive review.
On June 20, 2025, the Quality Council approved the Report on the Quality Assurance Audit of the University of Windsor. The Report contains four Recommendations, 16 Suggestions along with best practices and commendations.

Program/Course Changes

- PDC approves new programs, major program changes; minor changes, which affect program regulations or requirements, and new course proposals. Minor course calendar changes, which do not require new resources or change degree program requirements are approved at the Faculty level and forwarded to PDC for information.
- PDC will continue to support academic program development initiatives including changes such as the growing interest in flexible learning initiatives. The Committee will seek to encourage and be supportive of program innovation and, as much as possible, help facilitate change.
- In June 2010 PDC approved a motion to authorize a small Advisory Group to vet proposals prior to submission to PDC to ensure consistency with University policies, to ensure that clear rationales and learning outcomes are included, and to ensure that there are no logistical issues with regard to course numbering, *etc*.
- The Advisory Group consists of: University Secretariat, representatives from the Registrar's office, representative from Centre for Teaching and Learning to review Learning Outcomes, representatives from Graduate Studies and Quality Assurance Office, and members from PDC who wish to participate.

Starred 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.

Excerpt from Senate Bylaw 3:

Program Development Committee

1.2.1 Program Development Committee

1.2.1.1 Membership, (The total number of members is twenty):

- Provost and Vice-President, Academic (or designate).
- Dean of Graduate Studies (or designate).
- Vice-Provost, Teaching and Learning (or designate).
- twelve regular faculty members, at least half of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
  - one regular faculty member from each of the Faculties of Business Administration, Education, Engineering, Human Kinetics, Law and Nursing.
  - two regular faculty members from the Faculty of Science.
  - three regular faculty members from the Faculty of Arts, Humanities and Social Sciences, at least one of whom shall be selected from Social Science disciplines and one from Arts/Humanities disciplines.
  - one librarian.
- five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates).

1.2.1.2 Terms of Office: two years for faculty and librarian members, one year for students. Terms shall be staggered so that one-half of the regular faculty members are elected each year.

1.2.1.3 Terms of Reference: The Committee is responsible for making recommendations to Senate with respect to program and curricular development and approval of the university calendar(s). Specifically, it is responsible for:

1.2.1.3.1 formulating and recommending to Senate, objectives, strategies, plans and priorities for program and curriculum development;

1.2.1.3.2 establishing processes for the review and approval of new programs, in accordance with externally mandated requirements;

1.2.1.3.3 reviewing new program proposals and advising Senate whether such proposals are consistent with the university goals, mission statement, and planning priorities, and making recommendations as appropriate;

1.2.1.3.4 assessing the budgetary impact of new program proposals on existing programs, where necessary, and making recommendations as appropriate;

1.2.1.3.5 reviewing and recommending to Senate, through the calendar approval process, program changes and other major curriculum revisions including proposals for

addition, consolidation or deletion of undergraduate or graduate courses and programs;

1.2.1.3.6 reviewing proposals for distance learning programs and courses and making recommendations to Senate as appropriate;

1.2.1.3.7 reviewing and recommending to Senate proposed academic regulations and policies of individual programs and advising Senate when such regulations deviate from general university policy;

1.2.1.3.8 recommending an institutional enrolment management strategy which defines enrolment goals and timetables for individual programs based on relevant data, potential for future growth and resource allocations;

1.2.1.3.9 on a reference by Senate, its chair or on its own motion, advising and recommending to Senate the addition, consolidation, or abolition of any unit over which Senate has jurisdiction.

[...]

E-Votes

1.1.12 With the exception of appointments procedures for limited-term, tenure or tenure-track faculty, or promotion, tenure and renewal procedures, or selection procedures for Deans, Associate Deans and AAU Heads, at the discretion of the Chair of the Committee and where the agenda is composed only of one or two non-controversial matters, business may be conducted by telephone or e-vote, provided that there is no objection by any member as to the procedure or the proposed recommendations concerning the agenda matters. Five calendar days' notice shall be given to the Committee of the intent to conduct business by telephone or e-vote. Any objection to the procedure or proposed recommendations must be provided by committee members to the Chair 48 hours after the issuance of notice to conduct business by telephone or e-vote. Where an objection has been lodged by a committee member, the relevant matters shall be removed from the telephone or e-vote and placed on the next in-person meeting agenda. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.

1.1.13 Telephone or e-votes may be permitted on matters listed under 1.12 that were thoroughly discussed at a meeting but were not disposed of. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.

University of Windsor
Program Development Committee

5.1.1: **Centre for Teaching and Learning Support for PDC Form Learning Outcomes**

Item for: **Information**

Forwarded by: **Centre for Teaching and Learning**

***An outline for members of the PDC of the considerations CTL employees take into account when advising faculty regarding the development of course and program learning outcomes*.**

Course-level Learning Outcomes

With regard to advice on a set of learning outcomes for a **course**, CTL will:

1) Help faculty navigate the forms by explaining the overall purposes of learning outcomes and pointing out that:
   a. learning outcomes articulate what successful students should be able to know, do or value upon completion of a course (not what the faculty member intends to cover);
   b. learning outcomes are intended to provide guidance to students as well as instructors, so clear phrasing, consistent diction, and straightforward grammar should be used to ensure the outcomes communicate clearly;
   c. the PDC categories reflect the University of Windsor *graduate* attributes, and as such, a **single** course needn't address each and every one of these characteristics (it is helpful to look at the program learning outcomes to see how this course contributes to the program);
   d. different courses will have different outcomes (even though there may be overlap in some areas);
   e. the same course with different sections would have the same learning outcomes (though the way it is taught within the sections may vary);
   f. certain learning outcomes arise logically from the basic purpose of a course so that a research methods course would by its nature include items relating to research and an ethics course ones that relate to responsibility;
   g. Expectations at higher levels (later-year undergraduate courses, graduate courses) should be higher than they would be at lower levels, and that these expectations should be reflected in the outcomes.

2) Explain that learning outcomes express the *assessable* ends of a course, and so
   a. every proposed learning outcome should be assessed, and any proposed learning outcome that is not being assessed should be removed (the course may have other goals, but if not assessed, they will not be included in the learning outcomes);
   b. an overly large set of outcomes for a given course could easily become unmanageable;
   c. those things that cannot be validly or reliably assessed should be removed from the proposed set of learning outcomes;
   d. those things that are indirectly assessed are likely not being validly assessed -- that is, they may not be assessing the knowledge or skills expressed in the proposed learning outcomes;
   e. phrasing should be general and plural and should not include reference to the means of assessment.

3) Call attention to difficulties created by vague, overly broad, unobservable, or ambiguous wording, and provide suggestions to
   a. make outcomes more concrete, specific, and observable;
   b. employ verbs and phrasing that go beyond simple acquisition of knowledge;
   c. include an active verb, and complete the learning outcome stem to make a sentence;

d. remove redundant outcomes and indicate when a given outcome is relevant to more than one University of Windsor graduate characteristic.

Program-level Learning Outcomes

With regard to advice on a set of learning outcomes for a **program**, we:

1) Inform faculty that program outcomes are intended to articulate higher expectations than most course-level learning outcomes, are intended to be more general, and are intended to be the end-point to which course-level outcomes lead – what students are able to know, do, or value once they complete the program;
2) Inform faculty that the same guidelines that apply to course-level learning outcomes apply to program-level learning outcomes (with the caveat expressed in #1 above);
3) Encourage careful, rational alignment between program-level and course-level learning outcomes;
4) Remind faculty that different programs will have different outcomes (even though there may be overlap in some areas);
5) Remind faculty that *sets* of program-level learning outcomes must address each of the University of Windsor graduate characteristics.

Generally, Learning Outcomes will evolve and change over time for a program and course, and so should be periodically reviewed and revised to accurately capture the intended student learning.

For more help on writing effective learning outcomes, please see Potter, MK. "A Primer on Learning Outcomes and the SOLO Taxonomy": http://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/primer-on-learning-outcomes.pdf

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Learning Outcomes

What are Learning Outcomes?

Learning outcomes are *statements that indicate what successful students should know, value or be able to do by the end of the course or program*.

They are the assessable ends of education, written from the students' perspective, focused on what students can expect to achieve if they have learned successfully. In order to be assessable, they must specify things that can be observed, that are public, and not activities or states that are internal to students' minds. They can be set at both the program and course level.

Why Care About Learning Outcomes?

Strategic use of learning outcomes in your teaching and course design can result in many potential benefits. A few of these are summarized below:

Better Learning

Learning outcomes can be used to provide guidance for students, so they know what is expected of them, and thus, what they should focus on in-class and at home.

Increased Motivation

Learning outcomes reinforce the belief that there is a point to what is being learned and assessed, leading students to take a deeper approach consistent with trying to *understand* what they are learning, instead of memorizing and regurgitating information on exams.

Better Performance on Assignments and Tests

When students know what they are expected to demonstrate, they are better able to do so.

Focused Teaching

By defining what students are supposed to know, value, and be able to do at the end of a course, you generate questions and clarify your own ideas to guide your teaching.

Strategic Teaching

Once you have created learning outcomes for your course, you can use them to plan lessons that strategically target those outcomes, so that your classes have a greater likelihood of helping students learn what they need to learn.

Strategic Assessment

Outcomes can be used to create strategically-targeted and appropriate assessment methods. Assessments that test whether students have met the learning outcomes are also likely to be consistent with the sorts of teaching methods that help students learn those outcomes.

Attention to Outputs

The use of learning outcomes helps us focus on the outputs of our work, rather than the inputs. We work with the students we have, and focus on how much they have learned.

Meeting Requirements

Program-level learning outcomes are now required for university programs in Ontario; they are increasingly being required by professional accreditation boards globally.

Strategic Design of Programs

Learning outcomes at the course level build towards the overall program learning outcomes. Intentionally laying these out help with the strategic and intentional design of the program.

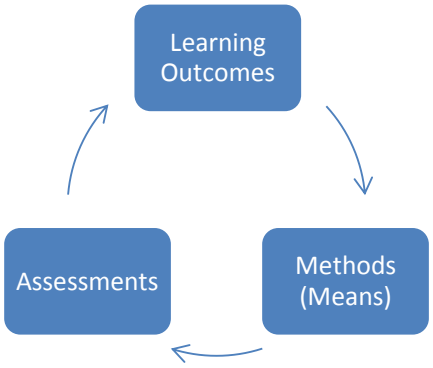
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What is the format for Writing Learning Outcomes?

A learning outcome should start with stem, and be completed with an observable action identifying the learning to be demonstrated.

Stem: On successful completion of this course, a student will be able to:
Completion: **«** Active verb/phrase » **+** a) Concept/Idea or b) Skill or c) Attitude/Value

Aligning Your Outcomes, Methods, and Assessments



The Three Essentials of Alignment

1. Teaching methods, assessment tasks, and learning outcomes should be aligned, consistent and coherent.
2. Teaching methods should help students develop the ideas, skills and values/attitudes specified in the learning outcomes. *The teaching methods are the means; the learning outcomes are the ends.*
3. Assessment tasks should determine whether, and to what degree, students have achieved the learning outcomes.

Useful Verbs for Use in Learning Outcomes

Here are some active, public and observable verbs that you can use to communicate expectations at each level of Bloom's Revised Taxonomy, which we've adapted and changed to suit our needs. The first column indicates the likely level of complexity (each list starts with the least complex and moves down to the most complex). The second column suggests some verbs associated with each level of complexity. There is some overlap in categories. You don't need to use the verbs we've included; if you know better synonyms, go ahead and use them!

NOTES: Each level subsumes the ones beneath it. So, for instance, an outcome at the level of *application* presupposes that students can *remember* and *comprehend* the relevant information. Although the verbs listed pertain specifically to the cognitive domain, some can be used for the affective domain – and all of them are expressed in performative terms! That's because **cognitive and affective knowledge is often impossible to assess unless it's integrated with some sort of behaviour**!

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BLOOM'S REVISED TAXONOMY (Adapted by Potter, 2010)	
Evaluation Using standards, criteria, theories or processes to judge value	Evaluate, argue, verify, assess, test, judge, rank, measure, appraise, select, check, justify, determine, support, defend, criticize, critique, weigh, assess, choose, compare, contrast, decide, estimate, grade, rate, revise, score, coordinate, select, choose, debate, deduce, induce, recommend, monitor, compare, contrast, conclude, discriminate, explain (why), interpret, relate, summarize
Synthesis / Creation Relating items of information to each other, integrating them, and generating something new	Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, discuss, derive, relate, generalize, conclude, produce, arrange, assemble, collect, compose, construct, create, perform, prepare, propose, strategize, compare, contrast, hypothesize, invent, discover, present, write, deduce, induce, bring together, pretend, predict, strategize, modify, improve, set up, adapt, solve, categorize, devise, explain (why), generate, manage, rearrange, reconstruct, relate, reorganize, revise, argue, extend, project
Analysis Distilling and/or organizing information into its components; solving problems	Analyze, estimate, detect, classify, discover, discriminate, explore, distinguish, catalogue, investigate, break down, order, determine, differentiate, dissect, examine, interpret, calculate, categorize, debate, diagram, experiment, question, solve, test, dissect, deconstruct, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, determine evidence/premises and conclusions, appraise, criticize, debate, illustrate, infer, inspect, inventory, select, deduce, induce, argue, balance, moderate, identify, explain (how/why)
Application Using information in new situations	Apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, instruct, compute, use, perform, implement, employ, solve, construct, demonstrate, give examples, illustrate, interpret, investigate, practice, measure, operate, adjust, show, report, paint, draw, collect, dramatize, classify, order, change, write, manipulate, modify, organize, produce, schedule, translate, complete, examine
Comprehension / Interpretation Constructing meaning from information	Translate, extrapolate, convert, interpret, abstract, transform, select, indicate, illustrate, represent, formulate, explain (who/what/when/where/that/how), classify, describe, discuss, express, identify, locate, paraphrase, recognize, report, restate, review, summarize, find, relate, define, clarify, diagram, outline, compare, contrast, derive, arrange, estimate, extend, generalize, give examples, ask, distinguish
Recollection Recalling items of information	Recall, identify, recognize, acquire, distinguish, state, define, name, list, label, reproduce, order, indicate, record, relate, repeat, select, tell, describe, match, locate, report, choose, cite, define, outline, complete, draw, find, give, isolate, pick, put, show

Problem Words/Phrases

Understand	Be aware of	Grasp
Appreciate	Be conscious of	Have a knowledge of
Comprehend	Perceive	Learn
Know	Value	Perceive
See	Apprehend	Get
Accept	Be familiar with	

Ask yourself:

1. Is this outcome public and observable?
2. How will I, and the students, know when this outcome has been achieved?
3. Does the learning outcome follow from the stem (is it a complete sentence)?
4. Is it about the ends not the means (what students will be able to do when they leave the course, not the specific assignments they complete in the course)?

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Real – *and Real Bad* – Examples

1. Is it public and observable?

Upon successful completion of this course, you should be able to:

- Appreciate the intricacy of theoretical constructs
- Understand theory
- Think about complex adaptations

2. How will I, and the students, know when the outcome has been achieved? (Is it clear enough for students?)

Upon successful completion of this course, you should be able to:

- simulate a sizeable process
- work effectively in a project team

3. Does it follow the stem and make a complete sentence when read aloud?

Upon successful completion of this course, students will be able to:

- Have done team skills
- Develop an introductory knowledge in bridge building
- Good safe practice

4. Is it about the ends (what students will be able to do when they leave the course) not the means (the specific assignments and lessons they complete in the course)?

Upon successful completion of this course, you should be able to:

- The course includes a group project requiring teamwork and collaboration skills
- Get involved in team works and independent studies through assignments and projects
- Formulate answers to assignment problems
-

Resources

Anderson, L.W. and Krathwohl, D.R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing* (Based on Bloom's Taxonomy).

John Biggs (1996), "Enhancing Teaching through Constructive Alignment", *Higher Education*, vol 32, no 3, pp. 347-364.

John Biggs and Catherine Tang (2009). *Teaching for Quality Learning at University: What the Student Does*. 3rd edition. Berkshire, England: Society for Research into Higher Education & Open University Press.

John Burke (ed) (1995). *Outcomes, Learning and the Curriculum*. London: The Falmer Press.

Amy Driscoll & Swarup Wood (2007). *Developing Outcomes-based Assessment for Learner-centred Education: A Faculty Introduction*. Sterling, Virginia: Stylus.

Richard Hall, (2002), "Aligning learning, teaching and assessment using the web: an evaluation of pedagogic approaches", *British Journal of Educational Technology*, vol 33, no 2, pp. 149-158.

Richard Ladyshewsky (2006), "Aligning assessment, rewards, behaviours and outcomes in group learning tasks", *Enhancing Student Learning: 2006 Evaluations and Assessment Conference*.

Chris Rust (2002), "The Impact of Assessment on Student Learning: How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices?", *Active Learning in Higher Education*, vol 3, no 2, pp. 145-158.

Alenoush Saroyan & Cheryl Amundsen (eds) (2004). *Rethinking Teaching in Higher Education*. Sterling, Virginia: Stylus.

John Shepherd (2005), "Weaving a web of consistency: a case study of implementing constructive alignment", *HERDSA 2005 Conference Proceedings*.

Indigenizing Curriculum: Documentation in the PDC Forms

Jaimie Kechego



PDC Question - Context

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).

PDC Question

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

https://www.uwindsor.ca/qualityassurance/810/program-and-course-changes

Part of a Journey

"What first steps have you made (or are you making) to identify **how you can start** to gain awareness and develop links and knowledge to Indigenous content?"

Or if further along – where are you now?

This will ultimately permit us to develop relevant course content and teaching approaches.



Migizi (Eagle)



Makwa (Bear)

Part of a Journey

In PDC right now, we are looking for:

- Authentic and honest attempts to improve the content and curriculum in a good way;
- Reflection: what do I know, what do I need to learn
- **Intentional Self-Education**
- Plan to continue



Some Lessons We Have Learned

- There is not a single right answer
- There is no pan-Indigenous perspective
- Feedback comes from many different people, and committees and membership will change over time – we are all learning and listening



Lessons Learned: Place it in YOUR context

Make it specific:

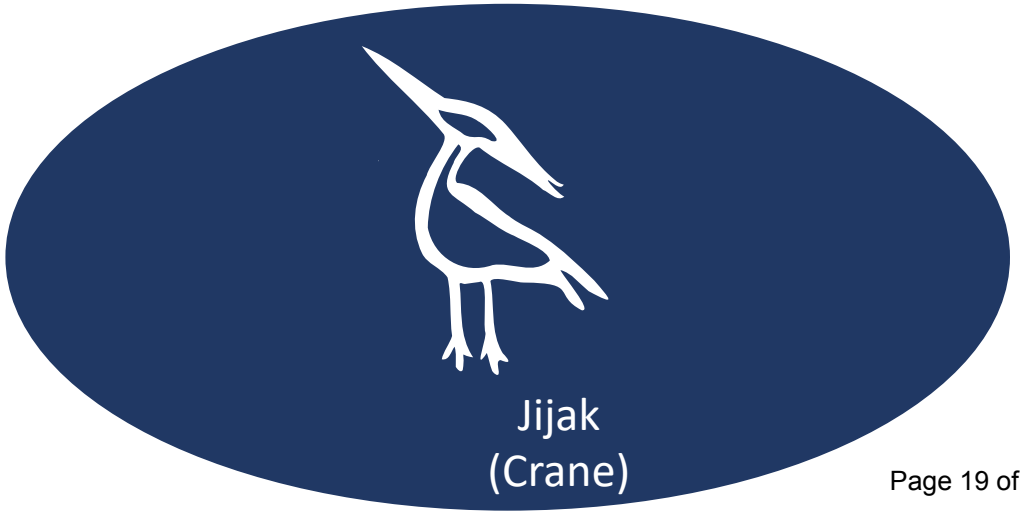
- Modify the answer for the specific context of the course or program. Avoid ‘cut and paste’.
- There may be cases where programs are using a common approach, in this case, provide this context in the description to explain the exception.



Lessons Learned: Focus on Self-Education

If you have engaged in processes to self-educate, share details of them so that others can learn.

- Use the links and prompt questions as a place to start.



Example of Personal Journey

The great thing about the Indigenization journey at Odette School of Business is that others are now on it too. They took action to present a workshop in which Indigenous Elders, educators and advisors, students across uWindsor spoke to us for the first time.

What is clear to me is that I need to develop more relationships of trust with Indigenous Peoples, listen, learn, and accommodate their preferences which I cannot expect to be identical.

We can support one another as we walk beside one another, but we're not on the identical path and no one can swim that water for me when they have to do their own climbing.

-Used with permission from Dr. Maureen Sterling, 2023

Lessons Learned: Future planning

When future plans are identified, provide detail to help convey that what is promised as next steps are likely to occur, as historically groups have made promises that were not followed through.

- Be prepared to follow up to indicate the plans have been achieved.



Lessons Learned: Conflation with EDI

Indigenization is a separate issue and should not be conflated with general EDI activities (Equity, Diversity and Inclusivity).

- This conflation negates Indigenous legal differences in Canadian society, which are upheld in the treaties, land agreements, Canadian Constitution, and Canadian Charter of Rights and Freedoms (Raffoul et al, 2021)



https://leddy.uwindsor.ca/featured/treaties-recognition-week-0

Lessons Learned: Watch for language

Consultation - Be careful with the use of the term ‘consultation’ as it has different meanings and can mean something quite specific and formal. If there were conversations, discussions, meetings, you might use those terms instead.



Lessons Learned: Watch for language

Be careful to avoid wording where Indigenous peoples are represented as a marginalized group, a group that will be studied, or positioned as a problem.

Ensure Indigenization capitalized.



Next Steps:

Remember, what you record as an answer to the PDC question of Indigenization will be reexamined as the PDC forms are resubmitted.

For example: if your faculty states that they are going to hire an Indigenous knowledge person, set completion dates.

Practical Next Steps

CTL Web Resources

100 ways to Indigenize and decolonize academic programs and courses Dr. Shauneen Pete

Indigenizing Curriculum Kim Anderson

Review the PDC prompts
Jaimie Kechego Jaimie.Kechego@uwindsor.ca



Wahan (Day)

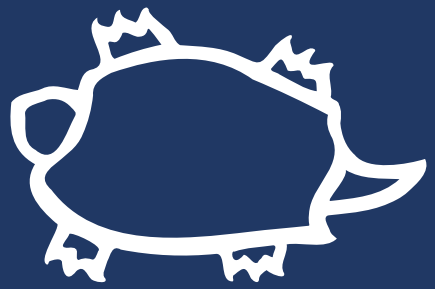


Miskwanakwad (Cloud)

Questions?



