University of Windsor

PDC220419A

NOTICE OF MEETING
There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
April 19, 2022 at 9:00am-11:00am
Location: MS Teams Virtual Meeting
AGENDA

Formal Business

1   Approval of Agenda

2   Minutes of Meeting of March 18, 2022

3   Business Arising from the Minutes

4   Outstanding Business

Item for Approval

5   Reports/New Business

*5.1   Engineering – Minor Program Change (Form C)   **PDC220419-5.1**
Randy Bowers

*5.2   English and Creative Writing – Minor Program Change (Form C)   **PDC220419-5.2**
Katherine Quinsey

*5.3   Kinesiology (Graduate) – Minor Program Change (Form C)   **PDC220419-5.3**
Kevin Milne

*5.4   Kinesiology – Minor Program Change (Form C)   **PDC220419-5.4**
Kevin Milne

*5.5   Mathematics and Statistics (Graduate) – Minor Program Change (Form C) **PDC220419-5.5**
Rick Caron

*5.6   BFA in Film Production – Minor Program Change (Form C)   **PDC220419-5.6**
Johanna Frank

*5.7   Sociology and Criminology – Minor Program Change (Form C)   **PDC220419-5.7**
Shelagh Towson

*5.8   Visual Arts – Minor Program Change (Form C)   **PDC220419-5.8**
Bruce Kotowich

*5.9   Engineering – New Course Proposals (Form D)   **PDC220419-5.9**
Randy Bowers

*5.10   Engineering (Graduate) - New Course Proposals (Form D)   **PDC220419-5.10**
Majid Ahmadi

*5.11   Communication, Media, and Film and School of Creative Arts – New   **PDC220419-5.11**
Course Proposal (Form D)   Johanna Frank

*5.12 **Mathematics and Statistics – New Course Proposal (Form D)** **PDC220419-5.12**
Rick Caron

*5.13 **Kinesiology (Graduate) – New Course Proposals (Form D)** **PDC220419-5.13**
Kevin Milne

*5.14 **Political Science – Request for Waiver of Course Deletions** **PDC220419-5.14**
John Sutcliffe

Items for Information

*5.15 **Education (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.15**
Kara Smith

*5.16 **Forensic Science and Sociology and Criminology – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.16**
Maria Cioppa

*5.17 **Kinesiology – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.17**
Kevin Milne

*5.18 **Kinesiology/FAHSS – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.18**
Kevin Milne

*5.19 **Kinesiology (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.19**
Kevin Milne

*5.20 **Psychology – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.20**
Ken Cramer

*5.21 **Psychology (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.21**
Ken Cramer

*5.22 **Sociology and Criminology – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.22**
Shelagh Towson

*5.23 **Visual Arts – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.23**
Bruce Kotowich

*5.24 **Communication, Media, and Film/School of Creative Arts – Summary of Minor Course and Calendar Changes (Form E)** **PDC220419-5.24**
Johanna Frank

*5.25 **Education (Graduate) – Course Learning Outcomes** **PDC220419-5.25**
Kara Smith

*5.26 **Nursing (Graduate) – Course Learning Outcomes** **PDC220419-5.26**
Sue Fox

*5.27 **MHK in Sport Management – Program Learning Outcomes** **PDC220419-5.27**
Kevin Milne

*5.28 **Economics (Graduate) – Learning Outcomes** **PDC220419-5.28**
Nurlan Turdaliev

*5.29 **Economics Articulation Agreement with Anshan Institute – Deletion** **PDC220419-5.29**
Nurlan Turdaliev

6   Adjournment

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

University of Windsor
Program Development Committee

*5.1:   **Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for Bachelor of Applied Science 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 Faculty of Engineering Coordinating Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BASc – all programs and variants
DEPARTMENT(S)/SCHOOL(S):	**Civil and Environmental Engineering** **Electrical and Computer Engineering** **Mechanical, Automotive, and Materials Engineering**
FACULTY(IES):	**Faculty of Engineering**

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2022

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.*

Bachelor of Applied Science in Civil Engineering
Bachelor of Applied Science in Environmental Engineering
Bachelor of Applied Science in Eletrical Engineering
Bachelor of Applied Science in Industrial Engineering
Bachelor of Applied Science in Industrial Engineering (Minor in Business Administration Option)
Bachelor of Applied Science in Mechanical Engineering
Bachelor of Applied Science in Mechanical Engineering (with Aerospace Option)
Bachelor of Applied Science in Mechanical Engineering (with Automotive Option)
Bachelor of Applied Science in Mechanical Engineering (with Environmental Option)
Bachelor of Applied Science in Mechanical Engineering (with Materials Option)

Degree Requirements

Year 1 - Fall (Semester 1)
GENG 1101. Engineering 1
GENG 1102. Engineering Graphics
GENG-1110. Engineering Mechanics I
~~GENG-1330. Engineering and Design~~
MATH-1720. Differential Calculus
MATH-1270. Linear Algebra <u>(Engineering)</u>
~~GENG-1180. Engineering and the Profession~~

Year 1 - Winter (Semester 2)
GENG 1201. Cornerstone Design
GENG-1200. Engineering Thermofluids
MATH-1730. Integral Calculus
PHYS-1410. Introductory Physics II
CHEM-1103. Topics in General Chemistry
~~GENG-1190. Technical Communications~~

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.***

The changes to the Year 1 degree requirements for all BASC undergraduate engineering programs are noted below. Three existing courses will be replaced by three new courses. Additionally, each of these courses will now be assigned three teacing loads, up from the current two.

