CURRICULUM COMMITTEE TEMPLATE

 CHANGES TO EXISTING COURSE PROPOSAL FORM

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| **Faculty:**Indicate all relevant Faculty(ies) i.e. LAPS/SC/LE | LE |

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| **Department:**Indicate department and course prefix (e.g. Languages, GER) |  | **Date of Submission:** |  |

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| **Effective Session for Change:** | **Term:** (e.g., Fall; Winter; Summer) |  |  | **Year:**  |  |

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| **Course Number:**Special Topics coursesInclude variance (e.g.HUMA 3000C 6.0,Variance is “C”) |  | **Var:** |  | **Academic Credit Weight:**Indicate both the fee, and MET weight if different from academic weight (e.g. AC=6, FEE=8, MET=6) |  |

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| **Course Title:**The official name of the course as it will appear in the Undergraduate Calendar and on the Repository |  |

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| **Short Title:** Appears on any documents where space is limited - e.g. transcripts and lecture schedules - **maximum 40 characters** |  |

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| **Is this course cross-listed?** (Yes/No) |  | **If *yes*, cross-listed to:** *(please complete details below)* |
| **Faculty:** |  |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |
| **Faculty:** |  |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |
| **Faculty:** |  |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |

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| **Type of Change (check all that apply):** (*click check box to enable check-mark option*) |
|[ ]  in course number / year-level |[ ]  in calendar description (editorial) |[ ]  in course credit exclusion(s)  |
|[ ]  in credit value |[ ]  in pre-requisite(s)/co-requisite(s) |[ ]  in course format/delivery mode |
|[ ]  in course title (editorial) |[ ]  in cross-listing  |[ ]  retire/expire course |
|[ ]  other (please specify):  |

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| **(Change From):** | **(Change To):** |
| Example: ~~Delete~~ this text. | Example: **Add** this text. |

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| **Academic Rationale for Changes**The following points should be included in the rationale:- How the course contributes to the educational objectives of the **program/degree/Faculty**.-The relationship of the proposed change to other existing offerings, particularly in terms of overlap in objectives and/or content. If inter-Faculty overlap exists, some indication of consultation with the Faculty affected should be given.- The expected enrolment in the course.  |  |

**Notes:**

For course proposals involving cross-listings, integrations and degree credit exclusions, approval from all of the relevant Faculties/department is required.

Since one change (such as a change in year level or credit value) may result in several other changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible in this form. If there are several changes, please feel free to use a New Course Proposal Form in order to ensure that all the required information is included.

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| **Accreditation Unit Breakdown:**Indicate the **revised** accreditation unit breakdown as a percentage and unit(s) in the appropriate subject matter areas. Definitions are provided in Appendix A |  | **Math** | **Natural Science** | **Compl Studies** | **Eng. Science** | **Eng. Design** |
| **Percentage** |  |  |  |  |  |
| **Units** |  |  |  |  |  |
|  | If the sum of engineering science and engineering design exceeds 50% of the total, indicate which P.Eng. faculty could be possible instructors for this course:  |  |

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| **Expanded Course Description:**Please provide a detailed course description, including topics/theories and learning objectives, as it will appear in supplemental calendars for any revisions made. | **Expanded Description including topics and theories:** |
| Please include the following as part of your submission, as appropriate:* details of how engineering design (if any) will be included in the course
* detailed schedule of topics, especially as they relate to engineering science and engineering design content
* a description of the laboratory experience and computer experience included in the course
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| **Course Learning Objectives:** Course learning objectives are statements of the overall learning and teaching intentions for the course and represent what the instructor would expect students to learn and retain in the course. They articulate what the teacher plans to achieve in the course. |
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| **Course Design:**Indicate how the course design supports students in achieving the learning objectives. For example, in the absence of scheduled contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?Please detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components. Alternatively, please explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance |  |

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| **Course Learning Outcomes:**List the course learning outcomes/indicators that will be achieved by the end of this course, and map these to the appropriate CEAB graduate attributes and UDLEs.These course learning outcomes will be assessed and measured in the course for accreditation purposes. | ***Please select those Degree Level Expectations that will be addressed in the course***

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| **Undergraduate Degree Level Expectations** |
|[ ]  Depth and breadth of knowledge |
| [ ]  | Knowledge of methodologies |
| [ ]  | Application of knowledge |
| [ ]  | Communication skills |
| [ ]  | Awareness of limits of knowledge |
|[ ]  Autonomy and professional capacity |

 | ***Please select those CEAB Graduate Attributes that will be addressed in the course (see appendix B for definitions)***