Odjig (Fisher)



Makinak (Turtle)



Tchitehwisshiwe (Plover)



Wawashkeshi (Deer)

Images created by Russell Nahdee for the Leddy Library Collaboratory. Permission to use received from Russell Nahdee.

University of Windsor
Program Development Committee

5.2: **Management of PDC Business – PDC Subcommittee on Cyclical Program Reviews Final Assessment Reports**

Item for: **Approval**

MOTION: That the membership for the PDC Subcommittee on Cyclical Program Reviews Final Assessment Reports, defined below, be approved.

Proposal
It is proposed that a Subcommittee be established to conduct the preliminary review of the various Cyclical Program Reviews Final Assessment Reports and Implementation Plans and the mid-cycle reports submitted to PDC.

Proposed Membership
Jeremy Worth (FAHSS, Arts/Humanities) (Chair of Subcommittee)
Kyle Asquith (FAHSS, Social Sciences) (Chair of PDC)
Jessica Raffoul (Centre for Teaching and Learning)
Renée Wintermute, University Secretary
Kenneth Ng (Faculty of Science)
Student (TBA)

Support (as needed)
Laura Chittle (Centre for Teaching and Learning)
Alison Zilli (University Secretariat)

Consultants (as needed):
Associate Vice-President, Academic Affairs
Institutional Analysis
Budgets
Office of the Provost and Vice-President, Academic

University of Windsor
Program Develop

*5.3: **Suspension of Admissions – Master of Laws**

Item for: **Information**

Forwarded by: **Dean, Faculty of Law**

MEMORANDUM

To: Program Development Committee (PDC)

Date: June 15, 2026

Subject: Suspension of Admissions – Master of Laws (LLM)

Admissions have been suspended to the one and two-year streams of the LLM degree program for Fall 2026. In Fall 2027 the Faculty of Law will reopen admission into the one-year LLM program stream only.

The Faculty of Law's Director of Graduate Studies and the Graduate Studies Committee completed a review of all complete Fall 2026 applications. Only four promising new applicants were identified and two of those applicants later withdrew their applications. The two remaining applicants were both international students who would require study permits. Two deferred applicants, originally admitted for Fall 2025, were not able to confirm their availability for full-time studies this Fall.

Given the program's past experience with study permit denials and other issues, it was likely that these four potential students would result in a cohort of two, one, or even zero students by the Fall. Since significant resources are required to run the program, particularly offering the required courses, the Faculty will not be admitting a new LLM cohort in Fall 2026.

The Graduate Program in Law remains committed to supporting the five LLM students currently in program.

The Faculty's latest IQAP report recommended a review of the LLM given low enrolment and lack of direction. More information on the IQAP recommendations will be provided to Senate in due course.

The Faculty of Law Council has been informed.

Reem Bahdi
Dean, Faculty of Law

University of Windsor
Program Development Committee

*5.4**:** **Suspension of Admissions – Master's in English**

Item for: **Information**

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

MEMORANDUM

To: Program Development Committee (PDC)

Date: July 22, 2026

Subject: **Suspension of Admissions – Master's in English**

Admissions have been suspended to the following programs in the Department of English and Creative Writing (ECW).

Master's in English: Literature and Creative Writing (MA)
- Master's in English: Literature and Language (MA) - Course Work stream

The Department no longer possesses the required number of faculty to offer the above MA degrees. Only one Creative Writing professor remains to supervise Creative Writing projects, and the Department does not have enough professors to offer the number of courses required for completion of the Course Work MA. The Department will continue to offer a Master's in English: Literature and Language (MA) - Thesis stream. This stream requires fewer courses and will draw on a larger range of professors to supervise theses. The Thesis stream may include Creative Writing projects/theses.

ECW Council passed the above motion by e-vote on July 14, 2026.

The FAHSS Faculty Coordinating Council will be informed at their September, 2026 meeting.

FAHSS is committed to ensuring that all students in the programs have the courses and support they need to graduate.



Tina Pugliese, Ed.D.
Acting Dean, Faculty of Arts, Humanities, and Social Sciences

University of Windsor
Program Development Committee

*5.5: **Suspension of Admission - Music**

Item for: **Information**

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

MEMORANDUM

To: Program Development Committee (PDC)

Date: July 22, 2026

Subject: **Suspension of Admissions – School of Creative Arts**

Admissions have been suspended to the following programs in the School of Creative Arts (SoCA):

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

The School of Creative Arts (SoCA) AAU Council voted to suspend two programs: the Bachelor of Music (BMus) and the Concurrent Bachelor of Music Education/Education. This decision ensures sustainability by aligning our curricular strengths with available resources and ensuring long-term viability of the Music Program.

As all courses required in the suspended programs are also offered within the BA (Honours) in Music, SoCA will deliver a revised BA (Honours) in Music, as well as the Combined BA (Honours) in Music. Future and current students seeking a creative, flexible, and supportive musical environment will continue. This will allow for a comprehensive musical training while offering students greater flexibility to pursue electives, minors, second teachable subjects, and interdisciplinary opportunities.

SoCA Council passed the above motion on June 25, 2026.

Maintaining the programs would require us to devote precious resources to low-enrolling courses, resources that are needed by larger programs with both more majors and larger average class sizes. In short, the financial situation of the Faculty does not allow us to support as many low-enrolment programs as we were once able to support. The FAHSS Faculty Coordinating Council will be informed at their September, 2026 meeting.

FAHSS is committed to ensuring that all students in the programs have the courses and support they need to graduate.



Tina Pugliese, Ph.D.
Acting Dean, Faculty of Arts, Humanities, and Social Sciences

University of Windsor
Program Development Committee

*5.6: **Suspension of Admissions – General Science**

Item for: **Information**

Forwarded by: **Dean of the Faculty of Science**

MEMORANDUM

To: Program Development Committee (PDC)

Date: June 10, 2026

Subject: Suspension of Admissions – General Science

Direct entry from external applicants to the standalone General Science three-year program has been suspended. The program continues to run to support changing programs in stream and as part of the Concurrent Bachelor of Education offering.

There is value in the program; suspension of direct admission is being done for a financial consideration of moving all incoming students into an Honours stream.

The Concurrent Education program is in flux due to changes in the government of Ontario regulations. We expect major changes in the offerings being developed in the next year.

Sincerely,

Claudio Verani

Claudio Verani, PhD
Dean of Science

University of Windsor
Program Development Committee

*5.7: **Disability Studies – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Arts, Humanites and Social Science**

MOTION: **That the degree requirements for the Disability Studies 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 Department of Interdisciplinary and Critical Studies Council and the Faculty of Arts, Humanites and Social Sciences Council (May 14, 2026).
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**BA Honours in Disability Studies** **Combined Honours BA in Disability Studies and Psychology** **Combined Honours BA in Disability Studies** **BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care Program Graduates – Degree Completion Pathway** **Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates – Degree Completion Pathway**
DEPARTMENT(S)/SCHOOL(S):	**Department of Interdisciplinary and Critical Studies**
FACULTY(IES):	**Faculty of Arts, Humanities, and Social Sciences**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Undergraduate Winter 2027

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]
_X___ No If yes, list all new courses:

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.

BA Honours in Disability Studies
This is a joint offering between Social Work and Psychology.

Degree Requirements
Total courses: 40 courses
(a) six discipline foundation courses: PSYC-1150, PSYC-1160, SWRK-1170, SWRK-1180, IACS-1000, SWRK-2100
(b) four Disability Studies or Disability Studies-Emphasis courses
(c) one social science research methods course: PSYC-2300
(d) three human development courses: PSYC-2230, PSYC-2240, PSYC-2250
(e) six Disability Studies **or Women and Gender Studies** courses: ICDS-2010, ICDS-3020, ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6.00 credit course)
[…]

Recommended Course Sequence
[…]
Year 4: ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6.00 credit course), two Disability Studies-Emphasis courses; four courses from any area of study.

Combined Honours BA in Disability Studies and Psychology
This is a joint offering between Social Work and Psychology.

Degree Requirements
Total courses: 40
(a) Disability Studies:
- (i) four discipline foundation courses: SWRK-1170, SWRK-1180, IACS-1000, SWRK-2100;
- (ii) four Disability Studies or Disability Studies-Emphasis courses
- (iii) six Disability Studies **or Women and Gender Studies** courses: ICDS-2010, ICDS-3020, ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6.00 credit course)

[…]

Recommended Course Sequencing:
[…]
Year 4: ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6.00 credit course), two Disability Studies-Emphasis courses; four open psychology courses.

Degree Requirements

Total courses: forty
a) Disability Studies: sixteen courses, including IACS-1000, PSYC-1150, PSYC-1160, SWRK-1170, SWRK- 1180, PSYC-2300, PSYC-2230, PSYC-2240, PSYC-2250, SWRK-2100, ICDS-2010, ICDS -3020, ICDS -4010, ~~IACS- ICDS~~, **ICDS-4020 or ICWG 4100**, ICDS-4650 (double credit)

[…]

Recommended Course Sequencing:
Year 1: PSYC-1150, PSYC-1160, SWRK-1170, SWRK-1180, ~~IACS-IACS-1000~~, **IACS-1000,** ENGL-1010 and one course with Indigenous content, perspectives, or materials.
Year 2: SWRK-2100, PSYC-2300, PSYC-2230, PSYC-2240, SOSC-2500. Year 3: ICDS-2010, ICDS-3020, PSYC-2250.
Year 4: ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6.00 credit course).

BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care Program Graduates - Degree Completion Pathway
This is a joint offering between Social Work and Psychology.

Degree Requirements

Total courses: 20 courses, plus a minimum of an Ontario College of Applied Arts and Technology Child and Youth Care diploma with the following stipulation: In cases where a student previously completed a university course or courses, the course(s) will not be used to fulfill the 20 course degree requirements if they were used by the College of Applied Arts and Technology to grant advanced standing in the diploma or certificate program. In such cases, the Disability Studies Program Coordinator (or designate) will identify substitute course requirement(s).

a) four discipline foundation courses: PSYC-1150, SWRK-1170, SWRK-1180, ~~IACS-IACS-1000,~~ **IACS-1000**
b) one social science research methods course: PSYC-2300
c) two human development courses: PSYC-2240, PSYC-2250
d) six Disability Studies **or Women and Gender Studies** courses: ICDS-2010, ICDS-3020, ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6 credit course)
[…]

Recommended Course Sequencing:
[…]
Year 2, Winter Semester: PSYC-2250, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6 credit course) and one additional course.

Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates - Degree Completion Pathway
This is a joint offering between Social Work and Psychology.

Degree Requirements
a) five discipline foundation courses: PSYC-1150, PSYC-1160, SWRK-1170, SWRK-1180, IACS-1000;
b) one human diversity course: SWRK-2100
c) one social science research methods course: PSYC-2300
d) three human development courses: PSYC-2230, PSYC-2240, and PSYC-2250
e) six Disability Studies **or Women and Gender Studies** courses: ICDS-2010, ICDS-3020, ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6 credit course)
f) four Disability Studies or Disability Studies-Emphasis courses.
g) two courses from Arts
h) two courses from Languages or Science
i) SOSC-2500
j) four courses from any area of study
k) one course with Indigenous content, perspectives, or materials (see Office of the Dean of the Faculty of Arts, Humanities, and Social Sciences for complete list.)

Recommended Course Sequencing
[…]
Year 3: ICDS-4010, ICDS-4020 **or ICWG 4100**, ICDS-4650 (6 credit course), two Disability Studies or Disability Studies-Emphasis courses, one course from Arts, one course from Languages or Science, two courses from any 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).

ICDS 4020: Service Delivery Systems and Independent Living and ICWG-4100: Power, Resistance, Protest have a similar focus on advocacy and social justice activism and similar learning outcomes. ICWG-4100 incorporates substantial Disability Studies content and allows students to focus their major project in that area. Providing the "or" option will allow the Department of Interdisciplinary and Critical Studies to put the two courses into regular rotation (alternating one each year), thus offering students more choice and supporting their timely progress through their program while optimizing full-time faculty teaching loads.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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 change outlined above does not necessitate new resources.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

The Disability Studies program will continue to be delivered by full-time faculty members in the Department of Interdisciplinary and Critical Studies. Offering ICDS-4020 or ICWG-4100 as a program requirement and rotating these two courses will allow increased flexibility in assigning teaching loads to full-time faculty in the department.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

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

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

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

University of Windsor
Program Development Committee

*5.8 **Kinesiology – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION 1: That the Honours Bachelor of Science (Kinesiology and Health Studies) (with/without thesis) (with/without Co-op) programs and Honours Bachelor of Sport Management and Leadership (with/without thesis) (with/without Co-op) programs be changed in accordance with the program/course change forms.^

MOTION 2: That the Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of Lambton College of Applied Arts and Technology's Massage Therapy Diploma (with/without thesis) be discontinued. ^

^*Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal been approved by the Faculty of Human Kinetics Council.
- The courses KINE-4750, KINE-4780, and KINE-4980 provide valuable experiential and research-based learning.
- Given that existing restrictions limit overlap among research-intensive courses, a 12-credit maximum (four courses) will balance flexibility while maintaining the core curriculum.
- The transfer agreement with Lambton's College's Massage Therapy program had its final intake all 2022.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Honours Bachelor of Science (Kinesiology and Health Studies) (with/without thesis) (with/without Co-op)** **Honours Bachelor of Sport Management and Leadership (with/without thesis) (with/without Co-op)** **Honours Bachelor of Sport Management and Leadership for Graduates of Lambton College's Sport and Recreation Management Diploma (with/without thesis)** **Honours Bachelor of Sport Management and Leadership for Graduates of Durham College's Advanced Diploma in Sport Management Diploma (with/without thesis)** **Honours Bachelor of Sport Management and Leadership for Graduates of St. Clair College's Sport and Recreation Management Diploma (with/without thesis)** **Honours Bachelor of Sport Management and Leadership (Degree Completion) for Graduates of Saskatchewan Polytechnic Business Sport Management (with/without thesis)** **Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of St. Clair College's Occupational Therapist Assistant/Physiotherapist Assistant Program (with/without thesis)**
DEPARTMENT(S)/SCHOOL(S):	**Department of Kinesiology**
FACULTY(IES):	**Human Kinetics**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2027

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

__X__ No If yes, list all new courses:

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 Bachelor of Science (Kinesiology and Health Studies) (with/without thesis) (with/without Co-op)

Degree Requirements

[.....]

Kinesiology and Health Studies Course (SELECT 10 COURSES)

[.....]

o KINE-4980. Internship (4 months)[1]

[1] Students can take a maximum of 12 credits from KINE-4750, KINE-4780, and KINE-4980

~~*~~[2]KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only ~~9~~ **8** of the Kinesiology and Health Studies elective courses listed in section (b).

[.....]

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

Honours Bachelor of Sport Management and Leadership (with/without thesis) (with/without Co-op)
Degree Requirements
[.....]
Sport Management and Leadership Courses (SELECT 7 COURSES)
o KINE-4780. Undergraduate Thesis~~*~~[1,2] (6 credits)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics in Sport Management and Leadership
o KINE-4980. Internship (4 months)[1]
[1] Students can take a maximum of 12 credits from KINE-4750, KINE-4780, and KINE-4980
~~*~~[2]KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only ~~9~~ **5** of the Sport Management and Leadership elective courses listed in section (b).
[.....]
Honours Bachelor of Sport Management and Leadership for Graduates of Lambton College's Sport and Recreation Management Diploma (with/without thesis)
Degree Requirements
[.....]
b) Sport Management and Leadership Courses (SELECT 6 COURSES)
o KINE-4750. Individual Studies[1]
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis[1,2] (6 credits)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics in Sport Management and Leadership
o KINE-4980. Internship (4 months)[1]
[1] Students can take a maximum of 12 credits from KINE-4750, KINE-4780, and KINE-4980
[2]KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only ~~9~~ **4** of the Sport Management and Leadership elective courses listed in section (b).
[.....]
H**onours Bachelor of Sport Management and Leadership for Graduates of Durham College's Advanced Diploma in Sport Management Diploma (with/without thesis)**
[.....]
b) Sport Management and Leadership Courses (SELECT 5 COURSES)
o KINE-4780. Undergraduate Thesis[1,2] (6 credits)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics in Sport Management and Leadership
o KINE-4980. Internship (4 months)[1]
[1] Students can take a maximum of 12 credits from KINE-4750, KINE-4780, and KINE-4980
[2]KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only ~~9~~ **3** of the Kinesiology and Health Studies elective courses listed in section (b).
[.....]

Honours Bachelor of Sport Management and Leadership for Graduates of St. Clair College's Sport and Recreation Management Diploma (with/without thesis)
Degree Requirements
[.....]
b) Sport Management and Leadership (SELECT 6 COURSES)
o KINE-4780. Undergraduate Thesis[1,2] (6 credits)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics in Sport Management and Leadership
o KINE-4980. Internship (4 months)[1]

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

[1] **Students can take a maximum of 12 credits from KINE-4750, KINE-4780, and KINE-4980**
[2]KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only **3** ~~9~~ of the Sport Management and Leadership elective courses listed in section (b).
[.....]

Honours Bachelor of Sport Management and Leadership (Degree Completion) for Graduates of Saskatchewan Polytechnic Business Sport Management (with/without thesis)
Degree requirements
[.....]
(b) Sport Management and Leadership Courses Take 4 courses from
[.....]
o KINE-4750. Individual Studies[1] ~~(01, 02)~~
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis[1,2] (6 units)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics in Sport Management and Leadership
o KINE-4980. Internship (4 months)[1]
[1] **Students can take a maximum of 12 credits from KINE-4750, KINE-4780, and KINE-4980**
[2]KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only **4** ~~9~~ of the Sport Management and Leadership elective courses listed in section (b).
[.....]
Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of St. Clair College's Occupational Therapist Assistant/Physiotherapist Assistant Program (with/without thesis)
Degree Requirements
[.....]
Kinesiology and Health Studies Course (SELECT 8 COURSES)
[.....]
o KINE-4750. Individual Studies[1]
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis~~*~~[1,2] (6 credits)
o KINE-4800. Advanced Biomechanics
o KINE-4850. Group Dynamics in Sport
o KINE-4900. Special Topics in Kinesiology and Health Studies
o KINE-4980. Internship (4 months)[1]
[1] **Students can take a maximum of 12 credits from KINE-4750, KINE-4780, and KINE-4980**
~~*~~[2]KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only ~~9~~ **2** of the Sport Management and Leadership elective courses listed in section (b).
[.....]
~~**Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of Lambton College of Applied Arts and Technology's Massage Therapy Diploma (with/without thesis)**~~
~~Articulation Agreement: A student may enter the Honours Bachelor of Science (Kinesiology and Health Studies) after completing the Diploma in Massage Therapy with a minimum cumulative average equivalent to a B or better and a minimum cumulative grade of B or better for each college course or group of college courses for which transfer credit may be granted. Up to ten transfer credits may be given. For information on Course Equivalencies contact the Registrar's Office or the Head of the Department of Kinesiology.~~

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

N/A

B. RATIONALE

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

KINE-4750 (Individual Studies), KINE-4780 (Undergraduate Thesis), and KINE-4980 (Internship) are valuable components of our undergraduate degrees. Restrictions currently exist to limit research-intensive experiences (e.g., only one section of KINE-4750 can be taken with KINE-4780), however, a maximum of 12 credits (4 courses) strikes an appropriate balance. This will provide flexibility and meaningful hands-on learning opportunities while ensuring experiential learning complements, rather than replaces, the structured academic curriculum. Further, the transfer pathway agreement with Lambton's College's Massage Therapy program should be removed, as the program was discontinued and its final intake was Fall 2022.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

N/A

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

N/A

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

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

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

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

University of Windsor
Program Development Committee

*5.9: **Law – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Law**

MOTION: That the degree requirements for the Juris Doctor (JD) be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required.*

Rationale/Approvals:
- The proposal been approved by the Faculty of Law Council.
- See attached.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Juris Doctor (JD)**
DEPARTMENT(S)/SCHOOL(S):	**N/A**
FACULTY(IES):	**Faculty of Law**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2026

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

_X___ No

If yes, list all new courses:

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.

Juris Doctor (JD)

The program leading to the degree of Juris Doctor (JD) requires admission as a full-time student for three years or admission as a half-time student usually for six years (see Half-Time Study). The JD degree must be completed within 7 years of study. The general structure of the curriculum will be as follows:

First-Year Curriculum

A basic level of instruction is given through mandatory courses in all the fundamental areas, problems, and principles of the law.

This includes a first-year course introducing the laws of Indigenous peoples of this territory and a sociolegal perspectives course that introduces some of the foundational challenges in achieving justice from individual and structural perspective

The compulsory curriculum includes:

LAWG-5801. Property Law
LAWG-5803. Contract Law
LAWG-5805. Criminal Law and Procedure
LAWG-5807. Legal Research and Writing
LAWG-5810. Constitutional Law
LAWG-5811. Access to Justice
LAWG-5817. Windsor Legal Practice Simulation
LAWG-5962. Indigenous Legal Orders

Credit Requirements:

Students complete 34 credits in first year. In years two and three, full-time students must select courses that total a minimum of 13 credits to a maximum of 18 credits in each semester, and total between 29 credits and 32 credits for the academic year. Most upper year courses are weighted as 3 credits with a small number weighted as 4 credits.
This equates to 4 -5 courses completed each term.

Credits completed in excess of the 18 credits required per term and 32 credits for the academic year may not be applied towards the minimum credit requirement in any subsequent term, subject to the general jurisdiction of the Academic Programs Committee regarding exceptions to the minimum and maximum credit requirement.

Half-time students must select a minimum of 7 credits and a maximum of 8 credits in each semester and 15 credits to 16 credits for the year.

The successful completion of this program in each academic year will be considered equivalent to one-half year (or one semester) of the full-time JD program. Credits completed in excess of the 8 credits required per term may not be applied towards the minimum credit requirement in any subsequent term, subject to the general jurisdiction of the Academic Programs Committee regarding exceptions to the minimum and maximum credit requirement.

These requirements may be varied by the Faculty Council or its delegate in individual cases, upon application to the Academic Programs Committee.

Second-Year Required Courses:
LAWG-5826. Civil Procedure
LAWG-5809. Torts

~~Upper~~ **3rd** Year Required Courses:
LAWG-5939. The Legal Profession
LAWG-5852. Administrative Law

Additional Degree Requirements

1. Research Paper Required:
   ~~Each student must successfully complete a research paper worth at least 50% of the final grade in any course, or a Supervised Research paper, in the second or third year of study.~~

   Each student must successfully complete a "paper course", defined as an upper-year course (2L or 3L), worth a minimum of 3 credits, in which the student submits one research paper worth at least 50% of the final grade in that course. The paper must be at least 5,500 words in length, excluding footnotes and bibliography. It must include significant research that advances a thesis and engages with relevant legal and academic debates. The purpose of this requirement is for students to engage in a substantial piece of legal writing that deepens their research, writing and analytical skills.