Current Year-1 courses	Replacement courses	Semester
GENG 1180 Engineering and the Profession	GENG 1101 Engineering 1	Fall
GENG 1330 Engineering and Design	GENG 1102 Engineering Graphics	Fall
GENG 1190 Technical Communication	GENG 1201 Cornerstone Engineering	Winter

B. RATIONALE

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

The Faculty of Engineering Curriculum Committee has undertaken a review of its Year 1 common core courses as part of its continuous improvement process. The rationale for changes associated with these three current courses and their replacements consists of three factors.

1) The "Engineering Design" hours associated with external accreditation would be bolstered by having a focussed design course (GENG 1201) rather than distributing design projects among other courses. It is now common for Canadian Engineering programs to have a Year-1 design course.

2) Pairing technical communication with the content on the engineering profession enhances the opportunities for topics in technical writing. Also, it benefits transfer students by not pairing technical writing with a design project.

3) The combination of drafting and computer-aided design (CAD) in semester 1 allows for the use of these skills in the semester 2 Cornerstone Design course.

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

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

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

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

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content in its undergraduate curricula by including content in each year of study through a common-core course required for all BASc students. This approach affirms the spirit of Call to Action 62(i) of the Final Report Summary of the Truth and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

As part of the Faculty of Engineering's continuous improvement process, the content of the modules was reviewed by the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. In addition to this review, the Indigenous Curriculum and Pedagogy Project Coordinator helped engineering identify items to incorporate into its roadmap toward Indigenization. These items included organizations that provide education and courses appropriate for faculty and administration members, and experiential learning associated with sites such as the Ska-Nah-Doht Longhouse, which would tie in with the design aspect of the program curricula in engineering. An additional item discussed was approaching Professional Engineers Ontario, the profession's governing body in Ontario, to identify opportunities for promoting the development of resources for engineering programs in the province. Additionally, documenting the Faculty's development of and progress along its roadmap will become part of the reporting process for both IQAP and the Canadian Engineering Accreditation Board.

The focus on Indigenous content in the undergraduate engineering programs at Windsor is led by the example of Canada's engineering establishment, which met in 2009 in Montreal and developed a guiding document for the engineering profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues, and future projections for engineering in Canada. Among the areas addressed are the recruitment and representation of women, Indigenous Peoples, and other underrepresented groups in the profession.

With respect to this proposal, the minor program changes to the first-year common core in engineering include GENG 1101 Engineering 1. It is the designated Year-1 common-core engineering course for the inclusion of a module on Indigenous content. The learning outcome assessment associated with this teaching module is one input for the graduate attribute associated with *Ethics and Equity* for engineering's external accreditation process. Specifically, the assessment considers the identification of equity issues within the engineering profession and Canadian society, with an emphasis on the role of Indigenous Peoples.

C.   RESOURCES
C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

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FORM C

The faculty members, who have taught the previous three courses will maintain their positions in these courses for a total of 6 teaching loads. One additional teaching load has been added to each of the three courses (3 new teaching loads total) to cover the added tutorials and increased focus on hands-on design.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

Regular faculty and AAS positions are assigned to these courses.

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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.2 Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

The three new courses represent a significant repackaging of the course material from the current three courses. GA/TA resources and facilities will remain the same. As noted, three additional teaching loads have been added.

C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

These courses are taught entirely within the Faculty of Engineering. There are no resource implications for other campus units.

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

No new resourses are anticipated in delivery of these three replacement courses.

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

There is no planned reallocation of resources or cost savings.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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*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:	Three teaching loads. These three teaching loads have been accommodated by reassigning regular faculty teaching for the 2022-23 teaching year. No new resources are requested from the University.
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

*5.2:   **English and Creative Writing – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for Honours English, Honours English and Creative Writing, Combined Honours English and, Combined Honours and Creative Writing 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 English and Creative Writing Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**English**
DEPARTMENT(S)/SCHOOL(S):	**English and Creative Writing**
FACULTY(IES):	**FAHSS**

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2022

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.

Honours English
Degree Requirements
Total courses: forty
(a) ENGL-1002, ENGL-1003, and ENGL-1004;
(b) ~~two~~ **one** of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
(c) ~~two~~ **one** of ENGL-2110, ENGL-2120, or ENGL-2130;
(d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
(e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
(f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
(g) ~~any eight ENGL courses at 3000-level or 4000-level~~ **ten additional ENGL courses, eight of which must be at the 3000 or 4000 level;**
(h) any two ENGL courses at the 4000-level;
(i) two courses from Social Sciences;
(j) two courses from Languages or Science;
(k) two courses from any area of study, excluding Arts;
(l) GART-1500;
(m) four courses from any area of study, including English;
(n) nine courses from any area of study, excluding English
Note: Only five (5) 1000-level English courses may count toward the major.
Courses used to calculate the major average are: courses listed under requirements (a) to (h), and any courses taken in the major area of study.

