***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.**

|  |  |
| --- | --- |
| **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*](https://www.uwindsor.ca/cces/1423/experiential-learning-definitions) |

applied research  field work

capstone  industry/community consulting project

clinic  interactive simulations

co-op  internship – full-time

community service learning  internship – part-time

creative performance or exhibit (*for visual and performing arts*)  professional practicum

entrepreneurship  research project

field experience or site visit  study abroad

labs

No experiential learning in this course

**A.3 Other Course Information**

|  |
| --- |
| *Please complete the following tables.* |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pre-requisites** | **Co-requisites** | **Anti-requisites** | **Cross-listed with:** | **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.* |

**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*](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf) *(2015) (page 1), the unique legal requirements of the* [*Constitution Act 1982*](https://www.canlii.org/en/ca/laws/stat/schedule-b-to-the-canada-act-1982-uk-1982-c-11/latest/schedule-b-to-the-canada-act-1982-uk-1982-c-11.html) *(Sections 25, 35), the provincial legal requirements of the* [*Ontario Human Rights Code*](https://www.ontario.ca/laws/statute/90h19committed)*, 1990, and provincial legislation* [*Bill Pr36*](https://www.uwindsor.ca/sites/uwindsor.ca.secretariat/files/University%20of%20Windsor%20Act%201962-63%20(Bill%20Pr36).pdf) *(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*](https://www.uwindsor.ca/ctl/513/indigenous-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*](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf) *and* [*University Principles*](https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/) *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*](https://leddy.uwindsor.ca/resources-related-first-peoples-faculty-and-administration)*, 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.***  *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. | 1. 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 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* |

**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.* |

**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.* |

**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.* |

**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.* |

**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:** |  |
| **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):** |  |

**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** |
|  |  |  |
|  |  |  |
|  |  |  |