~~2. Legal Perspectives Course Required:~~
   ~~Each student will be required to select, in either second or third year, one course from a group of courses which give a broader perspective of the legal process and legal theory than is possible in a normal substantive course.~~

2. Transnational Law Course required:
During the second or third year of study, each student must also select at least one transnational law course from a list of courses designated as transnational in nature.

Second and Third-Year Courses

LAWG 5700. Justice Reform and the Canadian Criminal Jury
LAWG 5701. Trauma Informed Lawyering
LAWG 5702. Comparative Equality Law and Intersectional Discrimination: Critical and Transnational
LAWG 5703. Election Law
LAWG 5704. Advocacy and Moot Program
LAWG 5705. Islamic Law
LAWG 5706 . Transnational Criminal Law
LAWG 5707. Class Actions Clinic
LAWG 5821. Construction and Surety Law
LAWG 5822. Criminal Law and the Charter
LAWG 5823. First Nations Women in Law
LAWG 5827. Dispute Resolution
LAWG 5828. Lawyer as Conflict Resolver
LAWG 5829. Arabs, Muslims and the Law
LAWG 5830. Human Dignity
LAWG 5831. Indigenous Child Welfare in Canada
LAWG 5832. Income Taxation
LAWG 5833. Sports Law
LAWG 5834. Advanced Taxation
LAWG 5835. Reconciliation and the Residential School Legacy
LAWG 5836. Private Property and Public Interest
LAWG 5837. Privacy Law in Canada
LAWG 5838. Residential Landlord and Tenant Law
LAWG 5839. Indigenous Peoples, Art and Human Rights
LAWG 5840. Wills and Succession
LAWG 5841. Estate Planning and Administration
LAWG-5842. Advanced Intellectual Property/Business Law Practicum
LAWG 5843. Family Law
LAWG 5844. Advanced Family Law
LAWG 5845. Real Estate/Transfer of Lands
LAWG 5846. Animals and the Law
LAWG 5847. Jurisprudence
LAWG 5848. Health Law in Practice
LAWG 5849. Mental Health and the Law
LAWG 5850. Evidence
LAWG 5851. International Human Rights Law
LAWG 5853. International Humanitarian Law
LAWG 5854. Transnational Corporations and Human Rights
LAWG 5856. Comparative Constitutional Law and Social Movements
LAWG 5857. Public International Law
LAWG 5859. International Business Transactions
LAWG 5860. Conflict of Laws
LAWG 5861. Canada-United States Legal Issues
LAWG 5862. International Economic Law
LAWG 5865. Trusts

LAWG 5867. Labour Law
LAWG 5868. Labour Arbitration
LAWG 5869 . Employment Law
LAWG 5872. Commercial Law - Sales
LAWG 5874. Commercial Law - Secured Transactions
LAWG 5877. Business Associations
LAWG 5879. Corporate Finance
LAWG 5880. Advanced Business Law Seminar
LAWG 5881. Regulatory Offences
LAWG 5883. Criminal Procedure
LAWG 5889. Remedies
LAWG 5891. Advanced Legal Research
LAWG 5892. Supervised Research
LAWG 5893. Civil Liberties
LAWG 5895. Sentencing
LAWG 5896. Motions in Criminal Law
LAWG 5903. Land Use Planning Law
LAWG 5904. Municipal Law
LAWG 5906. Lawyering Process
LAWG 5907. Civil Trial Advocacy
LAWG 5908. Class Actions
LAWG 5909. Criminal Advocacy
LAWG 5910. Law, Disability and Social Change
LAWG 5912. Insurance Law
LAWG 5913. Automobile Insurance Law
LAWG 5914. Trademarks and Unfair Competition
LAWG 5915. Copyright Law
LAWG 5918. Patent Law
LAWG 5920. Environmental Law
LAWG 5921. International Environmental Law
LAWG 5923. Aboriginal Law in Society
LAWG 5924. The Law of Developing Nations
LAWG 5925. Advocacy Before Administrative Tribunals
LAWG 5926. Clinic Practice Program
LAWG 5927. Clinic Seminar
LAWG 5930. Law and Social Work - Advanced Practice Research Methods and Policy Analysis
LAWG 5931. Advanced Seminar in the Theory and Practice of Social Work and Law
LAWG 5932. Externship Seminar: Learning in Place
LAWG 5933. Externship Placement
LAWG 5936. Constitutional Litigation
LAWG 5937. Freedom of Expression
LAWG 5938. Freedom of Religion
LAWG 5944. Clients
LAWG 5946. International Criminal Law
LAWG 5948. Banking and Negotiable Instruments
LAWG 5949. Advanced Administrative Law- Administrative Justice
LAWG 5950. Advanced Labour and Employment Law
LAWG 5951. Jewish Law
LAWG 5952. The International Law of Refugees and Forced Migration
LAWG 5953. Constitutionalism of the Global South

LAWG 5954. Robotics Law and Policy
LAWG 5956. Race and the Law
LAWG 5957. Canadian Immigration Law and Refugee Law
LAWG 5958 . Project Based External Placement
LAWG 5959. Securities Regulation
LAWG 5961. Feminist Legal Theory
LAWG 5965. Judicial Internship - Family
LAWG 5966. Judicial Internship - Criminal
LAWG 5967. Judicial Internship - Newmarket
LAWG 5968. Blockchain Technology and Commercial Law
LAWG 5969. Fundamentals of IP Strategy/ Entrepreneurship Clinic
LAWG 5971. Special Topics in Law
LAWG 5974. Environmental Law Clinic
LAWG 5975. Canadian Infrastructure Law and Project Finance
LAWG 5986. Public Health Law in Canada: The Role of the State, Law and Human
LAWG 5987. Entertainment Law
LAWG 5988. Insolvency and Restructuring (Bankruptcy)
LAWG 5989. Migrant Workers Clinic
LAWG 5990. Conflict Coaching for Self-Represented Litigants
LAWG 5992. Contract Drafting
LAWG 5993. Business Agreements
LAWG 5994. International Commercial Arbitration
LAWG 5995. Anishinaabe Student Camp

Courses Outside the Faculty
Students are allowed, with permission, to enroll in a course that is taught in other faculties at the University of Windsor and certain courses that are taught at the law schools at Wayne State University and the University of Detroit Mercy for credit toward a JD degree. Grades that are achieved in courses taught outside of the Faculty are recorded onto the student transcript but, are not calculated into the student averages for ranking purposes.

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).

It is difficult to predict how many students, and therefore how many sections and instructors, we need for Administrative Law and the Legal Profession every term because students can take it any time between 2nd or 3rd year. This often creates last-minute scrambles in the winter because the course will be fully enrolled but we'll

still have some 3L students needing the course to graduate. We hope to avoid these problems by fixing the year in which each mandatory course must be taken.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.

Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.

Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

This change will allow us to use our resources more effectively by knowing exactly how many students, in any given year, need to take the mandatory courses. No other resources should be affected.

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.

This change does not increase the use of non-tenure track faculty members. We typically offer 3 sections of the Legal Profession and 3 to 4 of Administrative Law. We often need one sessional instructor for one of these sections in these two 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.*

None

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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.)

As mentioned, this allows us to ensure we have as many sections of each course we need but not more than we need, which may reduce our need for sessional instructors.

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

*5.10: **Social Work – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Arts, Humanites and Social Sciencse**

MOTION: That the degree requirements for the Honours Bachelor of Social Work and Disabilty Studies and Honours Bachelor of Social Work in Women's Studies be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required.*

Rationale/Approvals:

- The changes have been approved by the Department of Interdisciplinary and Critical Studies, the School of Social Work and the Faculty of Arts, Humanites and Social Sciences Council(May 14, 2026).
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Social Work (BSW)**
DEPARTMENT(S)/SCHOOL(S):	**School of Social Work**
FACULTY(IES):	**Faculty of Arts, Humanities, and Social Sciences**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2027

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

__X__ No

If yes, list all new courses:

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 Bachelor of Social Work and Disability Studies

This is a joint offering between Social Work and Interdisciplinary and Critical Studies.

Degree Requirements

Total courses: 40

(a) Social Work: SWRK-1170, SWRK-1180, SWRK-2040, SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, SWRK-4230, SWRK-4300, SWRK-4730 (9.0 credit hours), SWRK-4310, SWRK-4750 (12 credit hours).

* Every effort will be made to ensure that Field Education I and II will allow the Combined Social Work and Disability Studies student to utilize their knowledge from both areas of study in the experiential learning process.

(b) Disability Studies:

(i) four discipline foundation courses: PSYC-1150, PSYC-1160, IACS-1000, SWRK-2100;

(ii) three Disability Studies or Disability Studies-Emphasis courses;

(iii) three human development courses: PSYC-2230, PSYC-2240, PSYC-2250

(iv) three Disability Studies courses: ICDS-2010, ICDS-3020, ICDS-4010 **or ICWG-4100**.

(c) ENGL-1010 (students with 80% or higher in Grade 12 ENG4U (or equivalent) are exempt from this course requirement and will substitute it with an additional course from any area of study.);

(d) one course with Indigenous content, perspectives, or materials (see Office of the Dean of the Faculty of Arts, Humanities, and Social Sciences for complete list.);

(e) two Science courses;

(f) SOSC-2500 or SWRK-2000

(g) three courses from any area of study, excluding social work and disability studies.

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

Recommended Course Sequencing:
Year 1: SWRK-1170, SWRK-1180, PSYC-1150, PSYC-1160, ACS-1000, ENGL-1010, one Indigenous content courseIACS-1000, one science course and two courses from any area of study.
Year 2: SWRK-2100, SWRK-2040, SOSC-2500 or SWRK-2000, PSYC-2230, PSYC-2240, one science course, 3 Disability Studies Emphasis courses and one course from any area of study.
Year 3: SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, PSYC-2250, ICDS-2010, ICDS-3020, ICDS-4010 **or ICWG-4100**. Year
4: SWRK-4230, SWRK-4300, SWRK-4730 (9.0 credit hours), SWRK-4310, SWRK-4750 (12 credit hours).

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

Degree Requirements
Total courses: 40
(a) Social Work: SWRK-1170, SWRK-1180, SWRK-2040, SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, SWRK-4230, SWRK-4300, SWRK-4310, SWRK-4730 (9 credit hours), and SWRK4750 (12 credit hours).
(b) Women' and Gender Studies:
(i) ICWG-1000, ICWG-2500, ICWG-3050 or ICWG/PHIL-3590, ICWG-3060;
ii) five of ICWG/SACR-2100, ICWG-2200, ~~IACS-2350~~, **ICDS-2010, ICWG-2510,** IACS-2600, ICWG-2380, ICWG-3000, or KINE3501/PSYC/SACR/IACS/SOSC/SWRK/IACS-3500;
(iii) SWRK/ICWG-3550; one of SWRK/ICWG-3470, ICWG-3330, ICWG-3850*;
(iv) three additional Women's and Gender Studies courses.
(c) ENGL-1010 (students with 80% or higher in Grade 12 ENG4U (or equivalent) are exempt from this course requirement and will substitute it with an additional course from any area of study.);
(d) one course with Indigenous content, perspectives, or materials (see Office of the Dean of the Faculty of Arts, Humanities, and Social Sciences for complete list.);
(e) SOSC-2500 or SWRK-2000
(f) One science course;
(g) Three courses from any area of study, excluding Social Work and Women's and Gender Studies. (It is recommended that these courses be from related disciplines)
Courses used to calculate the major average are: courses listed under requirements (a) and (b), and any courses taken in the major area(s) of study.
*ICWG-3850 may count as equivalent only when offered as a Walls to Bridges course under section code "75".

Program Sequencing
Year 1: (Ten courses) SWRK-1170, SWRK-1180, ICWG-1000, ICWG-2300 (or SACR-2100), ICWG-XXXX (one Women's and Gender Studies course), ENGL-1010, one Indigenous content course, one science course; and two courses from any area of study, excluding Social Work and Women's and Gender Studies.
Year 2: (Ten Courses) SOSC-2500 or SWRK-2000, SWRK-2040, ICWG-2500; four of ICWG/SACR-2100, ICWG2200, ~~IACS/IACS-2350,~~ **ICDS-2010, ICWG-2510,** IACS-2600, ICWG-2380, ICWG-3000, or KINE-3501/PSYC/SACR/SOSC/SWRK/IACS-3500; two Women's and Gender Studies courses, and one course from any area of study, excluding Social Work and Women's and Gender Studies.
Year 3: (Ten courses) SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, ICWG-3590 (or PHIL-3590 or ICWG-3050), ICWG-3060, SWRK/ICWG-3550; and one of SWRK/ICWG-3470 or ICWG-3330 or ICWG-3850*;
Year 4: SWRK-4230, SWRK-4300, SWRK-4310, SWRK-4730 (9 credit hours), SWRK-4750 (12 credit hours).

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

N/A

B. RATIONALE

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

Program requirements were updated to reflect changes in the Department of Interdisciplinary and Critical Studies course availability in our concurrent programs.

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

None. A wide variety of arts courses are already available in FAHSS, this change will merely diversify the electives that social work students are already required to take. No additional sections of courses will be required.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

None.

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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.*

None.

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.)

None.

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

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

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the requirements for the Specialization in Marketing 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.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Specialization in Marketing**
DEPARTMENT(S)/SCHOOL(S):	**Odette School of Business**
FACULTY(IES):	**Odette School of Business**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Spring 2026

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

__x__ No

If yes, list all new courses:

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.

Specialization in Marketing

To be eligible for the Marketing specialization, students must receive a minimum grade of 65% in each gate-in course MKTG-1310 and MKTG-2320, an overall minimum average of 67% in MKTG-3320, MKTG-3340, MKTG-4390 and any 4 of MKTG-3350, MKTG-3370, MKTG-3380, MKTG-3390, MKTG 4300, MKTG 4320, MKTG-4330, MKTG-4350, MKTG-4360, MKTG-4370, MKTG-4380, MKTG-4410, MKTG 4440, MKTG-4450**,** ~~**and**~~ MKTG-4910, or **MKTG-4950** and a minimum grade of 67% in the capstone course MKTG-4390.

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).

Including MKTG 4950 Independent Study as an option for the Marketing Specialization will mitigate the need for special exceptions to be processed by the Registrar's Office.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

*5.12: **Visual Arts – New Course Proposals (Form D)**

Item for: **Approval**

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

MOTION: That the following courses be approved:^
VSAR-2470 The Constructed Image
VSAR-3420. Multiples

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the School of Creative Arts and the Faculty of Arts Council and the Humanities, and Social Sciences Coordinating Council (May 14, 2026).
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Visual Art**
DEPARTMENT(S)/SCHOOL(S):	**School of Creative Arts**
FACULTY(IES):	**FAHSS**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2026

A. NEW COURSE PROFILE

Course # and Title: VSAR-2470. The Constructed Image

A.1 Calendar Description

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

This course explores concepts that underpin layered and multi-sourced methods of making images, including strategies of juxtaposition, deconstruction, and recontextualization. The course considers the implications of image appropriation and how digital media, including generative AI, are reshaping our understandings of individual and collaborative authorship.(Prerequisites: VSAR-1060 or VSAR-1070)(Lab fees may apply.)(This is an experiential learning course.)

A.2 Experiential Learning Categories

Does the course include experiential learning? Check all that apply.
For definitions go to: https://www.uwindsor.ca/cces/1423/experiential-learning-definitions

- ☐ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☒ creative performance or exhibit (*for visual and performing arts*)
- ☐ entrepreneurship
- ☐ field experience or site visit
- ☐ labs
- ☐ No experiential learning in this course
- ☐ field work
- ☐ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☐ research project
- ☐ study abroad

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/ Tutorial	Online	Co-op/practicum/ experiential learning	Other
3.0	36	1 hour per week			Exhibition is included studio hours	2 hours per week

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Modality (Delivery format)							
In-person	**Fully Online - Asynchronous**	**Fully Online - Synchronous**	**Remote asynchronous online**	**Remote synchronous online**	**Hybrid**	**Hyflex**	**Bimodal**
X							

Pre-requisites	**Co-requisites**	**Anti-requisites**	**Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):**	**Required course?**	**Replacing old course*** ** *[provide old course number]*
VSAR-1060 or VSAR-1070	None	None	No	No	Yes. VSAR-3470

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	No

Is the new course a required course in one or more programs?

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the new course proposal (PDC Form D)]

_X___ No

B. RATIONALE

B.1 Course Goal(s)

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

VSAR-2470: The Constructed Image develops students' understanding of how meaning is constructed within works of art by exploring strategies of appropriation, juxtaposition, deconstruction, and the recontextualization of found imagery. This studio-based course complements the Media, Art, and Culture (MACS) curriculum by providing a methodology for analysis of visual language that bridges theoretical frameworks with practical applications. Additionally, this course strengthens the School of Creative Arts (SoCA) interdisciplinary offerings, directly fulfilling key recommendations from the most recent Institutional Quality Assurance Process (IQAP) review.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967). In developing this new course, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

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

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*

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

Over the years, SoCA has invited several Indigenous and First Nations artists to visit the school. These guests have given artist talks, led workshops, worked as artists-in-residence, conducted studio visits with graduate and undergraduate students, and collaborated with faculty members. These artists have made significant contributions to student experience, but we recognize the need to change course offerings and re-think overall program structure to continue the process of Indigenization and decolonization. Introducing students to some of the rich histories in Indigenous visual cultures is a crucial step in this process.

In Media, Art, and Culture and Visual Art studio courses, students learn to read imagery critically and examine how the colonial gaze which has shaped traditions of Western art history and artists' production is challenged within contemporary arts practices. By integrating the work of North American and international Indigenous artists into lectures and discussions, which take place in both MACS and VSAR courses, we provide students with a breadth of experience that acknowledges global perspectives on sovereignty, resistance, and cultural resurgence. This approach encourages students to deconstruct biased visual narratives and develop new creative strategies that honour diverse knowledge systems, positioning decolonization as a foundational element of their artistic practices. Additionally, in studio courses, students are provided with the opportunity to create art that functions as a form of critical enquiry, allowing them to develop a personal visual language that reflects their own social and ethical responsibilities.

B.3 LEARNING OUTCOMES (QAF section 2)

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

VSAR-2470 – The Constructed Image

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:

A. Utilize concepts of appropriation, deconstruction, layering, juxtaposition, and recontextualization to create meaning within artworks in a range of media.	A. the acquisition, application and integration of knowledge
B. Contextualize their work within the historical and contemporary practices of appropriation and multi-sourced image making.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Plan and execute a series of artworks.	C. critical thinking and problem-solving skills
D. Write analyses of artworks, reflections on creative processes, and artist statements.	D. literacy and numeracy skills
E. Articulate how copyright regulations and ethical considerations relate to the use of appropriated imagery.	E. responsible behaviour to self, others and society
F. Communicate personal observations and opinions in group discussions.	F. interpersonal and communications skills
G. Contribute peer feedback in response to works-in-progress and completed artworks.	G. teamwork, and personal and group leadership skills
H. Explore personal creative concepts through multi-sourced image making.	H. creativity and aesthetic appreciation
I. Reflect on their learning process and identify areas for future growth.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course. VSAR-2470 is one of a suite of options offered on a rotational basis to ensure a diverse range of curriculum choices within the program.	Year 1	Year 2	Year 3	Year 4	Year 5
	30	0	30	0	30

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

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

VSAR-2470 (The Constructed Image) replaces VSAR-3470 (Photography Sequence and Context). As a replacement for an existing course, it will not have an impact on enrollments.

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

VSAR-2470 The Constructed Image replaces VSAR-3470 Photography: Sequence and Context. Following the phasing out of SoCA's Photo Technician position in 2022/23, VSAR-3470 represents a strategic adaptation to the reduction in specialized techniciansupport.

To meet these challenges, the course pivots toward SoCA's existing Make Lab facilities and technician, leveraging their technical expertise to support a curriculum grounded in multidisciplinary fabrication and material exploration. The Make Lab technician is essential to this transition, providing the necessary mentorship and oversight for students to safely and effectively utilize advanced technology, including:

- Laser Carving: For precision fabrication of sets, props, and custom photographic substrates.
- CNC (Computer Numerical Control) Carving: Utilizing automated subtractive manufacturing for large-scale structural elements.
- 3D Printing: Producing three-dimensional objects and intricate components for staged compositions.

By integrating these contemporary tools with analogue woodworking and metalworking resources, the course ensures that students continue to receive high-level technical guidance while evolving their practice to encompass a broad range of material innovations and self-directed specialization in areas of interest.

The replacement of VSAR-3470 Photography: Sequence and Context with VSAR-2470 The Constructed Image will not require additional equipment or external resources. Furthermore, this change will have no adverse effect on:

- Faculty and Staff Resources: Current instructional loads remain unchanged.
- Existing Courses: No prerequisites or corequisites in other programs are affected.
- Support Services: There are no additional requirements for the Library, IT support, or Student Support Services.
- Teaching and Learning: VSAR-2470 does not require GA/TA resources.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

This course is taught exclusively by permanent faculty.

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.*

No additional resources are required for VSAR-2470.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

This course has been designed to operate within the faculty's current technician support structure. This approach addresses the elimination of two technician positions in 2025, ensuring the program remains sustainable while maintaining rigorous safety and instructional standards without the need for additional resource allocation.

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:	No additional resources required.
Staff:	No additional resources required.
GA/TAs:	No GA/TA support required.

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:	No additional Library Resources or Services required.
Teaching and Learning Support:	No additional Teaching and Learning support required.
Student Support Services:	No additional Student Support Services required.
Space and Facilities:	No additional space or facilities required.
Equipment (and Maintenance):	No additional equipment or maintenance required.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Visual Art**
DEPARTMENT(S)/SCHOOL(S):	**School of Creative Arts**
FACULTY(IES):	**FAHSS**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2026

A. NEW COURSE PROFILE

Course # and Title: VSAR-3420. Multiples

A.1 Calendar Description

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

This course explores the production, conceptual implications, and public engagement potential of multiples, investigating how they democratise art by bridging the gap between artist and society. Students develop a range of strategies for distributing their work within the public realm, challenging the conventions of the art gallery and expanding access to art. (Prerequisites: Three VSAR-2000 courses) (Lab fees may apply.)(This is an experiential learning course.)