Honours English and Creative Writing
Degree Requirements
Total courses: forty.
(a) ENGL-1002, ENGL-1003, and ENGL-1004;
(b) ~~two~~ **one** of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
(c) one of ENGL-2110, ENGL-2120, or ENGL-2130;
(d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
(e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
(f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
(g) ~~any five ENGL courses at 3000-level or 4000-level;~~ **six additional ENGL courses, five of which must be at the 3000 or 4000 level;**
(h) one of ENGL-4001, ENGL-4002, ENGL-4003, or ENGL-4005;
(i) ENGL-2710 (a 6.0-credit course), ENGL-3710, and ENGL-4710 (a 6.0-credit course);
(j) two courses from Social Sciences;
(k) two courses from Languages or Science;

(l) two courses from any area of study, excluding Arts;
(m) GART-1500;
(n) four courses from any area of study, including English;
(o) nine courses from any area of study, excluding English
Note: Only five (5) 1000-level English courses may count toward the major.
Courses used to calculate the major average are: courses listed under requirements (a) to (i), and any courses taken in the major area of study.

Combined Honours English
Degree Requirements
Total courses: forty.
(a) ENGL-1002, ENGL-1003, and ENGL-1004;
(b) ~~two~~ **one** of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
(c) ~~two~~ **one** of ENGL-2110, ENGL-2120, or ENGL-2130;
(d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
(e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
(f) one of ENGL-2410, ENGL-2420, or ENGL 2430;
(g) ~~any six ENGL courses at 3000-level or 4000-level;~~ **eight additional ENGL courses, six of which must be at the 3000 or 4000 level;**
(h) one ENGL course at the 4000-level;
(i) Course Requirements - Other Subject: as prescribed by that area of study;
(j) two courses from Social Sciences;
(k) two courses from Languages or Science;
(l) two courses from any area of study, excluding Arts;
(m) GART-1500;
(n) additional courses from any area of study to a total of forty courses.
Note: Only five (5) 1000-level English courses may count toward the major.
Courses used to calculate the major average are: courses listed under requirements (a) to (i), and any courses taken in the major area(s) of study.

Combined Honours and Creative Writing
Degree Requirements
Total courses: forty.
(a) ENGL-1002, ENGL-1003, and ENGL-1004;
(b) ~~two~~ **one** of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
(c) one of ENGL-2110, ENGL-2120, or ENGL-2130;
(d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
(e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
(f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
(g) ~~any three ENGL courses at 3000-level or 4000-level;~~ **any four additional ENGL courses, three of which must be at the 3000 or 4000 level**
(h) ENGL-2710 (a 6.0-credit course), ENGL-3710, and ENGL-4710 (a 6.0-credit course);
(i) Course Requirements - Other Subject: courses used to calculate the major average in the other
subject area, as prescribed by that area of study;
(j) two courses from Social Sciences;
(k) two courses from Languages or Science;
(l) two courses from any area of study, excluding Arts;
(m) GART-1500;
(n) additional courses from any area of study to a total of forty courses.
Note: Only five (5) 1000-level English courses may count toward the major.

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

To keep pace with current diversity coverage, and to sustain student excellence in a broad coverage, the English & Creative Writing Department will maintain the same number of course expectations to achieve an ENGL degree, but will allow students to choose a more flexible range of time periods and subject matter to ensure courses which include BIPOC writers and critics, LGBTQ+ writers and critics, and writers who fit a range of current diversity categories (including gender, disability, ethnicity, class, etc.). The primary goal of this change is to enhance the students' learning experience and to make their course loads more manageable. The revised requirements will also enable students to complete their degree programs more readily. These minor program changes will allow students more opportunity for upper-level courses, enhancing the quality of the degree. They will provide students with course requirements allowing them to remain conversant with the literary canon, along with the opportunity to pursue a range of literary interests across various genres and approaches, and reflective of the diversity that constitutes literatures in English today.

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

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

In requiring fewer courses situated during specific time periods and allowing students the choice to take courses that include more contemporary writers, the English and Creative Writing department shifts focus onto those courses that foreground Turtle Island Indigenous writers.

Courses such as ENGL-1005 *Topics in Literature*, ENGL-2510 *Topics in Literary Genres*, and ENGL-2520 *Topics in Literature* are regularly taught with a focus on Indigenous literatures and culture. So, too, are graduate seminars such as ENGL-8850 *Literary Theory / Cultural Studies*. Additionally, Indigenous content is mainstreamed into various courses in English where the topic allows, such as ENGL 1002 *Writing About Literature,* ENGL-3210 *Canadian Literature*, ENGL-3220 *US Literature*, ENGL- 3310 *Postcolonial Literature*, and more. Graduate seminars in traditional areas, such as ENGL-8550 *US Literature*, may either focus largely on Indigenous content or incorporate Indigenous writers into the syllabus. Canadian Indigenous writers such as Thomas King, Tomson Highway, Leane Betasamoke Simpson, Louise Halfe, Marilyn Dumont, Lee Maracle, Jordan Abel, as well as notable Indigenous writers from south of the (notional) US-Canadian border, and many others are routinely covered in these classes. Some of these are former writers-in-residence while some are our graduates. The courses ENGL-2310 World Literatures, ENGL-2430 *Introduction to Theory*, and ENGL-2330 *Gender and Poetry* include Indigenous writers. Instructors also make Indigeous authors part of the curriciuum for the second year CanLit course (ENGL-2210). Finally, the instructors who teach Creative Writing always include Indigenous writers (usually at a least two Indigenous writers per course).