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|  | **Graduate Attribute** |
|[ ]  Knowledge base for Engineering |
| [ ]  | Problem Analysis |
| [ ]  | Investigation |
| [ ]  | Design |
| [ ]  | Use of Engineering Tools |
|[ ]  Individual and Team Work |
|[ ]  Communication Skills |
|[ ]  Professionalism |
|[ ]  Impact of Engineering on Society and the Environment |
|[ ]  Ethics and Equity |
|[ ]  Economics and Project Management |
|[ ]  Life-Long Learning |

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| **Learning outcomes** articulate what the student will achieve by the end of the course. They provide a framework for assessment by stating what you expect the learners to be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks.  |

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| **Instruction:**1. Planned frequency of offering and number of sections anticipated (every year, alternate years, etc.).2. Number of department/division members currently competent to teach the course.3. Instructor(s) likely to teach the course in the coming year.4. An indication of the number of contact hours (defined in terms of hours, weeks, etc.) involved, in order to indicate whether an effective length of term is being maintained OR in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course. |  |

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| **Faculty and Department/ Division Approval for changes to Cross-listings:**If the course is to be cross-listed with another department/division this section needs to be signed by all parties. In some cases there may be more than two signatures required (i.e. Mathematics, Women’s Studies). In the majority of cases either the Undergraduate Director or Chair of a unit approves the agreement to cross-list. All relevant signatures must be obtained prior to submission to the Faculty curriculum committee. | Dept.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ Signature (Authorizing cross-list) Department Date Dept.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ Signature (Authorizing cross-list) Department Date Dept.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ Signature (Authorizing cross-list) Department Date |

**APPENDIX A:** Accreditation Units

**Accreditation Units** (AUs) are defined on an hourly basis for an activity which is granted academic credit and for which the associated number of hours corresponds to the actual contact time between the student and the faculty members, or designated alternates, responsible for delivering the program:

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| **1 AU**  | = | One hour of lecture (corresponding to 50 minutes of activity) |
| **0.5 AU** | = | One hour of laboratory or scheduled tutorial |

**Engineering design** integrates mathematics, basic sciences, engineering sciences and complementary studies in developing elements, systems and processes to meet specific needs. It is a creative, iterative and often open-ended process subject to constraints which may be governed by standards or legislation to varying degrees depending upon the discipline. These constraints may relate to economic, health, safety, environmental, social or other pertinent interdisciplinary factors.

*[The primary feature distinguishing engineering science from engineering design is the open ended nature of the problems. A design question runs along the lines of “design a system that meets the following specifications” whereas an engineering science question is “for the following example, calculate X, Y, and Z”]*

**Engineering science** subjects normally have their roots in mathematics and basic sciences, but carry knowledge further toward creative applications. They may involve the development of mathematical or numerical techniques, modelling, simulation and experimental procedures. Application to the identification and solution of practical engineering problems is stressed. Such subjects include the applied aspects of strength of materials, fluid mechanics, thermodynamics, electrical and electronic circuits, soil mechanics, automatic control, aerodynamics, transport phenomena and elements of materials science, geoscience, computer science, environmental studies and other subjects pertinent to the discipline. In addition, the curriculum should include engineering science content which imparts an appreciation of important elements of other engineering disciplines.

*[i.e. the subject may be science, but the aim is towards practical applications, with practical examples.]*

**The basic (natural) sciences** component of the curriculum must include elements of physics and chemistry; elements of life sciences and earth sciences may also be included in this category. These subjects are intended to impart an understanding of natural phenomena and relationships through the use of analytical and/or experimental techniques.

**Mathematics** includes appropriate elements of linear algebra, differential and integral calculus, differential equations, probability, statistics, numerical analysis and discrete mathematics.

**Complementary studies** in humanities, social sciences, arts, management, engineering economics and communication that complement the technical content of the curriculum.

*[If a course is to include a complementary studies component, a portion of the grading must be allocated accordingly, e.g. part of the grade is for the grammar of a report.]*

**APPENDIX B:** CEAB GRADUATE ATTRIBUTES

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| **Section** | **Graduate Attribute** | **Description** |
| 3.1.1 | Knowledge base for Engineering | Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program. |
| 3.1.2 | Problem Analysis | An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions. |
| 3.1.3 | Investigation | An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data, and synthesis of information in order to reach valid conclusions. |
| 3.1.4 | Design | An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations. |
| 3.1.5 | Use of Engineering Tools | An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations. |
| 3.1.6 | Individual and Team Work | An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting. |
| 3.1.7 | Communication Skills | An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions. |
| 3.1.8 | Professionalism | An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest. |
| 3.1.9 | Impact of Engineering on Society and the Environment | An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship. |
| 3.1.10 | Ethics and Equity | An ability to apply professional ethics, accountability, and equity. |
| 3.1.11 | Economics and Project Management | An ability to appropriately incorporate economics and business practices including project, risk, and change management into engineering practice and to understand their limitations. |
| 3.1.12 | Life-Long Learning | An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge. |