A.2 Experiential Learning Categories

Does the course include experiential learning? Check all that apply.
For definitions go to: https://www.uwindsor.ca/cces/1423/experiential-learning-definitions

- ☐ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☒ creative performance or exhibit (*for visual and performing arts*)
- ☒ entrepreneurship
- ☐ field experience or site visit
- ☐ labs
- ☐ No experiential learning in this course
- ☐ field work
- ☐ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☐ research project
- ☐ study abroad

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/ Tutorial	Online	Co-op/practicum/ experiential learning	Other

3.0	36	1 hour per week			Exhibition and entrepreneurship is included studio and lecture hours	2 hours per week

Course Modality (Delivery format)							
In-person	**Fully Online - Asynchronous**	**Fully Online - Synchronous**	**Remote asynchronous online**	**Remote synchronous online**	**Hybrid**	**Hyflex**	**Bimodal**
X							

Pre-requisites	**Co-requisites**	**Anti-requisites**	**Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):**	**Required course?**	**Replacing old course*** ***[provide old course number]***
Three VSAR-2000 courses.				No	Yes – VSAR-3470

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	No

Is the new course a required course in one or more programs?

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the new course proposal (PDC Form D)]

_X___ No

B. RATIONALE

B.1 Course Goal(s)

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

VSAR-3480: Multiples prepares students to practise as professional artists by providing practical experience creating editions of work for distribution in the public realm. Integrating traditional and non-traditional methodologies, the course guides students through the complete lifecycle of a project—from conceptual production to the logistics of packaging, pricing, and selling editions. Students will develop essential professional skills in promoting their work and writing concise, accessible artist statements, bridging the gap between studio practice and the contemporary marketplace. Additionally, this course strengthens the School of Creative Arts (SoCA) interdisciplinary offerings, directly fulfilling key recommendations from the most recent Institutional Quality Assurance Process (IQAP) review.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

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

Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? Please consider these prompt questions and additional Resources including disciplinary examples:

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

Over the years, SoCA has invited several Indigenous and First Nations artists to visit the school. These guests have given artist talks, led workshops, worked as artists-in-residence, conducted studio visits with graduate and undergraduate students, and collaborated with faculty members. These artists have made significant contributions to student experience, but we recognize the need to change course offerings and re-think overall program structure to continue the process of Indigenization and decolonization. Introducing students to some of the rich histories in Indigenous visual cultures is a crucial step in this process.

In studio courses and Media, Art, and Culture courses, students learn to read imagery critically and examine how the colonial gaze which has shaped traditions of Western art history and artists' production is challenged within contemporary arts practices. By integrating the work of North American and international Indigenous artists into lectures and discussions, which take place in both MACS and VSAR courses, we provide students with a breadth of experience that acknowledges global perspectives on sovereignty, resistance, and cultural resurgence. This approach encourages students to deconstruct biased visual narratives and develop new creative strategies that honour diverse knowledge systems, positioning decolonization as a foundational element of their artistic practices. Additionally, in studio courses, students are provided with the opportunity to create art that functions as a form of critical enquiry, allowing them to develop a personal visual language that reflects their own social and ethical responsibilities.

B.3 LEARNING OUTCOMES (QAF section 2)

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

VSAR-3420. Multiples

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Create and distribute multiples in a range of media.	A. the acquisition, application and integration of knowledge
B. Apply knowledge of history and contemporary art practices related to artist multiples in creative and written work.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use iterative processes, including sketching and making maquettes, to develop and refine artworks.	C. critical thinking and problem-solving skills
D. Produce artist statements and artist biographies for public distribution.	D. literacy and numeracy skills
E. Exercise ethical consideration in the design of publicly distributed artwork.	E. responsible behaviour to self, others and society
F. Communicate with audiences by distributing artwork in public settings.	F. interpersonal and communications skills
G. Contribute peer feedback in response to works-in-progress and completed artworks.	G. teamwork, and personal and group leadership skills
H. Express personal ideas through the creation of artist multiples.	H. creativity and aesthetic appreciation
I. Articulate how the creation and distribution of artist multiples complement and promote an artist's practice.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course. VSAR-3480 is one of a suite of options offered on a rotational basis to ensure a diverse range of curriculum choices within the program.	Year 1	Year 2	Year 3	Year 4	Year 5
	30	0	30	0	30

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

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

VSAR-3480 The Constructed Image replaces VSAR-3480 Photography Concept and Production. As a replacement for an existing course, it will not have an impact on enrollments.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

VSAR-3480: Multiples replaces *VSAR-3480: Photography: Concept and Production*. Following the phasing out of SoCA's Photo Technician position in 2022/23, VSAR-3480 represents a strategic adaptation to the reduction in specialized technician support.

To meet these challenges, the course pivots toward SoCA's existing Make Lab facilities and technician, leveraging their technical expertise to support a curriculum grounded in multidisciplinary fabrication and material exploration. The Make Lab technician is essential to this transition, providing the necessary mentorship and oversight for students to safely and effectively utilize advanced technology, including:

- Laser Carving: For precision fabrication of sets, props, and custom photographic substrates.
- CNC (Computer Numerical Control) Carving: Utilizing automated subtractive manufacturing for large-scale structural elements.
- 3D Printing: Producing three-dimensional objects and intricate components for staged compositions.

By integrating these contemporary tools with analogue woodworking and metalworking resources, the course ensures that students continue to receive high-level technical guidance while evolving their practice to encompass a broad range of material innovations and self-directed specialization in areas of interest.

The replacement of replaces *VSAR-3480: Photography Concept and Production* with *VSAR-3480: Multiples* will not require additional equipment or external resources. Furthermore, this change will have no adverse effect on:

- Faculty and Staff Resources: Current instructional loads remain unchanged.
- Existing Courses: No prerequisites or corequisites in other programs are affected.
- Support Services: There are no additional requirements for the Library, IT support, or Student Support Services.
- Teaching and Learning: VSAR-3480 does not require GA/TA resources.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

This course is taught exclusively by permanent faculty.

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

No additional resources are required for VSAR-3480.

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.)

This course has been designed to operate within the faculty's current technician support structure. This approach addresses the elimination of two technician positions in 2025, ensuring the program remains sustainable while maintaining rigorous safety and instructional standards without the need for additional resource allocation.

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:	No additional resources required.
Staff:	No additional staff required.
GA/TAs:	No GA/TA support required.

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:	No additional Library Resources or Services required.
Teaching and Learning Support:	No additional Teaching and Learning support required.
Student Support Services:	No additional Student Support Services required.
Space and Facilities:	No additional space or facilities required.
Equipment (and Maintenance):	No additional equipment or maintenance required.

University of Windsor
Program Development Committee

*5.13: **Visual Arts – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

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

Date of Modification	Approval Body Modifying	Reason for Modification
May 14, 2026	FAHSS Council	

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** 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/)

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	Bruce J.G. Kotowich	February 13, 2026	X	

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***.** **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate Winter 2027

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**

~~VSAR 3470. Photography: Sequence and Context~~
~~This course is an intensive investigation into photographic representation. The course will concentrate on the properties of individual photographs and the meanings created when they are combined into groups, series and sequences. Photographic books, slide shows, magazine layouts, blogs, exhibitions, and installations are explored as means of developing visual fluency and coherent self-expression. Critical readings and class discussions will enlist a wide range of theoretical approaches. Students will create an independent body of work based on course material. (Lab fees may apply.) (Pre-requisites: VSAR 2530 or VSAR 2900)~~

~~VSAR 3480. Photography: Concept and Production~~
~~An applied exploration of current critical issues in photography. Students will explore, discuss and produce photographic work that addresses the current theme of the course. Themes will vary but may include: Decoding the Portrait, the City and the Land, the Vernacular, the Street and the Studio, Space and Place, Representation and~~

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

~~Appropriation, and Gender and Landscapes. Students will produce a body of work and learning will be supported by lectures and critiques. (Lab fees may apply.) (Prerequisites: VSAR 2530 or VSAR 2900)~~

A.1 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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

A.2 Are any of the courses being deleted currently required in one or more programs? *(if no courses are being deleted, check "No".)*

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

__X__ No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

Not applicable as the courses are being deleted.

University of Windsor
Program Development Committee

*5.14 **Kinesiology - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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** 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/)

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 Winter 2027

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**

KINE-4750. Individual Studies
The student will select an approved topic and under direction investigate and report on it. (Prerequisite: consent of the instructor is required at least three weeks prior to the end of the Fall or Winter term preceding the term in which enrollment is anticipated.) (Hours to be arranged.) **(May be taken twice for credit.)**

KINE-4980. Internship
A supervised, project-driven work experience in an approved setting. The experience will be expected to provide students with an enriched learning opportunity to integrate theory and practice. Internships are open to **3rd and** 4th year Kinesiology students from either major. (Offered on a Pass/Non-Pass basis.) (Prerequisite: consent of the instructor is required **to register for this course** ~~at least three weeks prior to the end of the Fall or Winter term preceding the term in which enrollment is anticipated.~~) (9 hours a week.) (This is an experiential learning course.) **(Maximum of two sections may be taken for credit.)**

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

A.1 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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

A.2 <u>Are any of the courses being deleted currently required in one or more programs?</u> *(if no courses are being deleted, check "No".)*

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted <u>with</u> the summary of minor course and calendar changes (PDC Form E)]

_X___ No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above <u>where there are no official learning outcomes for the course</u>.

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.*

COMPLETE THIS TABLE FOR EACH COURSE THAT DOES NOT HAVE OFFICIAL LEARNING OUTCOMES.

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

COURSE NUMBER AND TITLE: KINE-4750. Individual Studies	
Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Define concepts and terms as they relate to a specific area of research in Kinesiology.	A. the acquisition, application and integration of knowledge
B. Summarize, describe and compare research findings in Kinesiology-based literature.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. identify gaps in the literature in an area of Kinesiology and propose solutions to the issues.	C. critical thinking and problem-solving skills
D. Analyze Kinesiology-based data and express findings in the form of a written document, report, or summary.	D. literacy and numeracy skills
E. Recognize issues of ethical practices in Kinesiology and also follow ethical protocols.	E. responsible behaviour to self, others and society
F. Explain their Kinesiology-based research to others.	F. interpersonal and communications skills
G. Explain findings in Kinesiology research and share ideas with peers/faculty/members in the community.	G. teamwork, and personal and group leadership skills
H. Communicate Kinesiology research findings in oral, written, and visual forms.	H. creativity and aesthetic appreciation
I. identify limitations within Kinesiology research and explain how these can be addressed in future directions of the specific research area.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: KINE-4980. Internship	
Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Identify and use the professional behaviour required to be successful in the workplace. Explain and apply the varying methods of applying knowledge and skills, to real-world situations. Describe the scope of practice related to the discipline of their internship (also relevant to I).	A. the acquisition, application and integration of knowledge
B. Evaluate their educational and career goals to determine if the internship discipline is a career they want to pursue (also relevant to E and I).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Demonstrate effective communication skills by actively listening, clearly exchanging information, and communicating professionally with co-workers and clients.	C. critical thinking and problem-solving skills

Collaborate respectfully and collegially with co-workers and clients to identify existing problems and develop realistic, effective solutions. Critically reflect on their internship performance, service to the community, their personal strengths and opportunities for growth and development (also relevant to D, E, and I).	
D	D. literacy and numeracy skills
E. Execute networking skills and strategies to initiate a professional network (also relevant to F and G).	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.15: **Interdisciplinary and Critical Studies – Summary of Minor Course and Calendar Changes**

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** 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/)

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 Winter 2027

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**

IACS-2600. ~~Women and Globalization~~ Fast Fashion: Gender and Global Flows
This course introduces students to ~~gender-sensitive~~ **a gendered analysis** of the role of women in the global economy **through a focus on the global garment supply chain**. Course materials cover the place of ~~women in the~~ **gender within transnational capitalism and global production networks, both historically and in present day.** ~~international division of labour, the role of women in export-oriented industries in the "Third World," and women as "homeworkers" in the First and Third World.~~ **Topics covered include, but are not limited to, the de-industrialization of North America, feminist commodity chain analysis, environmental sustainability, protest/resistance, and ethical consumption.** Students will utilize relevant empirical material to develop critical thinking and an understanding of gender inequalities in the **global garment industry** ~~"development process."~~ (Prerequisites: at least Semester 3 standing)

ICWG-1200. **Homegirls, Lovers, and Friends** ~~Gal Pals: Women and Friendship~~
This course examines a diverse range of women's friendships. Through discussion, reading, and films we will explore topics such as the meaning of friendship for women, how women's friendships have been portrayed in literature and film, the link between friendship and social activism for women, and the political meanings of women's friendship in cultures resistant to woman-centered consciousness. (Can be taken for Social Science

or Arts credit.)

[Note: This course was previously offered as Gal Pals: Women and Friendship.]

A.1 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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

A.2 <u>Are any of the courses being deleted currently required in one or more programs?</u> *(if no courses are being deleted, check "No".)*

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted <u>with</u> the summary of minor course and calendar changes (PDC Form E)]

___X_ No. If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above <u>where there are no official learning outcomes for the course</u>.

IACS-2600: Learning outcomes were last updated January 15, 2025.
ICWG-1200: Learning outcomes were last updated April 7, 2017.

University of Windsor
Program Development Committee

*5.16: **Interdisciplinary and Critical Studies – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

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

Date of Modification	Approval Body Modifying	Reason for Modification
May 14, 2026	FAHSS Council	Course deletion: ICDS-4610

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** 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/)

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 Winter 2027

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**

~~ICDS-4610. Community Practice~~
~~This four-course equivalent sequence is a field placement, designed to enable students to apply and integrate the various theoretical perspectives and themes explored in the Disability Studies program. Students will work with people with disabilities in community agencies and programs and develop respectful and empowering professional skills. Students will also have the. opportunity to gain knowledge of an issue or area of specific interest. Students will acquire knowledge of the needs and issues relevant to at least one disability group.~~

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

~~(Semester 7 standing in Disability Studies Program) (Prerequisite: IACS-2010, IACS-3020, IASC-4010, IACS-4020).~~

A.1 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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☒
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

A.2 <u>Are any of the courses being deleted currently required in one or more programs?</u> *(if no courses are being deleted, check "No".)*

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted <u>with</u> the summary of minor course and calendar changes (PDC Form E)]

_x___ No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above <u>where there are no official learning outcomes for the course</u>.

Not applicable as the course is being deleted.

University of Windsor
Program Development Committee

*5.17: **Law – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Law**

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** 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/)

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
Law	Reem Bahdi	May 1, 2026	X	

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]*. **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate Winter 2027

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**

LAWG-5805. Criminal Law ~~and Procedure~~
This course examines the principles of criminal liability, the elements of particular crimes; exploration of major problems of the criminal law and its administration, viewed as a method controlling socially undesirable behaviour. 5 credits (2 credits; Fall term; 3 credits) (5 Credits)

LAWG-5989. ~~Law Of~~ Migrant Work Law, Justice, and Organizing
~~This course will provide substantive knowledge and experiential learning on Migrant Work Law.~~ Migrant workers, as a racialized and marginalized group **in a neocolonial global system**, face numerous forms of exclusion and discrimination that impede their access to justice. ~~Moreover, the~~ **The** legal regime that affects migrant workers functions at the complex intersection of immigration law, international ~~bilateral~~ agreements, employment law, **food and trade law,** workers' compensation law, human rights law, **technology and environmental law,** and health law, among others. **In this course, students will learn how different areas of law intersect to produce the legal marginalization of migrant workers, as well as the global political economy of labour, migration, food production, and land dispossession. Students will also learn about movement lawyering and praxis-informed organizing for transnational justice, and develop strategies for representing and advocating for migrant workers that center worker agency, build community power, and dismantle systems of**

oppression. ~~The course will consist of two components: a) a clinic day held every 2-4 weeks (where students will attend the LFO-funded mobile summary advice clinic for migrant workers, undertake legal and policy research on migrant worker issues, and assist in the operation and development of the clinic); and b) in-class seminar on the non-clinic weeks (where the students will learn substantive law and issues that affect migrant workers). -- 4 Credits~~ **3 Credits**

A.1 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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

A.2 Are any of the courses being deleted currently required in one or more programs? *(if no courses are being deleted, check "No".)*

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

___X_ No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

LAWG-5805: Learning outcomes were last updated December 14, 2018

LAWG-5989: Learning outcomes were last updated November 8, 2019.

University of Windsor
Program Development Committee

*5.18 **Chemistry and Biochemistry – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Sciences**

MOTION: That the following course be approved:^
CHEM 1900. Chemistry in Practice: Industry, Innovation, and Entrepreneurship

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Chemistry and Biochemistry Council, and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- See attached

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**BScH-Chemistry, BScH-Biochemistry**
DEPARTMENT(S)/SCHOOL(S):	**Chemistry and Biochemistry**
FACULTY(IES):	**Science**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2027, Undergraduate Calendar

A. NEW COURSE PROFILE

Course # and Title: CHEM 1900. Chemistry in Practice: Industry, Innovation, and Entrepreneurship

A.1 Calendar Description

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

Students will be introduced to applied and industrial chemistry by exploring how core scientific principles are used to address practical and industry-relevant problems. Students will be able to explain how chemical knowledge is applied through experimental design, instrumentation, interdisciplinary collaboration across sectors such as manufacturing, environmental monitoring, pharmaceuticals, and materials science. Students will consider how innovation and entrepreneurial thinking shape the development of scientific ideas and their broader societal applications. Guest speakers from industry, government, and UWindsor will highlight career pathways, innovation, and commercialization. As a culminating project, student teams will develop a chemistry-based idea and present an investor pitch session that integrates scientific rationale, feasibility, and potential impact. Experiential learning will prepare students to apply chemistry in academic, industrial, and entrepreneurial settings. (Prerequisite: Chemistry major program) (3 lecture hours per week.)

A.2 Experiential Learning Categories

Does the course include experiential learning? Check all that apply.
For definitions go to: https://www.uwindsor.ca/cces/1423/experiential-learning-definitions

- ☒ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☐ creative performance or exhibit (*for visual and performing arts*)
- ☒ entrepreneurship
- ☐ field experience or site visit
- ☐ labs
- ☐ No experiential learning in this course
- ☐ field work
- ☒ industry/community consulting project
- ☒ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☐ research project
- ☐ study abroad

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Chemistry major program				No	

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course introduces first-year chemistry majors to the breadth of applied and industrial chemistry while building awareness of how chemical knowledge translates into solving practical and industry-relevant problems. Students will develop an understanding of how chemistry supports innovation across sectors such as manufacturing, health, environment, and materials, and will be introduced to career pathways through interaction with professionals and faculty.

The course will foster problem-solving, communication, and entrepreneurial thinking by engaging students in the exploration of practical challenges that can be addressed through chemistry. Through collaborative work and applied examples, students will learn to connect scientific concepts with societal needs and potential applications. By the end of the course, students will integrate these skills in a team-based project that culminates in a "Dragon's Den"-style pitch, strengthening their confidence in presenting scientific ideas, evaluating feasibility, and recognizing the role of chemistry in innovation and commercialization.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967). In developing this new course, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

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

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*

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

This course will incorporate Indigenous perspectives where they meaningfully connect to applied chemistry, particularly in areas such as environmental stewardship, sustainable resource use, natural materials, and community-focused approaches to science and innovation. Course content will be guided by the Truth and Reconciliation Commission of Canada Calls to Action 62–65 (Education for Reconciliation) and 92 (Business and Reconciliation), supporting the integration of Indigenous knowledge systems, intercultural understanding, and ethical professional practice. In alignment with the University of Windsor's Indigenous Strategic Plan and its commitments to relationship-building, respect, reciprocity, responsibility, and the Indigenization and decolonization of curriculum, the course will encourage critical reflection on the historical and ongoing relationships between science, industry, land, and Indigenous communities. The course will also promote reflection on the historical and ongoing relationships between science, industry, land, and Indigenous communities. A guest lecture from an Indigenous scholar, industry professional, or entrepreneur will provide students with direct insight into Indigenous-led innovation and career pathways. The course will remain flexible to include additional voices, case studies, or emerging materials that support respectful and informed learning.

B.3 LEARNING OUTCOMES (QAF section 2)

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Describe the range of disciplines and professional contexts in which chemistry is applied. Explain how chemical knowledge is applied to address practical and industry-relevant problems.	A. the acquisition, application and integration of knowledge
B. Identify how chemical knowledge is applied to solve practical and industry-relevant problems through research, development, and innovation.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
C. Explain how chemistry contributes to technological advancement, safety, and sustainability. Evaluate the potential value and feasibility of proposed chemistry-based ideas.	C. critical thinking and problem-solving skills
N/A	D. literacy and numeracy skills
N/A	F. responsible behaviour to self, others and society
G. Communicate scientific ideas effectively to both technical and non-technical audiences.	G. interpersonal and communications skills
H. Demonstrate effective teamwork in the development of shared solutions.	H. teamwork, and personal and group leadership skills
I. Use creative approaches to communicate and present chemistry-informed ideas to diverse audiences.	I. creativity and aesthetic appreciation
J. Reflect on how chemistry knowledge can inform future academic, professional, or entrepreneurial pathways.	J. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected enrolment levels for the first 5 years of the new course.	15	15	30	30	30

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

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

N/A

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

Staff and coordination support will be provided through the Office of Research and Innovation's - Innovation, Partnerships and Entrepreneurship unit, consistent with its existing mandate to support interdisciplinary and experiential learning initiatives. These contributions will be integrated within current operational responsibilities and are not expected to impact support for other programs.

The course benefits from established collaborations with campus units that support experiential learning, industry engagement, and innovation initiatives. These relationships are already in place and operate within existing resource structures. The proposed course does not require specialized facilities beyond those currently available, and no new equipment or external infrastructure is required. Existing institutional resources are sufficient to support student learning activities and maintain course quality.

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.*

All resources for the course will be typical undergraduate supplies already available in the department.

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.)

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

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

D.1 Form History *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

Date of Modification	Approval Body Modifying	Reason for Modification

University of Windsor
Program Development Committee

5.19: **Institutional Quality Assurance Process (IQAP) – Revision**

Item for: **Approval**

MOTION: That the University's Institutional Quality Assurance Process be revised.

Rationale:

- The Quality Council recently revised their quality assurance protocol which necessitated corresponding changes to University of Windsors IQAP.
- See attached.