Courses that focus specifically on Indigenous content include the following:
ENGL 2320 Indigenous Literatures
ENGL 3330 Indigenous Literature of Turtle Island,

C.   RESOURCES
C.1   Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

This change will *not* demand more of faculty or staff, but will use departmental resources more effectively, by reducing the pressure on certain core categories.

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

> *Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

No change.

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

> *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.*

No change.

C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

> *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.*

No change.

C.2   Other Available Resources (Ministry sections 3 and 4)

PROGRAM DEVELOPMENT COMMITTEE
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Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

This minor change will demand no more support staff or library resources; indeed, it may relieve administrative workloads in that students will find it easier to fulfil degree requirements and should need less advising.

C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

No change.

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

No anticipated new resource demands.

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

The loosening of some core requirements reflects the English & Creative Writing department's drop in faculty numbers, and will allow more equitable enrolments across the curriculum, as well as broader course coverage for students.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

*5.3:   **Kinesiology (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the Master of Human Kinetics (Sport Management Stream) and Master of Human Kinetics (Applied Human Performance Stream) be renamed   Master of Human Kinetics (Sport Management *and Leadership Specialization*) and Master of Human Kinetics (Applied Human Performance *Specialization*) and that the degree requirements 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 Faculty of Human Kinetics Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Human Kinetics – Sport Management Master of Human Kinetics – Applied Human Performance
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Faculty of Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Spring 2022

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.

PROGRAMS

Master of Human Kinetics (MHK)

There are two ~~streams~~ **specializations** to the program, Sport Management **and Leadership** and Applied Human Performance: both ~~stream~~ **specializations** include a thesis option which normally will lead to doctoral work. Both offer an Internship option which combines coursework with **a** practical work term placement designed to serve as an enrichment experience.

Admission Requirements
1) In addition to the general admission requirements of the Faculty of Graduate Studies and Research outlined in the section titled, Application Procedures, and in the section titled, The Master's Degree - Admission Requirements, the following are employed in the determination of a candidate's admission status:
   (a) Thesis students must have a faculty research advisor before being admitted into one of the following areas of specialization:
            i) Applied Human Performance
            ii) Sport Management **and Leadership**
[…]

Normally, the makeup courses are to be selected from the areas of specialization: Applied Human Performance and Sport Management **and Leadership**.

[…]

Applied Human Performance ~~Stream~~ **Specialization (leading to a Master of Human Kinetics)**
The program focuses on the application of movement science in sport, the workplace, and activities of dailyliving. Students pursue course work, thesis research, and internships that examines the basic and appliedprinciples of human biomechanics, motor performance and exercise physiology. To fulfil the degree requirements, each candidate must complete the following:

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Thesis Option
 1) Three courses from
- o KINE-8040. **Advanced Topics in the Psychology of Sport and Exercise**
- o KINE-8070. **Quantitative Analysis in Kinesiology**
- o KINE-8100. **Special Problems**
- o KINE-8110. **Group Dynamics in Sport and Exercise**
- o KINE-8210. **Exercise Rehabilitation**
- o KINE-8220. **Instrumentation and Modeling in Kinesiology**
- o KINE-8230. **Applied Biomechanics of Human Performance**
- o KINE-8240. **Biomechanics in the Work Place**
- o KINE-8250. **Motor Skill Acquisition**
- o KINE-8260. **Motor Control of Human Performance**
- o KINE-8270. **Physiological Responses to Human Movement Demands**
- o KINE-8280. **Neuromuscular Physiology**
- o KINE-8290. **The Physiology of Sex Differences in Sport, Exercise and Health**
- o **KINE-8300. Skeletal Muscle Pathophysiology**
- o **KINE-8310. Healthy Aging**
- o **KINE-8620. Research Methods**
- o **KINE-8630. RStudio for Data Science**
  KINE-8940. **Selected Topics**

2) ~~A~~ Thesis (KINE-8970).

3) One other graduate course chosen in consultation with the thesis advisor.

Internship Option
 1) Five courses from:
- o KINE-8040. **Advanced Topics in the Psychology of Sport and Exercise**
- o KINE-8070. **Quantitative Analysis in Kinesiology**
- o KINE-8100. **Special Problems**
- o KINE-8110. **Group Dynamics in Sport and Exercise**
- o KINE-8210. **Exercise Rehabilitation**
- o KINE-8220. **Instrumentation and Modeling in Kinesiology**
- o KINE-8230. **Applied Biomechanics of Human Performance**
- o KINE-8240. **Biomechanics in the Work Place**
- o KINE-8250. **Motor Skill Acquisition**
- o KINE-8260. **Motor Control of Human Performance**
- o KINE-8270. **Physiological Responses to Human Movement Demands**
- o KINE-8280. **Neuromuscular Physiology**
- o KINE-8290. **The Physiology of Sex Differences in Sport, Exercise and Health**
- o **KINE-8300. Skeletal Muscle Pathophysiology**
- o **KINE-8310. Healthy Aging**
- o **KINE-8620. Research Methods**
- o **KINE-8630. RStudio for Data Science**
  KINE-8940. **Selected Topics**

2) Internship (KINE-8950).