UNIVERSITY OF WINDSOR
INSTITUTIONAL QUALITY ASSURANCE PROCESS

University of Windsor IQAP Approvals:

APPROVED by Senate: 10 Dec 2010
APPROVED by Quality Council: June 2011

AMENDED by Senate: 14 Oct 2011, 7 June 2013, 13 Dec 2013, 9 May 2014, 14 Feb 2020 (clarification/information), 8 April 2022, November 14, 2025
AMENDED by Quality Council: 20 Dec 2011, 29 June 2013, 23 Jan 2014, 26 June 2014, 4 Oct 2016, 30 May 2023, December 19, 2025

AMENDED by Ministry (approval of certificate programs): October 2014

University of Windsor Institutional Quality Assurance Process
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Executive Summary

The *Quality Assurance Framework* requires every publicly-assisted university in Ontario to develop an Institutional Quality Assurance Process (IQAP) specifically suited to its individual context and mission, but also consistent with the Framework's requirements. The Quality Council, the independent, arm's-length body that approves new university programs and ensures universities' adherence to their own quality assurance procedures, also reviews and ratifies the IQAPs.

The University of Windsor has a robust and longstanding quality assurance infrastructure. The University of Windsor's Institutional Quality Assurance Process (IQAP), and its supporting procedures, work to ensure Windsor's firm commitment to cultivating a culture of excellence in education and articulates the quality of a Windsor degree. Ontario's universities have vested in the Quality Council's final authority for decisions concerning all aspects of quality assurance.

In addition to ratifying institutions' IQAPs and approving any subsequent revisions, the Quality Council reviews:

- Proposals for new for-credit graduate and undergraduate degrees
- For-credit graduate diplomas
- Requested endorsements of new fields added to existing graduate programs
- New inter-institutional programs
- Institutionally requested reviews of major modifications to programs
- Final assessment reports (FAR) or audits of FARs for all university program reviews, which will take place on an eight-year cycle.
- Universities' quality assurance practices.

Ensuring quality, at the provincial level, is a major impetus required by the *Quality Assurance Framework,* and the University of Windsor remains committed to creating evidence-based and reflective frameworks that enable departments and programs to engage in constant cycles of quality enhancement. Quality assurance and quality enhancement should be mutually compatible and cross-fertilizing. We invite those engaged with the processes of quality assurance to share their experiences and suggestions so that we continually refine institutional practice.

1. Introduction

The University of Windsor's IQAP provides Faculties and Departments with the principles, roles and responsibilities, procedures, structures, and protocols that underpin the University of Windsor's commitment to providing quality and effective education. It will serve as the basis for an evolving compendium of templates, supporting documents, and electronic links that will assist faculty and administrative efforts both to ensure and enhance educational quality. As well, it outlines the responsibilities of administrators and service units for program development and review and articulates foundational values, practices, and priorities for improving program outcomes. To achieve these goals, all stakeholders need to be engaged, reflective, and open to change and to making informed decisions. The IQAP explains how to approach program review systematically, strategically, and with an evolving sense of inquiry regarding student learning.

Windsor's Quality Assurance Process supports innovation and improvement so that quality assurance produces quality enhancement. This document supports Windsor's ongoing commitment to a robust system of quality assurance that reflects the international standards each of the Ontario institutions follow and shows how the University's practices conform to provincial accountability standards, set out in the *Quality Assurance Framework*.

Principles of Practice

In particular, the IQAP includes a set of 15 Principles that guide and inform every aspect of quality assurance, and a more detailed set of Protocols that are a prudent set of rules of best practice.

Each principle has details included under their overarching goals:

- Experience of the Student
- Oversight by an Independent Body
- Autonomy of Universities
- Transparency
- Increased Responsibility for Quality Assurance
- Continuous Monitoring and Quality Improvement
- Expert Independent Peer Review
- Appropriate Standards

This IQAP forms the basis of five distinct components:

- Protocol for New Program Proposals
- Protocol for Expedited Proposals
- Protocol for Cyclical Review of Existing Programs
- Protocol for Major Program Modifications
- The Audit Process

These components are found in greater detail in their specific sections within this document. Minor program changes are defined in the IQAP but not subject to Quality Council review.

Deleted: four

2. Quality Assurance at the University of Windsor

The *Quality Assurance Framework* aligns assurance processes for Ontario universities with international quality assurance standards, while ensuring the process remains "open, transparent, and accountable."[1] The University of Windsor firmly endorses this balance between accountability and internal processes of development.

Roles and Responsibilities (as related to IQAP)

Authorities

The authority responsible for the Institutional Quality Assurance Process (IQAP), its administration and application, is the University of Windsor's senior academic officer, the Provost and Vice-President (Academic). The Provost delegates this responsibility on a day-to-day basis to the Associate Vice-President (Academic) (hereinafter referred to as the AVPA).

The authoritative contact between University of Windsor and the Ontario Universities Council on Quality Assurance (the Quality Council) is the AVPA.

The authority responsible for the application of the IQAP for the review of new undergraduate and graduate degree-level programs and major and minor program modifications, as well as the review of cyclical program reviews and the production of the associated Final Assessment reports and Implementation Plans (FAR/IP) and the subsequent review of FAR/IP progress updates within the scope of this IQAP is the Program Development Committee (PDC). The PDC recommends to Senate approval of new programs and program modifications and reports to Senate on the cyclical program reviews (FAR/IP) and progress towards the implementation of recommendations agreed to in implementation plans and recorded in the final assessment reports and executive summaries.

PDC is constituted as follows, per Senate bylaw 3:

- Provost and Vice-President, Academic (or designate).
- Dean of Graduate Studies (or designate).
- Vice-Provost, Teaching and Learning (or designate).
- twelve faculty members, at least three of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
  - one faculty member from each of the Faculties of Business Administration, Education, Engineering, Human Kinetics, Law and Nursing.
  - two faculty members from the Faculty of Science.
  - three faculty members from the Faculty of Arts, Humanities and Social Sciences, at least one of whom shall be selected from Social Science disciplines and one from Arts/Humanities disciplines.
  - one librarian.
- five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates).

Academic Governance

The **Senate** is the elected body governing academic matters at the University of Windsor. Senate regulates academic programs (including their establishment, modification, and discontinuation), determines academic standards, and develops and ratifies bylaws, policies, and academic and program regulations. All new course and program proposals and modifications must be approved by Senate.

The **Program Development Committee** (PDC) is a standing committee of Senate. Its mandate is to make recommendations to Senate with respect to the areas of program and curricular development. The PDC's primary concern is the maintenance of high academic standards and high-quality programs. It is charged with

[1] *Quality Assurance Framework*, Ontario Universities Council on Quality Assurance, February 24, 2021.

the approval and presentation to Senate of Final Assessment Reports and Implementation Plans for academic programs and reviewing programs' progress in achieving their review recommendations through the review of progress or status reports. The PDC also reviews new program proposals, major and minor program modifications, course additions and course and calendar changes. Any item/issue which falls under the mandate of the PDC must receive the Committee's approval before being referred to Senate for approval or information. The PDC is supported in this work by the University Secretariat, the Office of the Registrar, the Centre for Teaching and Learning, and others with significant program review experience.

A **Subcommittee** of PDC, tasked with the review of all completed cyclical program reviews and the progress reports, and the drafting of the final assessment reports and implementation plans. The subcommittee is selected from and elected by the PDC and is supported in its activities by representatives from the Office of Institutional Analysis, the Registrar's Office, the Provost's Office, Budgets, and the Centre for Teaching and Learning, as needed. The subcommittee presents its draft reports to the PDC for final approval.

The **University Secretariat** is responsible for the effective and efficient operation of the University's bicameral system of governance -- that is, the Board of Governors (oversight of all operational aspects), and the Senate (oversight of academic matters), their Standing Committees and a number of ad hoc committees. In terms of quality assurance, the University Secretariat provides advice and guidance in the development of new or changed courses and programs, coordinates the approval processes at the PDC and Senate level and the evaluation of completed program reviews, and assists the Subcommittee and the PDC in the development of final assessment reports and implementation plans to be received by Senate. The Secretariat is responsible for the maintenance of document records for the Senate and its standing committees.

Academic Administrative Unit (AAU)[2] and Faculty Coordinating Councils play consecutive roles in the approval of new programs and courses, and in program and course change processes. The Graduate Studies Council also reviews graduate programs subsequent to their approval by their respective faculty councils or faculty coordinating council, but before their passage to PDC.

Academic Leadership

The Provost and Vice-President Academic is the chief academic officer at the University of Windsor. The Provost oversees all academic programs, and is responsible for overall academic planning, the development of new academic programs, and the disbursement of academic program funds. The Provost (or designate) acts as the primary (key) contact for communication between the Quality Council and the University of Windsor.

The Associate Vice-President, Academic heads the Office of Quality Assurance and coordinates the cyclical program reviews, including scheduling, orienting and supporting programs undertaking cyclical review, liaising with Institutional Analysis and the Registrar's Office to facilitate access to institutional data and other indicators of program quality, and overseeing external and internal review processes.

Each **Dean** is responsible for the overall planning and coordination of a Faculty's intellectual culture, including academics, research, creative activity and the attendant stewardship of resources in support of those endeavours. Regarding quality assurance, Deans lead the development of Faculty academic plans (which in turn inform departmental planning), and are involved in program development, data collection and analysis, input into, review of and response to program reviews, quality enhancement initiatives, institutional planning, and the development of quality enhancement initiatives in keeping with the University's strategic plan. The role of Deans in quality enhancement focuses not only on leadership within their respective Faculties, but on collaboration and coordination with Faculties and service units campus-wide. In addition, Deans provide support as possible, given limited resources, for the achievement of departments' cyclical review recommendations. The Dean of the Faculty of Graduate Studies also provides leadership and support for the development and review of graduate programs across campus.

[2] An AAU delivers one or more academic programs and provides the administration and governance of its members and programs. An AAU may be designated a School or a Department, or in the case of non-departmentalized faculties, a Faculty.

Department Heads, Program Directors, and Faculty Members are responsible for ongoing program development improvement and review; curriculum refinement and design; course and assessment design; and the development of program self-studies. They play a key role in the continuous growth of their departments through cycles of inquiry, initiative, and reflection, individually and collectively. Program/AAU Councils are the first stage of the approval process for all program-based quality assurance activities.

Service Units

Institutional Analysis provides departments with institutional data from sources such as *Alumni Surveys, Canadian Graduate and Professional Student Survey*, the *UWindsor Graduate Success Survey*, enrolment, head count, employment and graduation rates. Please visit the Office of Institutional Analysis website at http://www.uwindsor.ca/oip/ for more information.

The **Registrar's Office** provides consultation as needed to all committees dealing with program issues. In addition, this Office provides departmental data regarding a number of key indicators, including grade distributions and success rates. The Registrar's Office is responsible for the administration of new programs in terms of ensuring course scheduling and tracking student progress through degrees. The Registrar's Office also submits new program proposals to the Ministry of Colleges and Universities for funding approval as necessary.

The **Centre for Teaching and Learning** provides consultation and support for programs seeking to develop or refine curricula and program delivery, and can provide guidance regarding the collection, analysis, and contextualization of student achievement data. The Centre emphasizes quality enhancement in all aspects of the teaching, learning, and assessment environment.

External bodies

Accreditation Bodies: A number of programs at the University undergo regular accreditation by the professional bodies of their own fields. Generally, this process involves a full program review on a cyclical basis, including site visits, examination of curricula and facilities, and evaluation of student outcomes. Recommendations arising from these reviews are generally achieved through the action of deans, department heads, and faculty members, in concert with the usual processes for course and program change at the University.

The **Ontario Universities' Council on Quality Assurance** (Quality Council) oversees quality assurance processes for programs at publicly-assisted universities in Ontario. The Quality Council assists in the development of university quality assurance processes and audits those processes regularly to ensure that universities' practices conform to the *Quality Assurance Framework*. In addition, the Quality Council reviews summaries of all final assessment reports and implementation plans as well as all proposals for new degree programs.

The **Ministry of Colleges and Universities** reviews some program proposals and major changes to existing programs in order to approve program funding.

3. IQAP Scope

Every publicly-assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, regardless of whether the program is eligible for government funding. Institutional responsibility for quality assurance extends to new and continuing undergraduate and graduate degree/diploma programs whether offered in full, in part, or conjointly by any institutions federated and affiliated with the university. These responsibilities also extend to programs offered in partnership, collaboration or other such arrangement with other post-secondary institutions including colleges, universities, or institutes, including Institutes of Technology and Advanced Learning (ITALs).

As per the *Quality Assurance Framework*, all for-credit programs offered at the university, or in partnership with its affiliated institutions or other institutions, are subject to the IQAP. Undergraduate and graduate degree programs, for-credit Concurrent and Direct-Entry Graduate Diplomas, and new inter-institutional programs, approved through an institution's IQAP process are forwarded to the Ontario Universities' Council on Quality Assurance (Quality Council) for final approval. Other programs and modifications to programs are subject only to institutional approval, but in conformity with the requirements of the IQAP. The Quality Council also reviews the Final Assessment Reports, Executive Summaries and Implementation Plans emerging from mandated cyclical university program review, and audits each publicly-assisted university's compliance with its IQAP on an eight-year cycle.

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Table 1 outlines the degree of direct Quality Council oversight required for various programs by the *Quality Assurance Framework*.

Table 1

Degrees of Oversight Required by the *Quality Assurance Framework*

Direct Review by Quality Council	Institutional Review Only, but According to Process Described in the IQAP	Departmental or Faculty Decision Making
• Proposals for new for-credit graduate and undergraduate degrees • Concurrent and Direct-Entry graduate Diplomas (expedited approval) • Requested endorsement of new field added to existing graduate program (expedited approval) • New standalone degree program arising from a field in a master's or doctoral program that has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts (expedited approval) • New inter-institutional program • Institutionally requested review of major modifications to a program • Final Assessment Report (excluding all confidential information), Executive Summary and associated Implementation Plan for each completed Cyclical Program Review; and/or annual report to the Quality Council, which lists the past year's completed Final Assessment Reports, Implementation Plans and progress reports and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed.	• Major program modifications (summary report of all major program modifications due to Quality Council annually) • Addition of a single new field to an existing graduate program. • for-credit Completion Graduate Diplomas • Additions or changes to emphasis, options or minors in programs • Minor program and course changes • Summary of minor course and calendar changes • New for-credit courses • Full documentation for all University Program Reviews	• Workshops • Short courses • Programs of study comprised of non-credit courses

Deleted: For-credit graduate diplomas (Types 2 and 3)

Deleted: Type 1 for-credit graduate diplomas¶

Definition of Terms

Undergraduate Certificate: A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content normally equivalent to a minimum of half a year of full-time study. Proposals for the introduction of, or modification to an undergraduate certificate do not require reference to the Quality Council unless they are part of a New Program.

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Collaborative Specialization: This is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of, and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., MA in Political Science with specialization in American Studies).

A Collaborative Specialization must have:

- At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.
- Clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.
- Only core faculty that are those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit – for example, an Institute of American Studies – that provides the anchor for the specialization).
- In place appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met.

Degree: An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's or OCGS's Degree Level Expectations and the institution's own expression of those Expectations.

Degree Program: The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements of a particular degree.

Diploma Programs: Universities may grant diplomas in acknowledgement of students' participation in either for-credit or not-for-credit activities at the undergraduate and graduate level. Not-for-credit and for-credit undergraduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes only three types or categories of Graduate Diploma and has specific appraisal conditions:

1. **Completion Graduate Diploma**; Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.
2. **Concurrent Graduate Diploma**; Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.
3. **Direct-Entry Graduate Diploma**; A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.

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New Completion Graduate Diploma programs are submitted as major modifications, while Concurrent Graduate Diploma programs and Direct-Entry Graduate Diploma programs require submission to the Quality Council for an Expedited Approval (no external reviewers required) prior to their adoption. All three types of graduate diploma programs are to be incorporated into the institution's schedule for cyclical reviews.

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Emphasis, Option, Minor Program (or similar): An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and may be recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for their introduction or modification, do not require reference to the Quality Council unless they are part of a **New Program**.

Field: In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Should they wish to do so, the addition of a single new field to an existing graduate program is considered a major modification. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council. Note that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

Conjoint Degree Program: A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.

Cotutelle: A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single thesis which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her thesis under cotutelle arrangements.

Dual Credential Program: A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.

Joint Degree Program: A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.

Micro-credential (For-Credit): A designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a for-credit micro-credential do not require reference to the Quality Council unless they are part of a New Program.

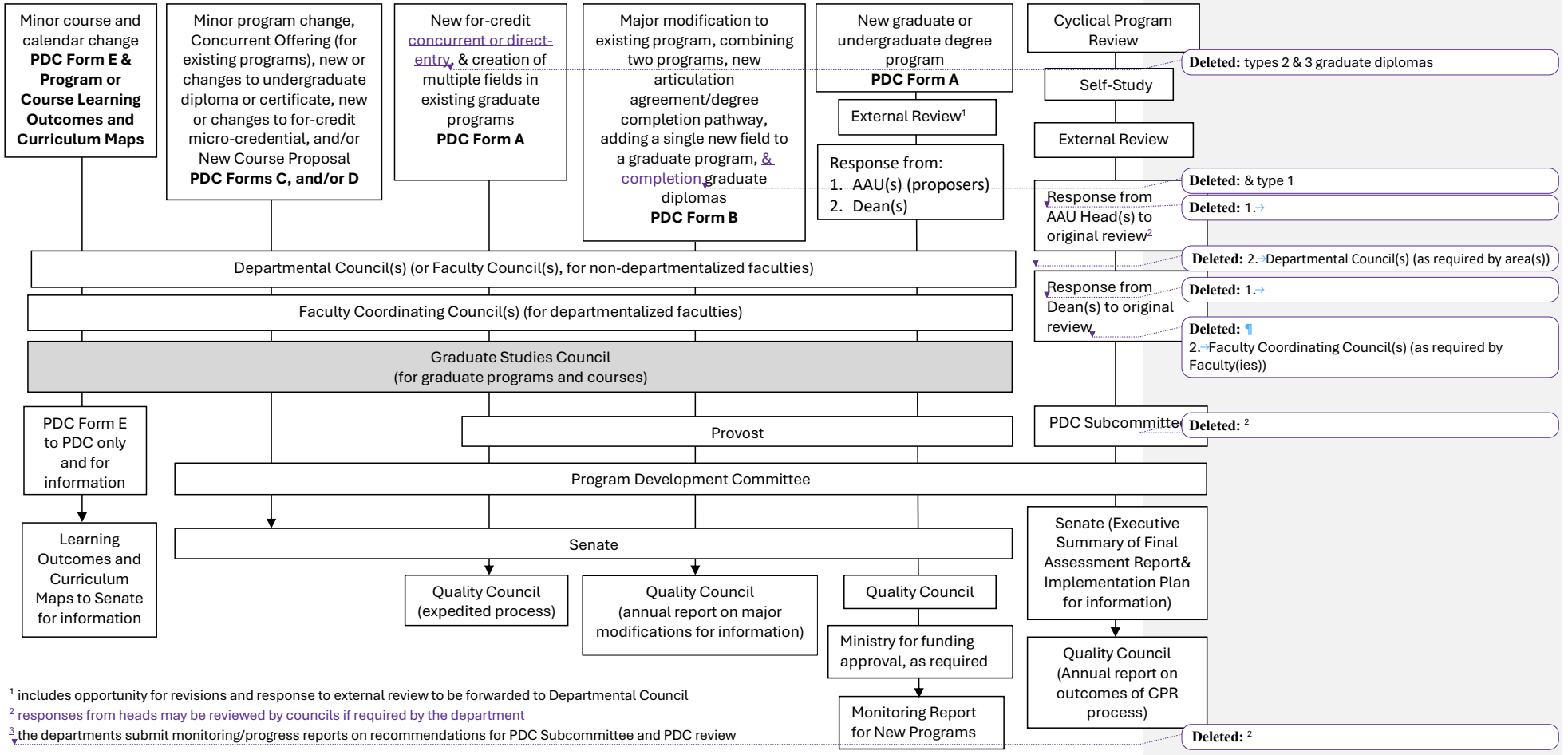
New Program: Any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists).

Table 2 provides the pathways for the Quality Assurance Processes of the University of Windsor

Table 2

University of Windsor Quality Assurance Flow Chart

For all new undergraduate or graduate degree programs and new for-credit Concurrent Graduate Diplomas or Direct-Entry Graduate Diplomas, a ***New Program Notice of Intent form*** *must be completed and approved by the New Program Steering Committee and the Provost. Go to:*
https://www.uwindsor.ca/qualityassurance/805/new-program-development



[1] includes opportunity for revisions and response to external review to be forwarded to Departmental Council
[2] responses from heads may be reviewed by councils if required by the department
[3] the departments submit monitoring/progress reports on recommendations for PDC Subcommittee and PDC review

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4. Institutional Process for the Approval of New Programs

Overview

At the University of Windsor, Deans, in collaboration with department heads and faculty members initiate new programs in response to the evolving needs of the local and global community and the emerging patterns of knowledge construction within and among disciplines. New programs are initiated with attention to curriculum design, the development of program learning outcomes, the alignment of effective teaching and assessment methods, and the responsible management of the requisite human, instructional, and physical resources within the institution. The Provost's Office is concerned with issues of compliance with the IQAP and program viability. PDC and the Senate are concerned with the approval of academic programs in terms of the academic quality of those programs.

New programs are developed within or among units, in consultation with the Academic Administrative Unit (AAU) Head or designate, the program faculty (and/or the Curriculum Committee), and the Dean. The development of a New Program Proposal Brief involves consultation and collaboration with members of the University community directly involved in this new initiative, including faculty, staff, and students, as well as those managing resources key to its implementation. This includes units beyond the AAU with programs or human and physical resources impacted or required for the success of the new program. These consultations include the Faculty of Graduate Studies, the Library, Information Technology Services, the Centre for Teaching and Learning, or Facilities Services. Individuals wishing to submit a new program proposal should consult with their AAU head, AAU Council, and Dean to ensure initial support for the proposed program. Following these consultations, contact with the Quality Assurance Office must happen and the process begins with a Notice of Intent to apply for a new program.

The New Program Approval Process involves the following processes:

- a notice of intent to apply for a new program
- a meeting with the New Program Steering Committee (NPSC)
- approval from Provost (or designate) to develop a new program proposal
- a new program proposal brief (PDC Form A)
- confirmation of accuracy and completeness by the Office of Quality Assurance and AVPA
- an external review
- an internal response to the review by the AAU and Faculty Dean
- institutional approval (AAU, Faculty, Graduate Studies, Provost, PDC, and Senate)
- review and recommendations by the Quality Council
- funding approval from the Ministry of Colleges and Universities (as required)
- ongoing monitoring by the institution, with a Monitoring Report and a cyclical review within 8 years of first-year enrolment.

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Procedures for Initiating a New Program Proposal

The Notice of Intent Stage

Following consultations with the appropriate departments and units, a Notice of Intent is completed and submitted to the Office of Quality Assurance which signals scheduling a meeting with the New Program Steering Committee (NPSC). The NPSC Committee is Chaired by the AVPA and has representation from the University Secretariat, Registrar, Centre for Teaching and Learning, and Finance, Institutional Analysis, and Faculty of Graduate Studies (when a graduate program is being proposed). Once the proponents have met with the NPSC, the Notice of Intent is sent for approval by the Provost (or designate).

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Approval by Provost (or Designate)

Once the Provost (or designate) has reviewed the Notice of Intent, approval to prepare a new program proposal brief (PDC Form A) will be given. The PDC Form A will be forwarded to the proponent by the Office of Quality Assurance.

Preparation of New Program Proposal Brief (PDC Form A)

The New Program Proposal brief consists of three volumes: volume I is the New Program Proposal - PDC Form A, volume II is faculty curricula vitae, and volume III is the list of proposed external reviewers.

Assistance in preparing the New Program Proposal is provided by the Office of Quality Assurance.

The New Program Proposal brief includes sections where discussion of unique curriculum or innovative programming is proposed, and where any creative components or high impact practices are available. Table 3 also delineates information required in the New Program Proposal Brief (PDC Form A), as stipulated in the *Quality Assurance Framework*.

Table 3
New Program Proposal Review Criteria
From the *Quality Assurance Framework, Section 2.1*

Before submitting a Proposal Brief to the Quality Council, institutions will evaluate any new graduate or undergraduate programs according to the following criteria:
2.1.2.1 Program Objectives a) Clarity of the program's objectives; b) Appropriateness of degree nomenclature given the program's objectives; and c) Consistency of the program's objectives with the institution's mission and academic plans.
2.1.2.2 Program Requirements a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes; b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations; c) Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and d) Ways in which the curriculum addresses the current state of the discipline or area of study.
2.1.2.3 Program Requirements for Graduate Programs Only a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time; b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses; and c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
2.1.2.4 Assessment of teaching and learning a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and b) Appropriateness of the plans to monitor and assess: i. The overall quality of the program; ii. Whether the program is achieving in practice its proposed objectives; iii. Whether its students are achieving the program-level learning outcomes; and iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.
2.1.2.5 Admission requirements a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

2.1.2.6 Resources Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes: a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment; b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; c) If required, provision of supervision of experiential learning opportunities; d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university; e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation.
2.1.2.7 Resources for graduate programs only Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes: a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate; b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.
2.1.2.8 Quality and other indicators a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

Confirmation of Accuracy and Completeness

The Office of Quality Assurance and the Associate Vice-President Academic (AVPA) will ensure that the Program Proposal and accompanying documentation are complete and compliant with Windsor's IQAP and with the Evaluation Criteria listed in Table 3, specifically (QAF 2.1.2).

Once the AVPA is satisfied that the PDC Form A is complete and compliant, they will give approval to begin inviting external reviewers from the list of external academic reviewers nominated by the program in Volume III of the Brief to become members of the review committee. The Office of Quality Assurance will make the necessary arrangements for the site visit and will forward the necessary documentation to the review committee, including the Volume I (New Program Proposal, PDC Form A) and the Volume II (All Relevant Faculty CVs) at least six (6) weeks prior to the on-site or virtual visit. In addition to receiving Volume I and II, the reviewers receive copies of the University's current strategic plan, a written orientation to the program proposal review process, a Reviewers' Report Template and electronic access to the University Calendar.

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External Review and Report

External Reviewers

Under the provincial *Quality Assurance Framework,* proposals for new for-credit graduate and undergraduate degrees must undergo external review (site visit) before approval at the AAU level (QAF 2.2.1). Review of a proposed undergraduate and graduate program proposals require two external reviewers.

The external reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate or graduate education, indicating an appreciation of pedagogy and learning outcomes. Reviewers should be well-respected and professionally active teachers and scholars in their disciplines, with administrative and/or program assessment experience.

All reviewers should be at arm's length from the program under review. They cannot:

- be former faculty members from the program,
- be current or past collaborators with faculty from the program,
- be former supervisors or supervisees in the program,
- be relatives of faculty or staff in the program,
- be involved with activities of the program under review,
- have published or collaborated with a member or members of the academic program under review within the last six years, or
- be involved in a conflict with a member of the academic program under review.

This is an illustrative, rather than exhaustive list: the academic unit should take reasonable steps to avoid recommending a reviewer who could be seen as jeopardizing the impartiality of the review process. Reviewers are required to respect the confidentiality of the process and participant input. Program proposal review is a collegial process.

Site Visit

The *Quality Assurance Framework* mandates site visits for New Program Proposals. External review of a new Program Proposal will normally be conducted on-site, but the Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. The Provost (or delegate) will also provide a clear justification for the decision to use these alternatives. (QAF 2.2.1).

Desk Review: A review of a New Program Proposal conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the New Program Approval process for certain undergraduate and master's program reviews ~~s~~such as professional master's programs, fully online, etc.

On-site visits will be two days in length. Virtual site visits may be coordinated over a number of days. Site visits will include the following meetings to discuss questions and issues arising from the program proposal and other documentation:

- The start of the visit will begin with orientation meetings with the Associate Vice-President, Academic (or designate) in his/her role as coordinator of quality assurance;
- the University's Vice-President, Finance and Operations (or designate),
- will include meetings with faculty, staff, administrative officials (including the dean(s) of the relevant Faculty(ies);
- the Provost (or designate);
- University Recruitment

Other meetings can be set at the request of the reviewer(s) or by the Office of Quality Assurance, in consultation with the AAU, program proposers, or the Dean of the relevant Faculty. The reviewer(s) will also tour program and campus facilities, in particular facilities that will come into use during the proposed program (as possible for virtual site visits).

External Reviewers Report

The goal of the site visit is to gather information for the appraisal of the standards and quality of the proposed program, and to include reviewers' recommendations that are clear, concise, and actionable.

The External Reviewers will address the following in their report (QAF 2.2.2):

a. Address the substance of the New Program Proposal;
b. Respond to the evaluation criteria set out in Table 3;
c. Comment on the adequacy of existing physical, human, and financial resources; and
d. Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

Within four weeks of the Site Visit, the reviewers will prepare a joint report based on the instructions provided in the External Reviewers Report Template provided by the Office of Quality Assurance and submitted to the Associate Vice-President Academic (AVPA).

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When received, the AVPA will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Associate Vice-President Academic (AVPA) determines that the report is in any way deficient, the Associate Vice-President Academic (AVPA) will communicate with the review committee to rectify the situation.

Institutional Response

When the Associate Vice-President Academic (AVPA) is satisfied that the report is complete, the report will be forwarded to the Faculty Dean(s) and the academic unit or program lead(s), for separate responses. Both the AAU Head submitting the proposal and the relevant Dean or designate (in the case of departmentalized Faculties) will respond to the Reviewer's Report and recommendations. The proposer(s), in consultation with the Head and Dean where applicable, may revise the program proposal before submitting it for institutional approval, based on these recommendations. A memorandum will list all the issues, concerns, and recommendations raised in the report to which the Dean(s) and the academic unit will need to respond, separately. In the case of a single-department Faculty where the Dean is essentially the head of the academic unit, only one response will be required (QAF 2.3.1). The separate reports will be submitted to the Office of Quality Assurance.

Institutional Approval

Once the external review and responses are completed, the program or AAU Council, and then the Faculty Coordinating Council (where appropriate), review all documentation created for the proposal and review process to determine whether the proposal meets the institution's quality assurance standards. Graduate programs must then undergo review (based on the same standards) by Graduate Studies Council. In addition, new program proposals require confirmation by the Dean that they support the proposal and are committed to seek to provide the necessary resources, and approval by the Provost prior to submission to PDC. PDC considers the Proposal Brief, the Reviewers' Report(s) and the internal response(s) in determining the academic quality of the new program proposal, including whether the new program proposal meets University of Windsor IQAP standards and is therefore acceptable, or whether it needs further modification. Once approved by PDC, the program proposal brief is submitted to Senate for final quality assurance review. All new programs are approved subject to the relevant resources being made available institutionally.

Once the document receives final approval from Senate, the university's established contact (in the case of the University of Windsor, the University Secretariat) submits the Proposal Brief (PDC Form A), together with all reports and documentation, to the Quality Council Secretariat. The submission must also state whether the proposed program will be run on a cost-recovery basis.

The *Quality Assurance Framework* indicates that, subject to approval by the university's senior academic officer (*e.g.,* Provost and Vice-President Academic), the university can announce its intention to offer the program, in advance of approval by the Quality Council, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until and unless the program is approved by the Council. The *Quality Assurance Frameworks* states that when such announcements are made in advance

of Quality Council approval, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval." In some cases, MCU funding approval will also be required prior to launching the program.

Quality Council reviews the proposed program following the procedures delineated in the *Quality Assurance Framework*.

Review and Recommendations by the Quality Council

The *Quality Assurance Framework* describes the approval, deferral, and refusal options of the Quality Council Appraisal Committee and the obligations of universities to implement or revise the proposals reviewed. The Office of Quality Assurance will make this information available to University of Windsor AAUs as they develop new programs subject to Quality Council appraisal.

Upon receipt of a new program proposal, the Quality Council makes one the following decisions (QAF 2.6.2, QAF 2.6.3):

a) Approved to commence;
b) Approved to commence with report;
c) Deferred for up to one year, affording the institution an opportunity to amend and resubmit its New Program Proposal; or
d) The program proposal is declined

Should a report be required, the Associate Vice-President, Academic (AVPA) will receive and review all reports prepared by the unit prior to submission to the Quality Council for decision. Any appeals to the Quality Council will be made by the Associate Vice-President, Academic (AVPA). Should a program proposal or appeal be declined by the Quality Council, the Associate Vice-President, Academic (AVPA) will consult with the academic unit(s) and Dean(s) involved to determine how to proceed. In all cases, resubmission will take place approximately one year following the Quality Council's original or appeal decision.

Ongoing Monitoring of New Programs

After a new program has been "approved to commence", the program will begin within thirty-six months of the date of approval; otherwise, the approval will lapse.

The monitoring of a new program facilitates continuous improvement, which is an essential goal of quality assurance. The monitoring process includes a Monitoring Report to be produced by the program and the Dean and submitted to the Office of Quality Assurance, when the next cyclical review is longer than four years out. The Monitoring Report will carefully evaluate the program's success in realizing its objectives, requirements, and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim, including in response to any Note(s) from the Appraisal Committee (QAF 2.9.3). In addition, the interim monitoring report will include comment on student enrolment and success in the program, as well as resource allocation and program administration. AAUs running new programs, the Associate Vice-President, Academic (or designate), and the relevant Dean will receive annual data sets provided by the Office of Quality Assurance which are consistent with the data provided for cyclical program review (including admissions data, retention rates, and graduation rates), and will review these indicators to identify and collaboratively address emerging problems. The first cyclical review of any new program must be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with the university's program review schedule. The outcomes of the Monitoring Report and any additional areas are to be considered in the first cyclical review of the new program.

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5. Expedited Approval Processes

Overview

The Quality Council provides a more expeditious version of the approval process – Expedited Approvals – enabling a nimbler evolution of programming. The approval of submissions made through this Protocol is expedited because such proposals are not required to go through external review. The authority for final approval rests with the Quality Council's Appraisal Committee.

Criteria for Expedited Approval

The Quality Assurance Framework allows for expedited approval in the following situations[3]:

a) an institution requests endorsement of the Quality Council to declare a new Field in a graduate program[4]
b) there is a proposal for a new for-credit Concurrent Graduate Diploma or Direct-Entry Graduate Diploma[5]
c) the Quality Council reviews major modifications to an existing program at the request of an institution (see *Major Modifications*, p. 18)

As the above would not require external review, only the applicable evaluation criteria employed for approval of a New Program Approval as outlined in Framework Section 2.1 and found in Table 3 on page 13 will be applied to the Proposal, and Framework Sections requiring External Review (QAF 2.2) and Institutional Response (QAF 2.3) will not apply. The Council's appraisal and approval processes are also reduced.

Procedure

The Protocol for Expedited Approvals for a) and c) includes:

- a Proposal Brief
- appraisal by the Quality Council

The Protocol for Expedited Approvals for b) includes:

- Notice of Intent
- Meeting with New Program Steering Committee
- A Proposal Brief
- Appraisal by the Quality Council

The Proposal Brief (PDC Form A)

Deans, in collaboration with Department heads and faculty members, are responsible for the development of expedited program review proposal briefs. As per the University's established practice, the AAU head in collaboration with faculty members prepares a Proposal Brief (PDC Form A) or a Major Program Change (PDC Form B) for submission to the Quality Council. The proposal describes the new program or the significant changes being proposed (including, as appropriate, reference to learning outcomes, faculty and resources); provides a brief account of the rationale for the changes; and addresses the Evaluation Criteria [Framework Section 2.1, Table 3], where they apply. As with other new program proposals or major program changes, and in keeping with established practice, these proposals will be reviewed by Department and Faculty Coordinating

[3] For the Quality Assurance Framework definitions of these terms, see pp. 9-10.
[4] The addition of a single new field to an existing graduate program is considered a major modification. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council. Note that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol. Proposals for new standalone degree programs arising from long-standing fields in a master's or doctoral program that have undergone at least two Cyclical Program Reviews and have at least two graduating cohorts may also be submitted through the Expedited Protocol.
[5] Concurrent Graduate Diploma programs and Direct-Entry Graduate Diploma programs require Quality Council Expedited Approval (no external reviewers required) prior to their adoption. Completion Graduate Diploma programs are submitted as major modifications. All three types of graduate diploma programs are incorporated into the university's schedule for cyclical reviews.

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Council(s), as appropriate, before submission to PDC and then Senate. A PDC form A will continue to be used for the development of the Proposal Briefs for new credit-course based diploma programs. If the institution requests Quality Council review for major modifications to an existing program, the request will be in keeping with the existing major modifications institutional processes (see *Major Modifications*, p. 21).

Appraisal by the Quality Council

The Quality Council's Appraisal Committee reviews the submission, conferring with the university, and receiving further information as needed. The Appraisal Committee will focus its review on the following elements of the submission:

a) Completeness of the proposal
b) Adequacy of the proposed methods for Assessment of Teaching and Learning given the proposed program's structure, objectives, program-level learning outcomes, and assessment methods.

Based on this review, the Appraisal Committee may seek further information from the university, in which case it will provide a rationale for the requested information. Requests for, and responses to additional information will normally be in the form of written correspondence but virtual/teleconference or in-person meetings between the university and the Appraisal Committee may also be considered in order to expedite the process.

The Appraisal Committee will review the New Program Proposal and make one of the following decisions:

a) Approved to Commence
b) Approved to Commence, with Report; or
c) Not Approved (QAF 3.2).

6. Program Modifications and other Proposals Requiring Institutional Approval Only

Overview

A fundamental element of accountability in quality assurance is continuous improvement, which signals that quality assurance is never static. The *Quality Assurance Framework* is designed to ensure that the educational experiences students have are engaging and rigorous, but also that the programs through which those experiences are provided are routinely monitored and, if necessary, revised. Program renewal is an important feature of ongoing and continuous quality assurance. To encourage active evaluation, renewal, and change, as appropriate, the quality assurance process provides for annual reporting on program renewal. Further, program renewal and significant changes to a program – which are referred to throughout as major modifications — are articulated through a robust quality assurance process which does not require but may include the Quality Council's approval.

Other program change and renewals, which are not major modifications, that do not require Quality Council approval:

- Proposals for Completion Graduate Diploma programs and undergraduate certificates and diplomas are reviewed institutionally by AAU Council and Faculty Coordinating Councils (where appropriate) before submission to PDC and Senate for approval, but do not require Quality Council review.
- Non-degree programs offered to students at the University include activities such as workshops, short courses, and programs of study comprised of non-credit courses. These are not subject to institutional or Quality Council review: their planning and facilitation are at the discretion of Deans, AAU Heads, Program Directors, and other members of the academic community in keeping with resource availability and overall academic planning. All members of the academic community are encouraged to look for efficiencies and collaborative opportunities in planning programming for students.

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Major Modifications to Existing Programs (Program Renewal and Significant Change)

Major modifications provide an opportunity for continuous program improvement, improving the student experience, and staying current with the discipline. Major modifications to existing programs require institutional review but not Quality Council review. Normally, the Program Development Committee or the Provost (or designate) may determine that changes to a given program constitute major changes or a new program proposal, and at that time, in consultation with the AAU, require the completion of the relevant PDC Form; however, the Quality Council has authority over this determination. Should the Council decide the major modification constitutes a new program, the Protocol for New Programs Approvals must be followed.

Major modifications are made by institutions in order to:

- Implement the outcomes of a cyclical program review;
- Reflect the ongoing evolution of the discipline;
- Accommodate new developments in a particular field;
- Facilitate improvements in teaching and learning strategies;
- Respond to the changing needs of students, society, and industry; and/or
- Respond to improvements in technology.

The *Quality Assurance Framework* and the University define major modifications as changes including one or more of the following program changes:

- the creation of a new collaborative specialization;
- the creation of a General degree from an existing Honours degree in the same discipline
- the combining of two existing programs
- the establishment of a new articulation agreement or degree completion pathway, where the new agreement or pathway results in changes to program learning outcomes
- the introduction or deletion of a thesis or major paper requirement
- the introduction of deletion of a practicum, internship, co-op work experience or portfolio requirement

- the introduction of a new specialization (including, field, option, stream, concentration);
- requirements for the program that differ significantly from those existing at the time of the previous cyclical program review (typically changes comprising 33% or greater of major requirements);
- the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;
- the change in program name and/or degree nomenclature, when this results in a change in learning outcomes.
- significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program;
- significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (*g.*, different campus and/or online/hybrid delivery;
- for graduate programs where a thesis was previously required, the addition of a course-based option
- new Completion Graduate Diplomas
- adding a single new field to a graduate program. Note that universities are not required to declare fields for either master's or doctoral programs. Note also that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

Deleted: type 1 graduate diplomas

The deletion of a program does not qualify as a major modification in that there is no program to modify. Deleting a program does not alter program requirements or program-level learning outcomes. In accordance with University policy, students enrolled in a program, at the time of its deletion, will be able to complete the program, within a reasonable timeframe. Proposals to delete a program are submitted on a PDC Form C and will be reported annually to the Quality Council.

Procedure

Proposals for modifications will be submitted using the Program Development Committee major program changes form (PDC Form B) which includes sections outlined in Table 3.

Major modifications to existing programs do not require submission of a Proposal Brief to the Quality Council except when the University requests endorsement of the Quality Council. In such cases, unless the Quality Council determines that the proposed modification is, in fact, a new program, the review of the proposal will occur through the approval institutional process detailed in Table 2. Specifically, major program modifications require approval from AAU Council, Faculty Coordinating Council (where appropriate), Graduate Studies Council (for graduate proposals), PDC, and Senate, having been reviewed by the Registrar's Office, the University Secretariat, Budgets, the Centre for Teaching and Learning, and other units as appropriate (e.g., Office of Experiential Learning). All approved changes are subject to budget approval. Throughout the internal process, approving bodies, in addition to reviewing the proposal for relevant criteria listed in section 2.1.2 of the QAF (Table 3), will:

- ensure that there is a clear description and rationale for the proposed major modification
- ensure that the major modification is in alignment with the relevant program-level learning outcomes and/or the program-level learning outcomes are appropriately revised;
- assess the impact that the major modification will have on the program's students;
- ensure there was input from students in the development of the major modification, with the proposal including a statement on the how the major modification will impact the student experience.

As the *Quality Assurance Framework* notes, the fundamental purpose of the identification of major modifications to existing programs, and their submission through a robust quality assurance process which does not require but may include the Quality Council, is to assure the university and the public of the ongoing quality of the university's academic programs. In keeping with Quality Council guidelines, the University, through the University Secretariat, will file an annual report to the Quality Council which provides a summary of major program modifications that were approved through the University's internal approval processes in the past year.

Minor Program Changes and Course Proposals
Windsor encourages and values ongoing and continuous assessment, and where appropriate, modification of programs. Changes to programs, course proposals, and minor course and calendar changes that do not rise to the level of Major Modifications, such as a new or changes to an articulation agreement or degree completion pathway (where the program learning outcomes remain unchanged), an existing emphasis, option, a Minor, a for-credit micro-credential(s), an undergraduate certificate or diploma; laddering, stacking or similar options; or comparable elements are considered Minor Modifications.

The approvals process for minor modifications will follow the University of Windsor established protocol and the University of Windsor Quality Assurance Flow Chart (Table 2) found on page 11 summarizes this process.

7. Cyclical Program Reviews (CPRs)

Overview

In keeping with the University of Windsor's commitment to academic rigour, innovation, and the ongoing enhancement of teaching and learning, and in compliance with provincial quality assurance standards, all existing undergraduate and graduate degree programs undergo cyclical review. The cyclical program review provides the opportunity for academic units to take a reflective and self-critical view of their programs offered. The review process is intended to highlight program strengths and weaknesses so that a clear plan for program-improvement (the Final Assessment Report and Implementation Plan) can be developed and implemented. Ideally, it serves as one component of broad-based quality enhancement activities at the departmental and Faculty level, fostering increased dialogue and collaboration within and among departments and service units regarding student learning and continuous program improvement.

Cyclical review of stand-alone, joint, multi-disciplinary, interdisciplinary, multi-sited and inter-institutional programs[6] must take place in an eight-year cycle and the next review will take place at most eight years from the date the last review was previously scheduled (i.e. not from the time when the external review took place). The Office of Quality Assurance maintains a schedule for these reviews. All for-credit undergraduate and graduate degree programs offered by the AAU are included in the scope of the area's cyclical program review. Programs which have been closed, or for which admissions have been suspended, are out of scope for a cyclical program review. Where appropriate, and in consultation with the relevant Deans and AAU Heads, this schedule can combine program reviews with accreditation reviews required by professional bodies. Where cyclical reviews and professional accreditation processes occur in tandem, Deans and AAUs will ensure that the objectives of all review processes are met. Accreditation reviews cannot wholly replace Cyclical Program Reviews.

Program reviews include contributions from all members of the University of Windsor community, including faculty, staff, students, and graduates. The Cyclical Program Review process is a collegial process. Specific details outlining each step of the process are found in the Procedures below.