3) Two other graduate courses chosen in consultation with the internship advisor.

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Sport Management **and Leadership** ~~Stream~~ **Specialization (leading to a Master of Sport Management and Leadership)**

The program focuses upon the understanding of the components of organizational behaviour in the context of amateur and professional sport environments. Students will pursue course work and either thesis research or an internship that focuses on topics such as leadership, organizational effectiveness, sport marketing, organizational change, and legal, philosophical, **historical,** and social issues of management. To fulfil the degree requirements, each candidate must complete all of the following:

Thesis Option
 1) Two courses from:
   o KINE-8000. **Sport Leadership**
   o KINE-8010. **Legal and Human Rights Issues in Sport Management**
   o KINE-8020. **Organizational Behaviour in Sport Organizations**
   o KINE-8030. **Sport Marketing**
   o KINE-8050. **Social Issues in Sport Management**
   o KINE-8060. **Crises, Politics and Commercialism in the Modern Olympic Movement**
   o KINE-8080. **Strategic Management in the Sport Industry**
   o KINE-8100. **Special Problems**
   o **KINE-8110. Group Dynamics in Sport and Exercise**
   o **KINE-8310. Healthy Aging**
   o KINE-8940. **Selected Topics**

2) Research Methods (KINE-8620)
3) ~~A~~ Thesis (KINE-8970)
4) One other graduate course chosen in consultation with the thesis advisor

Internship Option
 1) Four courses from:
   o KINE-8000. **Sport Leadership**
   o KINE-8010. **Legal and Human Rights Issues in Sport Management**
   o KINE-8020. **Organizational Behaviour in Sport Organizations**
   o KINE-8030. **Sport Marketing**
   o KINE-8050. **Social Issues in Sport Management**
   o KINE-8060. **Crises, Politics and Commercialism in the Modern Olympic Movement**
   o **KINE-8070. Quantitative Analysis in Kinesiology**
   o KINE-8080. **Strategic Management in the Sport Industry**
   o KINE-8100. **Special Problems**
   o **KINE-8110. Group Dynamics in Sport and Exercise**
   o **KINE-8310. Healthy Aging**
   o **KINE-8630. RStudio for Data Science**
   o KINE-8940. **Selected Topics**

2) Research Methods (KINE-8620)
3) Internship (KINE-8950)
4) Two other graduate courses chosen in consultation with the internship advisor

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

PROGRAM DEVELOPMENT COMMITTEE
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FORM C

> *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).*

Most of the modifications to this document are minor housekeeping edits to ensure that approved courses are added to the program options and the calendar is consistent with program delivery.

In May of 2020, we approved a modified program name for our undergraduate major in Sport Management to Bachelor of Human Kinetics – Honours Sport Management and Leadership. The modification of our graduate Sport Management specialization to mirror the undergraduate major name change will provide consistency and continuity between these programs, notably, the previous addition of 'Leadership' to the undergraduate major and now to the graduate specialization and degree name that will be unique in North America, but also highlight our program's distinct scholarship that includes typical graduate sport management options as well as sociocultural courses that have historically been a part of our program providing separate avenues of study, but also contextualizing management in a broader framework.

The degree name change highlights to employers and other academic programs the strength of our Sport Management and Leadership program and our faculty. Over the last decade, our graduate Sport Management specialization has ranked among the top post-graduate sport management programs in the world, and top 2 nationally (Sportbusiness.com Sport Management Postgrdaute Rankings 2021; see also Table 1). It is important to note that of the top 25 internationally ranked sport management post-graduate programs, a degree name change would align us more closely with other top-ranked programs while still keeping a unique title to distinguish our program from others (Table 1). Locally, our closest neighbour, Western University, offers postgraduate study leading to a master of Arts in Management and Leadership, however, to our knowledge, we would be the first and only program in North America (if not the world) to offer graduates a Masters degree in Sport Management and Leadership (MSML).

The course KINE-8070 has historically been taught within our graduate program, but could only be taken by Master of Sport Management and Leadership (MSML) students as a non Sport Management and Leadership elective. This addition will provide our MSML students greater flexibility in course choice, as well as provide an option for students to learn quantitative statistics.