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The program review involves the following components:

- A three-volume Brief: (1) a self-study coordinated by the AAU Head or Program Director, in collaboration with the faculty members who deliver the program(s) under review and in consultation with students, which explicitly addresses the quality of each academic program and the learning environment of the students in each program; (2) faculty curricula vitae; (3) a list of proposed external reviewers, including additional members if required.
- a site visit by the external review committee (in-person or virtual/desk audit, as appropriate)
- a report on the self-study and site visit from the external review committee
- responses to the external review committee's report and its recommendations by the AAU Head or Program Director, and by the Dean
- a review by the members of the PDC Subcommittee which drafts the final assessment report and implementation plan, including finalizing and prioritizing recommendations stemming from the review for PDC review and approval.
- mid-cycle progress reports on the implementation of the prioritized recommendations, and the appropriate distribution, including web postings, of those monitoring reports.

Procedure

Initiating a University Cyclical Program Review

The Associate Vice-President, Academic (or designate), initiates the CPR process, writing to the designated programs approximately 14 months before the intended site visit. The program(s) to be reviewed will be

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[6] See Appendix B for Procedures for Interinstitutional Program Reviews

identified at this time per the existing schedule. The Office of Quality Assurance, along with the AVPA, will conduct an orientation meeting and outline the cyclical review process, the benefits of the process, and the institutional bodies responsible for the collection, aggregation, and distribution of data. This may be done with the individual AAUs or a combination of programs undergoing the CPR process in the scheduled cycle may come together in a group session. These sessions may include presentations by programs that have recently undergone their CPR process.

The academic unit preparing their self-study will establish a review team made up normally of the departmental head or director, the graduate and/or undergraduate supervisors as appropriate, graduate and/or undergraduate administrators as appropriate, and at least one graduate or undergraduate student, as appropriate. The review team preparing the documents need not necessarily be led by the department Head or Director. It must, however, be led by a faculty member from the unit. A Delegation Document is requested from the AAU Head, to be returned to the Office of Quality Assurance, and acts as a list of their review team members. The Office of Quality Assurance will work continuously with the department providing assistance throughout the process.

Once the Orientation Session has been held, the Office of Quality Assurance will provide templates required to be completed (Self-study, CV, and Suggested External Reviewers templates). The self-study template will address each discrete program within one omnibus review. The Office of Quality Assurance and the AVPA will ensure that the self-study and accompanying documentation is complete and compliant. Once satisfied that the documentation is complete and compliant, the process of establishing the external review committee will be conducted by the AVPA in preparation for the Site Visit.

Support for the CPR

The Office of Quality Assurance offers ongoing guidance and coordinates the support and services necessary in order to complete the self-study process. The Office of Institutional Analysis, Information Technology Services, and the Registrar's Office provide institutional data required for program self-analysis. The Office of Quality Assurance and the Centre for Teaching and Learning provide strategic support to the program groups undertaking self-study. The Office of Quality Assurance will establish Shared Folders which will include guidance on the conduct of rigorous and objective self-studies. This Shared Folder will also include criteria for the nomination and selection of arm's length external peer reviewers, identify roles and responsibilities for the collection, aggregation, and distribution of institutional data and outcome measures, specify the format required for the self-study and external reviewers' reports, and set out the institution's undergraduate and graduate program review cycle.

The Self-Study

Under the co-ordination of the Dean (for non-departmentalized Faculties) or AAU Head (or delegate) for departmentalized Faculties, faculty from each program under review prepare a self-study which is subsequently reviewed by the AAU Council and the Dean before submission to the Associate Vice-President, Academic (or designate). The Dean of the relevant Faculty will provide a Dean's Commentary to append to the self-study.

The self-study affords an opportunity for a broad-based, reflective, and forward-looking consideration of how the program serves its constituency, represents its discipline(s), and fulfils its principal objectives. Evidence-based, it includes the critical analysis of pertinent qualitative and quantitative data and the evaluation of the program's alignment with the University's mission and degree-level expectations. Where possible, the self-study should contextualize data in light of applicable provincial, national, and professional standards as well as comparable programs elsewhere. Table 4 outlines the required elements of the self-study.

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Table 4
Self-Study Components
From the *Quality Assurance Framework*

The following elements for the preparation and writing of the self-study are required and must be addressed in the IQAP:

a) Description of how the self-study was written, including how the views of faculty, staff, and students were obtained and considered;
b) Requirement for inclusion of the evaluation criteria and quality indicators identified in Framework Section 5.1.3.1, for each discrete program being reviewed (see Table 5);
c) Program-related data and measures of performance, including applicable provincial, national, and professional standards (where available), with a notation of all relevant data sources;
d) Description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program;
e) For the first Cyclical Review of a new program, the steps taken to address any issues or items flagged in the monitoring report for follow-up (see Section 2.9.2), and/or items identified for follow-up by the Quality Council (for example, in the form of a note and/or report for the first Cyclical Program Review in the Quality Council's approval letter – see Section 2.6.3 a) or b));
f) Where appropriate, any unique curriculum or program innovations, creative components, or significant high impact practices;
g) Areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change; and
h) Assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review.

The university may identify any other pertinent information that it deems appropriate for inclusion. The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers may also be included.

The self-study requires a participatory and transparent approach, involving program faculty, staff, and students, and the documentation of how their views were obtained and taken into account in the development of the report, and, more generally, clarity regarding the integrity of the data. Recommended methods of consultation and involvement include:

- Stakeholder representation on the self-study review team
- Survey data
- Focus group data
- Involvement of elected student representatives
- Departmental NSSE data, CLASSE data, or data from other externally validated instruments
- Review of self-study by elected student representatives

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It is expected that departments will plan in advance to gather stakeholder data from multiple sources. Once the self-study is completed, the AAU Council and the Dean review the self-study to ensure that it offers a comprehensive view of program quality and to highlight any considerations and recommendations pertinent to the review.

Establishing the External Review Committee

The Academic Administrative Unit (AAU) Head, in consultation with the AAU Council, forwards a list of external review committee candidates to the Office of Quality Assurance. This is part of the three-volume brief that makes up the program review documentation. The Office of Quality Assurance will use this list of candidates provided by the AAU to establish the external review committee membership. The committee must include two external reviewers and one internal reviewer not from the program under review. Selection of an internal facilitator will be made by the AVPA.

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Selection of External Reviewers

Reviewers should be well-respected and professionally active teachers and scholars in their disciplines, normally at the associate or full professor rank and must have administrative and/or program assessment experience. Reviewers should also have an appreciation of pedagogy and learning outcomes. All reviewers should be at arm's length from the program under review.

They cannot:

- be former faculty members from the program,
- be current or past collaborators with faculty from the program,
- be former supervisors or supervisees in the program,
- be relatives of faculty or staff in the program,
- be involved with activities of the program under review,
- have published or collaborated with a member or members of the academic program under review within the last six years, or
- be involved in a conflict with a member of the academic program under review.

This is an illustrative, rather than exhaustive list: the academic unit should take reasonable steps to avoid recommending a reviewer who could be seen as jeopardizing the impartiality of the review process. One of the external reviewers will act as chair of the committee. Reviewers are required to respect the confidentiality of the process and participant input and provide for an appropriate level of confidentiality in their report. Program review is a collegial process.

Selection and Role of Internal Facilitators

The role of the internal facilitator is to act as a facilitator and accompany the external reviewers throughout the site visit to act as a resource in explaining the university's administrative processes and practices as they apply to the administration and delivery of academic programs. The internal facilitator will therefore be present at all meetings. The internal facilitator cannot be cross or joint-appointed to the program that is under review. The internal facilitator plays no part in the outcome of the review or in the writing of the report. Internal facilitators are nonetheless available to the external reviewers should questions arise during the report-writing stage and reviews the report for accuracy and consistency as relates to institutional processes and practices. The internal facilitator may be present at the final meeting between the two external reviewers to begin the report writing process, if the external review committee so desires.

The Site Visit

While normally conducted on-site, the external review of undergraduate programs and certain master's programs (e.g., professional master's programs and fully online programs) may be conducted by desk review, virtual site visit or an equivalent method, if the external reviewers are satisfied, based on a clear justification from the Provost (or designate), that an off-site option is acceptable.

Desk Review: A review of a Self-study conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the Cyclical Program Review process for certain undergraduate and master's program reviews such as professional master's programs, fully online, etc. The Office of Quality Assurance coordinates a site visit in order for the external review committee to assess the quality and standards of the program first-hand. The Associate Vice-President, Academic (or designate) acts as the sole communication point with reviewers in advance of the visit, with the exception of travel and logistical arrangements. Committee members will receive documentation at least six weeks before the site visit and can request additional information as needed through the Associate Vice-President, Academic (or designate). Documentation the reviewers receive includes the Volume I (Self-study) and the Volume II (All Relevant Faculty CVs).

In addition to Volumes I and II, the external review committee receives copies of the University strategic plans

in force during the eight years since the program's last review, a written orientation to the University of Windsor IQAP process including the required components of the external review committee report with instructions referring to the university's autonomy in determining priorities for funding, space and faculty allocation and stressing the need for confidentiality in the conduct of the review, and electronic access to the University Calendar.

During the Site Visit, the committee meets with:

- the Associate Vice-President, Academic (or designate) for an orientation to the cyclical review process. This briefing will reinforce the university's autonomy in determining policies for funding, space and faculty allocation. This meeting also allows the external review committee to ask questions clarifying their role and responsibilities;
- faculty, staff, administrative officials, and students (in separate meetings) to discuss questions and issues arising from the self-study and other documentation in light of the Cyclical Program Review criteria (See Table 5); and
- any other parties the program under review deems relevant to the cyclical review process (*i.e.,* recruitment, institutional analysis, finance, professional association, community or industrial partner/employer).

The committee will tour program and campus facilities and have an opportunity to review samples of student work.

Table 5
University Program Review Evaluation Criteria
From the *Quality Assurance Framework*

The IQAP for review of existing undergraduate and graduate programs requires the evaluation criteria below.
5.1.3.1.1 Program objectives a) Consistency of the program's objectives with the institution's mission and academic plans.
5.1.3.1.2 Program requirements a) Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes; b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's own undergraduate or graduate Degree Level Expectations; c) Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and d) Ways in which the curriculum addresses the current state of the discipline or area of study.
5.1.3.1.3 Program requirements for graduate programs only a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required; b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
5.1.3.1.4 Assessment of teaching and Learning a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and b) Appropriateness and effectiveness of the plans to monitor and assess: i. The overall quality of the program; ii. Whether the program continues to achieve in practice its objectives; iii. Whether its students are achieving the program-level learning outcomes; and iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

5.1.3.1.5 Admission requirements a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.
5.1.3.1.6 Resources** Given the program's class sizes and cohorts as well as its program-level learning outcomes: a) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment; b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; c) If required, provision of supervision of experiential learning opportunities; d) Adequacy of the administrative unit's utilization of existing human, physical and financial resources; and e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.
5.1.3.1.7 Resources for graduate program only** Given the program's class sizes and cohorts, as well as its program-level learning outcomes: a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation; b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.
5.1.3.1.8 Quality indicators a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience; and c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

**In keeping with past practice and the requirement for a review of academic services that directly contribute to the quality of each program under review in the Self-Study, consideration must also be given to the appropriateness, effectiveness, and sufficiency of resources and services that directly contribute to the academic quality of programs, in particular, library resources and services, for both graduate and undergraduate programs.

Reporting

Report of the External Review Committee

Once External Review Committee members have completed their site visit and review, they prepare one joint report containing a summary of the site visit, including meetings with students, staff, and administration and tours of facilities, noting responses received to issues raised in the self-study. It will also address the substance of the self-study report, including an acknowledgement of strengths and innovative and creative components of the program, together with recommendations on any essential or otherwise desirable modifications to it. The report must specifically address the substance of the cyclical program review, respond to all criteria with respect to all the programs being reviewed, and comment on the adequacy of existing physical, human, and financial resources and make at least three recommendations for steps to be taken that will lead to continuous

program improvement (for evaluation criteria, see Table 5). All commentary or recommendations must be tied directly to issues of program quality or sustainability. The report is normally due to the Associate Vice-President, Academic (or designate) within four weeks of the site visit.

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When received, the Associate Vice-President Academic (AVPA) will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the AVPA determines that the report is in any way deficient, the AVPA will communicate with the external review committee to rectify the situation.

AAU Departmental and Decanal Responses to External Reviewers' Report

The Associate Vice-President, Academic (or designate) forwards a copy of the external review committee report to the AAU Head for a written response. The AAU Head will respond to the External Reviewers' Report and will list all the issues, concerns, and recommendations raised in the report to which the Dean(s) and the academic unit will need to respond.

There may be issues, concerns, and recommendations that the academic unit does not wish to act on; however, a response to all those items is required, including the reasons why the unit feel it is not appropriate to act on them. In the case of a non-departmentalized Faculty, where the Dean is essentially the head of the academic unit, only one response will be required.

The AAU Council normally will review the document before it is sent to the relevant Dean, who then prepares a written response to the self-study, review report, and response. The Dean's response includes commentary regarding the plans and recommendations proposed in the self-study report, the recommendations advanced by the external review committee, and the AAU Head's response to the external review committee report. It also describes changes in organization, policy, or governance that would be required to meet those recommendations, the resources that would have to be provided in supporting the implementation of selected recommendations, and a proposed timeline for the implementation of any of those recommendations.

All documentation, including the self-study, reviewers' report, and responses by the AAU Head and the Dean are forwarded to the University Secretariat, which convenes a meeting of the PDC Subcommittee. In reviewing the documentation, this subcommittee highlights the significant strengths of the program and opportunities for program improvement and enhancement as identified by the external reviewers, and finalizes and prioritizes recommendations for implementation based on assessment of the external reviewers' report and the responses from the Head and Dean. The University Secretariat assists the PDC Subcommittee in producing the Final Assessment Reports, which include an executive summary, and an implementation plan (including recommendations with timelines, and the associated agents responsible for addressing them listed in priority order).

Final Assessment Report

As set out in the Quality Assurance Framework, "[t]he Final Assessment Report provides the institutional synthesis of the external evaluation of the program and strategies for continuous improvement, and:

1. Identifies significant strengths of the program;
2. Identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
3. Lists all recommendations of the external reviewers [verbatim] and the associated separate internal responses and assessments from the unit and from the Dean(s);
4. Explains why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized;
5. Includes any additional recommendations that the unit, the Dean(s), and/or the university may have identified as requiring action as a result of the program's review;
6. May include a confidential section (for example, where personnel issues need to be addressed); and

7. Identifies who will be responsible for the recommendations set out in the Final Assessment Report."[7]

The Final Assessment Reports are reviewed and approved by the Program Development Committee and the executive summaries and implementation plans are then submitted to Senate for information and posted on the Senate website.[8] The Implementation Plan will include a limited number of focused and concise recommendations in order to ensure that the areas are able to manageably and effectively follow through on the recommendations.

Implementation Plan

The Implementation Plan will set out and prioritize the recommendations that are selected for implementation (if any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized, an explanation will be given) and include recommendations that the unit, the Dean(s), and or the university may have identified as requiring action as a result of the review. As noted above, the PDC Subcommittee drafts the Final Assessment reports, which include an executive summary and the implementation plan for review and approval by the PDC. Similarly, mid-cycle progress reports are reviewed by the PDC Subcommittee and approved by the PDC.

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The Implementation Plan will:

- contain specific timelines for action.
- have priorities, timelines, and/or responsibilities that allow for meaningful follow-up and accountability.
- specify the agents responsible for each action (e.g. AAU Head, Director) so that the recommendations are assigned to a person to assure accountability for action and to monitor.
- be sent to the AAU Head and the Dean to be clearly communicated to stakeholders, including the program's faculty, staff and students, as well as the public, once approved.
- along with the Executive Summary, be publicly posted on the University Secretariat's website. Program areas may link to the Implementation Plan (and Executive Summary) from their website.

The Deans and AAU Heads receive the Final Assessment reports as well as the Executive Summaries with Implementation Plans and, with the support of other units, oversee implementation of the recommendations. Programs are required to submit a mid-cycle progress report to the Program Development Committee on the progress made with their Implementation Plan. Based on its review, the Program Development Committee may require additional progress reports. These reports and PDC responses will be posted on the University Secretariat website.

Submission to the Quality Council

The outcomes of the cyclical program review process and any revisions made to the reviewers' recommendations are then submitted to the Quality Council through an annual report, which simply lists the past year's completed Final Assessment Reports and Implementation Plans, as well as mid-cycle progress reports, and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed. The report will also include a link to the university's web posting of the completed Executive Summaries and Implementation Plans, as well as any mid-cycle progress reports that have also been completed over the prior year.[9] The Quality Council will occasionally review these reports and associated web postings for compliance and may decide to initiate a Focused Audit where there are concerns with IQAP compliance.

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Use of External Accreditation Reports as Elements of the University of Windsor IQAP

With the approval of the Associate Vice-President, Academic (or designate), following consultation with the appropriate Dean, programs can employ documents and processes associated with external accreditation in place of elements of the institutional program review process provided these elements are fully consistent with

[7] *Quality Assurance Framework*, section 5.3.2, Ontario Universities Council on Quality Assurance, February 24, 2021.
[8] Public access to cyclical program review documents is limited to the executive summaries and implementation plans.
[9] *Quality Assurance Framework*, section 5.4.2, Ontario Universities Council on Quality Assurance, February 24, 2021.

the requirements of the Quality Assurance Framework. The program must keep a clear record of the substitutions or additions made, and the grounds on which the substitutions were made, and this record will be eligible for audit by the Quality Council. The Office of Quality Assurance will also maintain a record of the substitutions or additions made.

8. The Quality Council Audit Process

This section is a summary of the provincial audit process as it applies to all Ontario Universities.

The objective of the Quality Assurance Audit of a university is to determine whether an institution, since its last review, has acted in compliance with the provisions of its Institutional Quality Assurance Process (IQAP), as ratified by the Quality Council.

All publicly-assisted universities in Ontario associated with the Quality Council have committed to participating in this audit process once every eight years. Cyclical audits provide necessary accountability to post-secondary education's principal stakeholders by evaluating past and current practice as well as the university's approach to continuous improvement. The agreed audit cycle schedule will be published on the Quality Council website.

In the year prior to the scheduled audit, the Quality Council will provide an orientation to appropriate University staff and offices on what to expect from the audit. Following this meeting, the Office of Quality Assurance, in consultation with the Provost's Office, the University Secretariat, and other persons/offices, will prepare an institutional self-study assessing the University's quality assurance processes, including challenges and opportunities, within its own institutional context. The self-study will pay particular attention to any issues flagged in the previous audit and will be submitted to the Quality Council in advance of the desk audit.

Auditors independently select programs for audit from among those undertaken within the period since the conduct of the previous audit that represent the New Program Approval Protocol (normally two examples of new programs developed under this Protocol) and the Cyclical Program Review Protocol (normally three or four examples of programs that have undergone a Cyclical Program Review). Programs that have undergone the Expedited Protocol and/or the Protocol for Major Modifications (Program Renewal and Significant Change) will not normally be subject to audit. The audit process generally involves a desk audit of documents, followed by a site visit. The audit report will describe the audit methodology and verification steps, provide a status report on the program reviews carried out by the institution, describe the institution's compliance with its IQAP (as it existed at the time the program was reviewed), identify notably effective policies or practices, and provide suggestions, recommendations, and causes for concern with regard to IQAP compliance.

Suggestions do not convey any mandatory obligations and sometimes are the means for conveying the auditors' province-wide experience in identifying good, and even on occasion, best practices. Institutions are under no obligation to implement or otherwise respond to the auditors' suggestions, though they are encouraged to do so.

Recommendations are recorded in the auditors' report when they have identified failures to comply with the IQAP. These failures indicate discrepancies that weaken the integrity of academic standards or are necessary for effective quality assurance. The institution must address these recommendations.

Causes for concern may be potential structural weaknesses in quality assurance practices. When the auditors have identified, with supporting reason and evidence, a cause for concern, it will be reported to the Audit Committee and the institution. Following deliberation, including possible discussion with the institution, the Committee may then recommend that the Quality Council investigate IQAP compliance at the institution more extensively.

Following the audit, the auditors prepare a report that will be considered "draft" until it is approved by the Quality Council. The report, which is to be suitable for subsequent publication, comments on the institution's

The Audit Report includes recommendations that the Quality Council take one or more of the following steps, as appropriate:

- Direct specific attention by the auditors to the issue(s) within the subsequent audit
- Schedule a larger selection of programs for the university's next audit;
- Require a Focused Audit
- Adjust the degree of oversight and any associated requirements for more or less oversight;
- Require a Follow-up Response Report, with a recommended timeframe for submission; and/or
- Any other action that is deemed appropriate.

Ultimately, the Audit Report includes an assessment of the overall performance of the university in ensuring compliance with its IQAP and contains recommendations to the Quality Council, as appropriate, based on that assessment.

The Quality Council Secretariat publishes the approved summary of the overall findings, together with a record of the recommendations on the Quality Council's website. This Audit Report, and any Follow-Up Reports and Focused Audit Reports are also published on Windsor's Quality Assurance website.

9. Appendices

Appendix A: Program/Course Changes Forms, Cyclical Program Review Schedule, University of Windsor Programs

New Program Development
PDC Form A: New Program Proposal Brief

Program/Course Change Forms
PDC Form B: Major Program Changes
PDC Form C: Minor Program Changes

Cyclical Program Review Schedule

University of Windsor Programs

Appendix B: Procedures for Interinstitutional Program Reviews

Cyclical review of inter-institutional programs must take place once in an eight-year cycle, based on a mutually agreed upon review schedule. In the case of joint programs:

- Institutions will create a single report that covers common IQAP requirements, and will include separate addenda to provide any additional information required by their own IQAP.
- Each institution will be responsible for ensuring that all requirements of its own IQAP have been addressed.
- Partner institutions will collaborate to produce the relevant materials for common IQAP requirements.
- Should a partner institution require additional data to meet its IQAP standards, it will seek assistance and input from its partners.
- The external review committee will normally include an internal reviewer from each partner institution, selected in a manner consistent with the approach at their respective institution.
- AAUs at partner institutions will work together to submit a list of potential external reviewers.
- The selection of the external reviewers will be the joint responsibility of those responsible for selecting external reviewers from all institution
- The review team will normally visit all program sites.
- Reviewers will consult faculty, staff, and students at each partner institution.
- Deans and participating units at all partner institutions each will provide separate responses to the reviewers' report.
- The Final Assessment Report, which includes the Implementation Plan and an executive summary, will involve input from all partners through procedures consistent with their respective IQAPs; on a rotational basis, each partner institution will undertake to produce the Final Assessment Report which will then go through the appropriate governance processes at each partner institution.
- The Final Assessment Report's Executive Summary and Implementation Plan will be posted on the university website of each partner.
- Partner institutions will negotiate an appropriate monitoring process for the Implementation Plan that is consistent with their IQAP requirements.
- The Final Assessment Report will be submitted to the Quality Council by the lead partner.

University of Windsor
Program Development Committee

5.20: **PDC Forms A to E – Revisions**

Item for: **Approval**

MOTION: That the proposed changes to the PDC Forms A to E be approved.

Rationale:

- The forms have been streamlined, combining some sections together and moving the resource section to the end for better flow.
- The revisions also incorporate changes and clarification from the Quality Council relating to proposals for graduate diplomas and required information.
- Form D also proposes to remove reference to course modalities as this may change based on the instructor, consistent with the Senate policy.
- *See attached.*

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INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.
ALL FIELDS MUST BE COMPLETED, MARKING N/A WHERE NOT APPLICABLE.

Document Management – Form History *(Use as needed. Leave blank if there have been no changes.)*

Date of Modification	**Approval Body Modifying** (*eg*, Program Committee, AAU Council, *etc*.)	**Reason for Modification**

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

IF REFERRING TO A UNIVERSITY POLICY OR COLLECTIVE AGREEMENT, PLEASE INCLUDE A LINK TO THE RELEVANT DOCUMENT IN THE APPROPRIATE SECTION.

1. New Program Steering Committee/Provost Approval to Develop New Program Proposal

Prior to completing this form, proposers MUST complete a "New Program Notice of Intent Form" and obtain APPROVAL to proceed from the New Program Steering Committee and the Provost.

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	

A. Basic Program Information

Faculty(ies)	
Department(s)/School(s)	
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	
Mode of Delivery:	
Planned steady-state Student Enrolment (per section B.5.2)	
Normal Duration for Completion:	
Will the program run on a cost-recovery basis?	

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B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

Please provide a brief statement about the direction, relevance and importance of the new program.

Describe the overall aim and intended impact of the proposed new program.

Describe the consistency of the proposed new 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)

B.2 Program Content (QAF Section 2.1.2.2) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISITNG/PARENT PROGRAM

Evidence that the proposed curriculum is consistent with the current state of the discipline or area of study.

B.3 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

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

*In developing this new 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) or in the course syllabus where appropriate?*

B.4 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISTING/PARENT PROGRAM

Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline.

B.5 DEMAND FOR THE NEW PROGRAM

B.5.1 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, where appropriate.

Provide quantitative evidence of student and market demand for the proposed 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 new 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 proposed program within their organization and field of endeavour.

B.5.2 Estimated Enrolments (Senate Co-op Policy)

Provide details on projected enrolment levels for the first five years of operation 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 (total enrolment = new and continuing)		Third Year of Operation (total enrolment = new and continuing)		Fourth Year of Operation (total enrolment = new and continuing)		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
In the regular program (non-co-op)										
In the co-op/ experiential learning stream (if applicable)										

B.5.3 Duplication (Ministry section 3)

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

List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include https://www.ontariouniversitiesinfo.ca/programs and https://www.universitystudy.ca/search-programs/.

If the proposed program is similar to others in the Ontario university system, demonstrate that societal need and student/market demand justify the duplication. Identify innovative and distinguishing features of the proposed program in comparison to similar programs.

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C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SAME AS EXISTING/PARENT PROGRAM

Describe

- *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.*

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

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

NB: For graduate programs, provide evidence that each graduate student in the 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 titles.

Total courses:

Degree requirements *(if applicable, specify co-op/experiential learning requirements including length of co-op/experiential learning component and credit weight)*:

Courses used to calculate the major average are (NOT REQUIRED FOR GRADUATE DIPLOMA):

Description of thesis option (if applicable) (NOT REQUIRED FOR GRADUATE DIPLOMA):

Does the new program proposal include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the new program proposal (PDC Form A)]
____ No

If yes, list all new courses:

*****Proposers must append a Curriculum Map (or provide link).******

C.2.1 Suggested Sequencing for Program (OPTIONAL)

Provide suggested program sequencing for each year of the 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).

C.2.2 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.2)

Describe how the program's structure and requirements are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.

C.3 For Graduate Programs ONLY (QAF sections 2.1.2.3)

C.3.1 Normal Duration for Completion

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

C.3.2 Program Research Requirements – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS

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

C.4 For All Program Proposals

C.4.1 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 standing required for continuation in the experiential learning option or co-op option of the program, where applicable.

C.4.2 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 standing required for graduation in the experiential learning option or co-op option of the program, where applicable.

C.5 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 program (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. This should be clear in the curriculum map appended to the new program proposal.

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 to reflect the benefits of pursuing the experiential learning/co-op option.*

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A.	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.	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.	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.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E.	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) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
F.	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
H.	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

COMPLETE THIS TABLE FOR GRADUATE PROGRAMS/DIPLOMAS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (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. This should be clear in the curriculum map appended to the new program proposal.

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 to reflect the benefits of pursuing the experiential learning/co-op option.*

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PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**OCGS-approved Graduate Degree Level Expectations**
A.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits
F.	F. interpersonal and communications skills	5. Level of Communication Skills
G.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**OCGS-approved Graduate Degree Level Expectations**
H.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.6 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 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.

D. MONITORING AND EVALUATION: Assessment of Program Quality, Teaching and Learning (QAF section 2.1.2.4)

Explain the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.

Describe the appropriateness of the plans to monitor and assess:

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

Provide a detailed narrative and/or modify the sample table below.

This is a SAMPLE TABLE

PROGRAM LEARNING OUTCOMES (or list instead program LO from Table 1a (section B.1.1.a)	**Program quality and student performance and achievement of learning outcomes will be monitored through the following <u>Assessment Methods</u> (these are examples listed below, please delete and use ones pertinent to your programs)**
a) Acquisition, application & integration of knowledge	- exams - annotated bibliographies - paper proposals - policy papers - position papers - research papers - summaries of readings - class and seminar presentations - class debates and discussions - book reviews
b) Research skills	- documentary research - annotated bibliographies - data analysis - qualitative research projects - quantitative research projects - research/paper proposals - policy papers - position papers - theoretically based papers - argument based and methodological research papers
c) Critical thinking and problem-solving	- class debates - class presentations - position papers - critical review papers - theoretical/methodological discussion papers
d)	…
Etc. - address all LOs (a) to (i)	

E. <u>EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY</u> (Senate Co-op Policy)

[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

E.1 Experiential Learning/Co-op Required or Optional

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

___Yes ___No

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

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

E.3 Knowledge and Skills Brought to the Workplace

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

E.4 Evidence of Availability of Placements (Ministry section 2)

*Provide evidence of the availability of **sufficient** good quality positions both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).*

Provide a summary of the types of positions that would be suitable at each level of work-term.

How will these placements/opportunities be developed?

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

E.5 Supervision of Placements (QAF section 2.1.2.6) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISTING/PARENT PROGRAM

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

E.6 Fees Associated with Experiential Learning Component

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

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

E.7 AAU Council Approval of New Co-op Component

Please obtain signatures for the following statement.

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

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

Name of AAU Head (typed or e-signature):_____
[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

Name of Director of the Co-op Services (typed or e-signature):_____
[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

E.8 Guidelines for the Establishment of New Co-op Programs: CHECKLIST

Final Overview:
Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

Does the proposal:

- ☐ include the endorsement of/involvement by the Centre for Career Education?
- ☐ adequately describe the academic program?
- ☐ include a strong rationale for co-operative education?
- ☐ list the types of positions suitable to students at the junior, intermediate and senior work-term?
- ☐ articulate the possibility for international placements at a later point?
- ☐ provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
- ☐ include a plan to monitor the availability of work placements on an ongoing basis?
- ☐ articulate specific learning outcomes (degree level expectations) and co-op requirements?
- ☐ include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
- ☐ include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:

☐ attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
☐ be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
☐ provide year-round availability of students to the workplace in some manner?
☐ meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

F. RESOURCES – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISTING/PARENT PROGRAM

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the **Budget Summary** (Appendix A) with the new program proposal.]*

F.1 Resources Available

F.1.1 Resources In Support of the 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 proposed 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 proposed program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the proposed 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*

F.1.2 Faculty Expertise Available and Committed to Supporting the New Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

Assess faculty expertise available and actively committed to the new 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 proposed program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed 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 program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the program and faculty will ensure the intellectual quality of the student experience*

Append curricula vitae – see Appendix B. CVs are not required for undergraduate diploma or certificate proposals.

F.1.3 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New 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 proposed program and the associate plans to ensure the sustainability of the program and quality of the student experience.

F.1.4 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.

F.1.5 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students. (Funding could come from a variety of sources, such as internal or external grants, scholarships, Graduate Assistantships, etc. The amounts, and number of GAships, must be anchored to the minimum limits set by policy or collective agreements.)

F.2 Anticipated New Resources and/or Reallocation of Resources and Cost Savings

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the proposed program.*

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in preparing this proposal. (e.g., streamlining existing programs and courses, deleting courses, etc.)

F.3 Additional Resources Required

F.3.1 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 proposed program.*

If not applicable, write n/a.

Faculty:	
Staff:	
GA/TAs:	

F.3.2 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 proposed 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:	
Teaching and Learning Support:	
Student Support Services:	
Space and Facilities:	
Equipment (and Maintenance):	

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

APPENDIX A – BUDGET SUMMARY SHEET

Contact the Office of Finance 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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

APPENDIX B

FACULTY CURRICULA VITAE (QAF)
(not required for graduate diploma, undergraduate diploma or undergraduate certificate proposals)

[Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program. Faculty CVs should be in a standardized format –contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils]

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.
ALL FIELDS MUST BE COMPLETED, MARKING N/A WHERE NOT APPLICABLE.

Document Management – Form History *(Use as needed. Leave blank if there have been no changes.)*

Date of Modification	**Approval Body Modifying** (*eg*, Program Committee, AAU Council, *etc*.)	**Reason for Modification**

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

IF REFERRING TO A UNIVERSITY POLICY OR COLLECTIVE AGREEMENT, PLEASE INCLUDE A LINK TO THE RELEVANT DOCUMENT IN THE APPROPRIATE SECTION.

A. Basic Program Information

Faculty(ies)	
Department(s)/School(s)	
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	
Mode of Delivery:	
Planned steady-state Student Enrolment (per section B.5.2)	
Normal Duration for Completion:	
Will the program run on a cost-recovery basis?	

B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

Please provide 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)

B.2 Program Content (QAF Section 2.1.2.2) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISITNG/PARENT PROGRAM

Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.

B.3 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

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

*In developing this revised 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) or in the course syllabus where appropriate?*

B.4 Change to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISTING/PARENT PROGRAM

Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline.

B.5 DEMAND FOR THE REVISED PROGRAM

B.5.1 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 revised 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.

B.5.2 Estimated Enrolments (Senate Co-op Policy)

Provide details on projected enrolment levels 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 (total enrolment = new and continuing)		Third Year of Operation (total enrolment = new and continuing)		Fourth Year of Operation (total enrolment = new and continuing)		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
In the regular program (non-co-op)										
In the co-op/ experiential learning stream (if applicable)										

B.5.3 Duplication (Ministry section 3)

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

List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include https://www.ontariouniversitiesinfo.ca/programs and https://www.universitystudy.ca/search-programs/.

If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student/market demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SAME AS EXISTING/PARENT PROGRAM

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.*

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

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

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 titles.

Identify in BOLD and STRIKETHROUGH the changes to the program requirements.

Total courses:

Degree requirements *(if applicable, specify co-op/experiential learning requirements including length of co-op/experiential learning component and credit weight)*:

Courses used to calculate the major average are (NOT REQUIRED FOR GRADUATE DIPLOMA):

Description of thesis option (if applicable) (NOT REQUIRED FOR GRADUATE DIPLOMA):

Does the revised program proposal include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the new program proposal (PDC Form A)]
____ No

If yes, list all new courses:

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

*****Proposers must append a Curriculum Map (or provide link).******

C.2.1 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).

C.2.2 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.2)

Describe how the revised program's structure and requirements are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.

C.3 For Graduate Program ONLY (QAF sections 2.1.2.3)

C.3.1 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.

C.3.2 Program Research Requirements – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS

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.

C.4 For All Program Proposals

C.4.1 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 standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.

C.4.2 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 standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.

C.5 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 program (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. This should be clear in the curriculum map appended to the new program proposal.

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.]*

PROGRAM DEVELOPMENT COMMITTEE
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FORM B

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

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A.	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.	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.	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.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F.	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
H.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge

PROGRAM DEVELOPMENT COMMITTEE
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FORM B

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
		6. Autonomy and Professional Capacity
I.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

COMPLETE THIS TABLE FOR GRADUATE PROGRAMS/DIPLOMAS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (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 to reflect the benefits of pursuing the experiential learning/co-op option.*

PROGRAM DEVELOPMENT COMMITTEE
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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**OCGS-approved Graduate Degree Level Expectations**
A.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits
F.	F. interpersonal and communications skills	5. Level of Communication Skills
G.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**OCGS-approved Graduate Degree Level Expectations**
H.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.6 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 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.

D. MONITORING AND EVALUATION: Assessment of Program Quality, Teaching and Learning (QAF section 2.1.2.4)

Explain the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.

Describe the appropriateness of the plans to monitor and assess:

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

Provide a detailed narrative and/or modify the sample table below.

This is a SAMPLE TABLE

PROGRAM LEARNING OUTCOMES (or list instead program LO from Table 1a (section B.1.1.a)	**Program quality and student performance and achievement of learning outcomes will be monitored through the following <u>Assessment Methods</u> (these are examples listed below, please delete and use ones pertinent to your programs)**
a) Acquisition, application & integration of knowledge	- exams - annotated bibliographies - paper proposals - policy papers - position papers - research papers - summaries of readings - class and seminar presentations - class debates and discussions - book reviews
b) Research skills	- documentary research - annotated bibliographies - data analysis - qualitative research projects - quantitative research projects - research/paper proposals - policy papers - position papers - theoretically based papers - argument based and methodological research papers
c) Critical thinking and problem-solving	- class debates - class presentations - position papers - critical review papers - theoretical/methodological discussion papers
d)	…
Etc. - address all LOs (a) to (i)	

E. <u>EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY</u> (Senate Co-op Policy)

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

E.1 Experiential Learning/Co-op Required or Optional

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

___Yes ___No

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

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

E.3 Knowledge and Skills Brought to the Workplace

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

E.4 Evidence of Availability of Placements (Ministry section 2)

*Provide evidence of the availability of **sufficient** good quality positions both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).*

Provide a summary of the types of positions that would be suitable at each level of work-term.

How will these placements/opportunities be developed?

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

E.5 Supervision of Placements (QAF section 2.1.2.6) – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISTING/PARENT PROGRAM

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

E.6 Fees Associated with Experiential Learning Component

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

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

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

E.7 AAU Council Approval of New Co-op Component

Please obtain signatures for the following statement for any new or revised co-op option.

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

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

Name of AAU Head (typed or e-signature):_____
[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

Name of Director of the Co-op Services (typed or e-signature):_____
[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

E.8 Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST

Final Overview:
Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

Does the proposal:

☐ include the endorsement of/involvement by the Centre for Career Education?
☐ adequately describe the academic program?
☐ include a strong rationale for co-operative education?
☐ list the types of positions suitable to students at the junior, intermediate and senior work-term?
☐ articulate the possibility for international placements at a later point?
☐ provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
☐ include a plan to monitor the availability of work placements on an ongoing basis?
☐ articulate specific learning outcomes (degree level expectations) and co-op requirements?

☐ include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
☐ include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:
☐ attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
☐ be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
☐ provide year-round availability of students to the workplace in some manner?
☐ meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

F. RESOURCES – NOT REQUIRED FOR GRADUATE DIPLOMA PROPOSALS IF SIMILAR TO EXISTING/PARENT PROGRAM

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the **Budget Summary** (Appendix A) with the revised program proposal.]*

F.1 Resources Available

F.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*

F.1.2 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 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*

F.1.3 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 program and quality of the student experience.

F.1.4 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.

F.1.5 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. (Funding could come from a variety of sources, such as internal or external grants, scholarships, Graduate Assistantships, etc. The amounts, and number of GAships, must be anchored to the minimum limits set by policy or collective agreements.)

F.2 Anticipated New Resources and/or Reallocation of Resources and Cost Savings

*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.*

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.)

F.3 Additional Resources Required

F.3.1 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:	
Staff:	
GA/TAs:	

F.3.2 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:	
Teaching and Learning Support:	
Student Support Services:	
Space and Facilities:	
Equipment (and Maintenance):	

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

APPENDIX A – BUDGET SUMMARY SHEET

Contact the Office of Finance 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

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

APPENDIX B

FACULTY CURRICULA VITAE (QAF)
(not required for graduate diploma, undergraduate diploma or undergraduate certificate proposals)

[Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program. Faculty CVs should be in a standardized format –contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils]

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.
ALL FIELDS MUST BE COMPLETED, MARKING N/A WHERE NOT APPLICABLE.

Document Management – Form History *(Use as needed. Leave blank if there have been no changes.)*

Date of Modification	**Approval Body Modifying** (*eg*, Program Committee, AAU Council, *etc*.)	**Reason for Modification**

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

University policy states that students may follow the academic rules and program regulations set out in the calendar of the term in which they were first admitted to a program or any subsequent calendar. In light of this, students already in the program must be permitted to complete the degree requirements according to the calendar of the term in which they enrolled (or any subsequent calendar). If courses are no longer available, appropriate substitutes must be made.

TITLE OF PROGRAM(S)/CERTIFICATE(S):	
DEPARTMENT(S)/SCHOOL(S):	
FACULTY(IES):	

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

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]
____ No

If yes, list all new courses:

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.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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.

IF THE PROPOSAL IS FOR A NEW UNDERGRADUATE CERTIFICATE OR A NEW CONCURRENT PROGRAM OFFERING, PROPOSERS MUST COMPLETE THE INDIGENOUS QUESTION AND THE PROGRAM LEARNING OUTCOMES TABLE IN APPENDIX A.

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.***

B. RATIONALE

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

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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 <u>other</u> 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*

C.2 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.

C.3 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.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.4 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. (Funding could come from a variety of sources, such as internal or external grants, scholarships, Graduate Assistantships, etc. The amounts, and number of GAships, must be anchored to the minimum limits set by policy or collective agreements.)

C.5 Anticipated New Resources and/or Reallocation of Resources and Cost Savings

*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.* *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.)*

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:	
Staff:	
GA/TAs:	

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:	
Teaching and Learning Support:	
Student Support Services:	
Space and Facilities:	
Equipment (and Maintenance):	

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

APPENDIX A

IF THE PROPOSAL IS FOR A NEW UNDERGRADUATE CERTIFICATE OR A NEW CONCURRENT PROGRAM OFFERING, PROPOSERS MUST COMPLETE THE INDIGENOUS QUESTION AND THE PROGRAM LEARNING OUTCOMES TABLE.

I. 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?*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

II. LEARNING OUTCOMES FOR NEW UNDERGRADUATE CERTIFICATE OR NEW CONCURRENT PROGRAM OFFERING

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (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) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A.	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.	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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
C.	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.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F.	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
H.	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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.
ALL FIELDS MUST BE COMPLETED, MARKING N/A WHERE NOT APPLICABLE.

Document Management – Form History *(Use as needed. Leave blank if there have been no changes.)*

Date of Modification	**Approval Body Modifying** (*eg*, Program Committee, AAU Council, *etc*.)	**Reason for Modification**

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	
DEPARTMENT(S)/SCHOOL(S):	
FACULTY(IES):	

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

A. NEW COURSE PROFILE

Course # and Title:

A.1 Calendar Description

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

A.2 Experiential Learning Categories

Does the course include experiential learning? Check all that apply.
For definitions go to: https://www.uwindsor.ca/cces/1423/experiential-learning-definitions

- ☐ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ field work
- ☐ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

☐ community service learning
☐ creative performance or exhibit (*for visual and performing arts*)
☐ entrepreneurship
☐ field experience or site visit
☐ internship – part-time
☐ professional practicum
☐ research project
☐ study abroad

☐ labs

☐ No experiential learning in this course

A.3 Other Course Information

Please complete the following tables.

Credit weight	**Total contact hours**	**Breakdown of contact hours/week**		
		Lecture	**Lab/ Tutorial**	**Other**
				Explain:

Pre-requisites	**Co-requisites**	**Anti-requisites**	**Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):**	**Required course?**	**Replacing old course*** ** *[provide old course number]*

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

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

Is the new course a required course in one or more programs?

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the new course proposal (PDC Form D)]
____ No

If yes, list all programs for which this course will be required:

B. RATIONALE

B.1 Course Goal(s)

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

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

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

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

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

B.3 LEARNING OUTCOMES (QAF section 2)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A.	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

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

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

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 new course(s). 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 courses or programs in the department or at the university.

Provide an assessment of the reliance of the new course(s) on existing resources from other campus units and include evidence that there are adequate resources available and committed 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*

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Course (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 new course(s) and the associated plans to ensure the sustainability of the course and quality of the student experience.

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

If applicable, explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision for the new graduate course.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

C.4 Anticipated New Resources and/or Reallocation of Resources and Cost Savings

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the new course(s).* *Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the new course(s). (e.g., streamlining existing programs and courses, deleting courses, etc.)*

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 offer the new course(s). If not applicable, write n/a.*

Faculty:	
Staff:	
GA/TAs:	

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 offer the new course(s), 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:	
Teaching and Learning Support:	
Student Support Services:	
Space and Facilities:	
Equipment (and Maintenance):	

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

Subject: **Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by:

Document Management – Form History *(Use as needed. Leave blank if there have been no changes.)*

Date of Modification	Approval Body Modifying (eg, Program Committee, AAU Council, etc.)	Reason for Modification

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.
ALL FIELDS MUST BE COMPLETED, MARKING N/A WHERE NOT APPLICABLE.

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

LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE 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/)

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.**	

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.

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

Example: **GOVN-1001. University Senates ~~– Role and Power~~** This course explores the history, role, and responsibilities 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**

[Insert proposed changes]

A.1 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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

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

A.2 **Are any of the courses being deleted currently required in one or more programs?** *(if no courses are being deleted, check "No".)*

____ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]
____ No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

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.

LEARNING OUTCOMES TABLE

COMPLETE THIS TABLE FOR EACH COURSE THAT DOES NOT HAVE OFFICIAL LEARNING OUTCOMES. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/) (Copy and Paste Table for additional courses)	
COURSE NUMBER AND TITLE:	
Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A.	A. the acquisition, application and integration of knowledge
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