Rank	Provider/InsitIution	Degree
1	*Ohio University*	*MBA/MSA and Master of Sports Administration*
2	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management	MBA/MS Sport Management and MS Sport Management
3	University of South Florida, Muma College of Business	MBA/MS - Vinik Sport & Entertainment Management Program
4	The International Centre for Sport Studies (CIES)	The FIFA Master
5	Columbia University	MS in Sports Management
6	*George Washington University*	*Masters in Sports Management*
7	University of Oregon	MBA in Sports Business

8	*AISTS - International Academy of Sport Science and Technology*	*Master of Advanced Studies in Sport Administration and Technology*
9	The Ohio State University	Master of Science in Sport Management
10	*University of San Francisco*	*Master of Sport Management*
11	*University of North Carolina at Chapel Hill*	*Masters of Sport Administration*
12	University of Parma & University of San Marino	MasterSport – International Masters in Strategic Management of Sports Organisations, Events and Facilities
13	*University of Vigo*	*Master in Business Administration of Sport*
14	Coventry University	MSc Sport Management
15	*Virginia Commonwealth University Center for Sport Leadership*	*Master of Sport Leadership*
16	*University of Central Florida*	*DeVos Sport Business Management Program*
17	University of Ottawa	Masters in Human Kinetics - MHK in Sport Management
18	Georgia State University	Masters of Science in Sport Administration
19	Florida Atlantic University	MBA Sport Management
20	University of South Carolina	Master of Science in Sport and Entertainment
21	**University of Windsor**	**Master of Human Kinetics (MHK) in Sport Management**
21	Real Madrid Graduate School	MBA in Sports Management
22	Bayreuth University	MBA Sport Management
23	University of Liverpool Management School	MSc Sport Business and Management
24	University of Stirling	MSc in Sport Management

Table 1. International sport management postgraduate rankings, institutions, and degree names. Adapted from Sportbusiness PostGraduate Rankings Top 40 of 2021 (https://www.sportbusiness.com/postgraduate-rankings-2021/). Note tie between institutions at position 21.

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

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

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

Please consider these prompt questions and additional Resources including disciplinary examples:
- *What process has your department/Faculty used to consider Indigenization?*
- *How have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for*

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

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Métis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific to sport and Indigenous peoples in Canada, several courses in our undergraduate curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor led discussion, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), guest speakers, faculty participation in workshops, and by addressing calls to action through the TRC.

While we have recently undertaken an equity review of the courses in our undergraduate program, several of the faculty who participate in and include Indigenous content in the undergraduate program, also teach in our graduate program. Moreover, faculty who make new course additions and/or amendments work with the Associate Dean - Academic Programs to identify content, resources, and personnel to help in developing more inclusive courses. Nonetheless, we plan to complete an equity audit of the graduate program within the next academic year.

C. RESOURCES
C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The Faculty of Human Kinetics faculty and staff are all committed to supporting the program.
The majority of our courses are taught by tenured or tenure-track faculty with active research programs.
Support staff and resources for this program include all of those currently housed in the Department of Kinesiology including, but not limited to:
- Department Head
- Associate Dean – Research and Graduate Studies
- Associate Dean – Academic Programs
- Undergraduate Coordinator
- Experiential Learning Coordinator
- Laboratory Coordinator
- Graduate Intake Coordinator
- Administrative Assistant to the Department Head and Graduate Secretary
- Receptionist/Undergraduate Secretary
- Research Technician
- Audiovisual Computer Technician
- On-site Librarian
- Other faculty

PROGRAM DEVELOPMENT COMMITTEE
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Research areas of Human Kinetics faculty members include:

MHK – Sport Management Specialization (note: prior to degree name change)
- Leadership and Decision Making
- Sport Marketing and Sponsorship
- Sport Media
- Sport Communication
- Strategic Management
- Sport Finance and Economics
- Legal Issues in Sport Management
- Commercialism in the Olympic Movement
- Consumer Behaviour
- Sport Policy
- Neoliberal Discourses of Sport
- Event Management
- Leveraging Sport Events
- Economic, Tourism, and Social Impact of Sport Events
- Sport Development
- Sport Management Pedagogy
- Gender issues in sport
- Social issues in sport

MHK – Applied Human Performance Specialization
- Health & wellness
- Healthy body weights
- Nutrition and physical activity patterns, behaviours, and attitudes
- Environmental influences on health outcomes
- Nutrition and physical activity assessment methodologies
- Sport Performance
- Workplace Health and Safety
- Skill Acquisition and Maintenance through the Lifespan
- Sport Involvement, Physical Activity and Healthy Aging
- Adapted Physical Exercise
- Sport commitment, motivation and lifelong training in Masters athletes
- The effect of attentional focus on motor skill acquisition
- Balance and gait disorders
- Cognitive and sensorimotor factors influencing upper-limb movement control
- Sport psychology
- Exercise psychology
- Psychological influences contributing to sport and exercise involvement
- Team dynamics
- Evaluation of soft and rigid tissue effects on force transmission through the body following impact
- Mechanisms of upper extremity injury resulting from falling
- Development and evaluation of workplace physical demands assessment methods
- Ergonomics evaluations in workplace populations (nursing, agriculture, automotive)
- Ligamento-muscular reflexes
- Pain and pain mechanisms in various injuries
- Quantification of mechanical joint stabilization

- Neuromuscular (reflex) contribution to knee and lumbar spine joint robustness/integrity during motion
- Knee, lumbar & cervical spine joint biomechanical model development
- Cognitive Ergonomics
- Cardiovascular function
- Cerebrovascular physiology
- Skeletal muscle function and structure
- The expression and regulation of circulating hormones or hormone-like factors in response to exercise
- Biological sex differences in human performance and health
- Cellular and molecular regulation of skeletal muscle repair following injury
- Interventions that target the pathological mechanisms of autonomic and vascular dysfunction in cardiovascular disease and associated risk factors

Tenured and tenure track instructors are available and willing to teach these courses and no new staff resources are needed.

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

> *Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

None

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

> *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.*

As the minor changes proposed in this form do not impact teaching or supervisory loads, there is no change to how our curriculum is delivered. All of our tenured and tenure-track faculty maintain active research programs, supervise graduate students, and teach within the graduate program.

C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

> *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.*

There is no significant programming change to our current program. Financial assistance will remain consistent with how we have delivered the program in the past and current year.

C.2 Other Available Resources (Ministry sections 3 and 4)

> *Provide 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, including for example:*
> - *staff support,*
> - *library,*
> - *teaching and learning support,*
> - *student support services,*
> - *space,*
> - *equipment,*
> - *facilities*
> - *GA/TA*

Staff Support, Teaching and Learning support, and Student Support Services: No change required in our current level of staff, teaching and learning, and student support services.

Our Associate Dean – Research and Graduate Studies, graduate intake coordinator, and Department Head oversee the operations of the graduate program and graduate students, regardless of year, to assist with career planning

and academic concerns.   Moreover, the Associate Dean - Academic Programs within the Faculty of Human Kinetics will provide additional support in program planning and structure.

C.3   Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>*other*</u> *campus units, including for example:*
- *existing courses,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
 Provide relevant details.

None.

C.4   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

None.

C.5   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

None.

C.6   Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Describe all **additional institutional resources and services** *required by* <u>*all affected*</u> *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

Note: We do anticipate that a degree name change will require additional supports in updating our web presence and stationary (where needed), however, we do not anticipate these additional resources to be out of the ordinary of the required updates that need to occur when any program changes occur.

University of Windsor
Program Development Committee

*5.4: **Kinesiology – Minor Program Change (Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for the undergraduate programs in Kinesiology be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- This program has been approved by the Faculty of Human Kinetics Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics – Honours Kinesiology – Movement Science
	Bachelor of Human Kinetics – Honours Sport Management and Leadership
	Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of Lambton College's Three-Year Sport and Recreation Management Program
	Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Program
	Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of St. Clair College's Three-Year Sport & Recreation Management Program
	Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of St. Clair College's Two-year Fitness and Health Promotion Program
	Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Program
	Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of Lambton College of Applied Arts and Technology's Massage Therapy Program
	Certificate in Human Factors and Ergonomics
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Faculty of Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Spring 2022

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.

KINESIOLOGY PROGRAMS

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science)
Students selecting this major will be interested in entering the general field of science as it relates to human activity as teachers, physicians, chiropractors, physiotherapists, exercise consultants, sport and exercise psychology consultants, sport therapists, athletic trainers, ergonomic specialists in the biomechanics of movement, and human performance specialists in motor development and memory. This program is recognized by **The College of Kinesiologists of Ontario** and Ontario Kinesiology Association. ~~Those interested in graduate studies in Movement Science should select this major.~~ Graduates are also qualified to enter graduate school or a Faculty of Education.

PROGRAM DEVELOPMENT COMMITTEE
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Degree Requirements

Total courses: forty.

(a) Human Kinetics Core **Courses (TAKE ALL)**:
- ○ KINE-1000. **Health and Wellness**
- ○ KINE-2250. **Ethics in Sport and Physical Activity**
- ○ KINE-2690. **Measurement and Evaluation**
- ○ KINE-2700. **Research Design**

(b) **Kinesiology -** Movement Science Courses:
Required Kinesiology-Movement Science Courses (TAKE ALL):
- ○ KINE-1110. **Principles of Mental Skills Training**
- ○ KINE-1650. **Functional Anatomy**
- ○ KINE-1660. **Functional Anatomy II**
- ○ KINE-1800. **Fundamental Mechanics of Human Motion**
- ○ KINE-2040. **Sport Nutrition**
- ○ KINE-2100. **Human Performance**
- ○ KINE-2240. **Introduction to Occupational Biomechanics/Ergonomics**
- ○ KINE-2600. **Physiology of Human Performance**
- ○ KINE-2850. **Human Growth and Development**

Kinesiology-Movement Science Electives (SELECT 10): ~~plus ten of~~
- ○ KINE-3010. **The Use and Abuse of Drugs**
- ○ KINE-3020. **Exercise and Fitness Psychology**
- ○ KINE-3030. **Imagery Effects on Performance**
- ○ KINE-3060. **Obesity and Eating Disorders**
- ○ KINE-3100. **Motor Learning and Control**
- ○ **KINE-3330. Applied Sport Psychology**
- ○ **KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**
- ○ KINE-3600. **Physiology of Exercise and Respiration**
- ○ **KINE-3610. Musculoskeletal Physiology**
- ○ KINE-3620. **Human Factors and Performance**
- ○ **KINE-3630. Cognitive Ergonomics**
- ○ KINE-3700. **Scientific Basis of Conditioning**
- ○ KINE-4000. **Human Movement and Aging**
- ○ KINE-4040. **Population Health**
- ○ KINE-4080. **Dynamics of Skill Acquisition**
- ○ ~~KINE4080~~
- ○ KINE-4100. **Physical Activity for Special Populations**
- ○ **KINE-4150. Exercise Prescription for Athletic Populations**
- ○ KINE-4530. **Perceptual-Motor Development**
- ○ KINE-4580. **The Endocrine System in Sport, Exercise and Health**
- ○ KINE-4600. **Cardiovascular Physiology**
- ○ KINE-4610. **Chronic Disease and Exercise Rehabilitation**
- ○ KINE-4620. **Exercise in Extreme Environments**
- ○ KINE-4630. **Applied Neurophysiology**

- o KINE-4640. **The Pathophysiology of Pain**
- o KINE-4650. **Ergonomics and Injury-Prevention**
- o KINE-4660. **Cardiac Rehabilitation**
- o **KINE-4670. User Experience**
- o KINE-4710. **Physiological Basis of Sports Therapy**
- o KINE-4750. **Individual Studies**
- o KINE-4760. **Principles of Coaching**
- o KINE-4770. **Outdoor Recreation**
- o KINE-4780. **Undergraduate Thesis***
- o KINE-4800. **Advanced Biomechanics**
- o KINE-4850. **Group Dynamics in Sport**
- o KINE-4900. **Special Topics in Kinesiology-Movement Science**
- o KINE-4980. **Internship (4 months)**

Kinesiology-Movement Science Labs (SELECT 2): ~~plus two of~~
- o KINE-4910. **Laboratory experiences in Biomechanics and Ergonomics**
- o KINE-4920. **Laboratory Experiences in Human and Exercise Physiology**
- o KINE-4930. **Laboratory Experiences in Motor Learning and Psychology of Physical Activity**

(c) six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).
(d) five courses from any area of study, excluding Kinesiology.
(e) two courses from any area of study, including 1000 or 2000 level courses from Kinesiology
(f) two courses from any area of study, including Practice Theory and Analysis (PTA) or 3000 level and above courses from Kinesiology
Of the eight courses in requirements (c) and (f), at least seven must be at the 2000 level or above.
[*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only ~~8~~ **9** of the ~~other~~ **Kinesiology-**Movement Science **elective** courses listed ~~after "plus ten"~~ in section (b)]

Bachelor of Human Kinetics (Honours Sport Management and Leadership)

Students completing this major will be interested in examining leisure from a social science perspective and/or preparing for employment opportunities related to the management and leadership of leisure, sport, and physical activity programs. Graduates typically assume positions with government agencies, municipal recreation units, public and private sport organizations, public and private sport and recreation facilities, and amateur or professional sports organizations. Graduates also are prepared to enter graduate school or a Faculty of Education.

Degree Requirements

Total courses: forty.

(a) Human Kinetics Core **Courses (TAKE ALL)**:
- o KINE-1000. **Health and Wellness**
- o KINE-2250. **Ethics in Sport and Physical Activity**
- o KINE-2690. **Measurement and Evaluation**
- o KINE-2700. **Research Design**

(b) Sport Management and Leadership Courses:
Required Sport Management and Leadership Courses (TAKE ALL):

- o KINE-1200. **Introduction to the Sport Industry**
- o KINE-1330. **Introduction to Sport Leadership**
- o KINE-1400. **Historical Perspectives on Physical Activity and Sport in Western Civilization**
- o KINE-1500. **Principles of Sport Management**
- o KINE-1560. **Communication for the Sport Industry**
- o KINE-2300. **Sociology of Sport and Physical Activities**
- o KINE-2450. **Sport Marketing**
- o KINE-2500. **Organizational Behaviour**
- o KINE-2520. **Sport Finance**
- o KINE-3400. **History of the Modern Olympic Movement**
- o KINE-4050. **Gender Issues in Sport**
- o KINE-4330. **Selected Topics in Sport Leadership**
- o KINE-4500. **Human Resources in Sport Management**

Sport Management and Leadership Electives (SELECT 8): ~~plus eight of~~
- o KINE-3220. **Introduction to Leisure**
- o KINE-3330. **Applied Sport Psychology**
- o **KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**
- o KINE-3510. **Sport Event Management**
- o KINE-3550. **Socio-Economic Aspects of Sport and Leisure**
- o KINE-4020. **Sport Tourism**
- o KINE-4040. **Population Health**
- o KINE-4400. **History of Sport in Canada**
- o KINE-4510. **Sport and the Law**
- o KINE-4520. **Sport and Government**
- o KINE-4550. **Global Issues in Sport Management**
- o KINE-4560. **Sport Communication**
- o KINE-4570. **Hockey in Canada**
- o KINE-4590. **Sport Media**
- o KINE-4730. **The Social Construction of Leisure**
- o KINE-4750. **Individual Studies**
- o KINE-4760. **Principles of Coaching**
- o KINE-4770. **Outdoor Recreation**
- o KINE-4780. **Undergraduate Thesis***
- o KINE-4850. **Group Dynamics in Sport**
- o KINE-4890. **Special Topics in Sport Management and Leadership**
- o KINE-4980. **Internship (4 months)**

(c) six courses from the Faculty of Arts, Humanities and Social Sciences, the Odette School of Business, and/or the Faculty of Education (Minor in Organizational Learning and Teaching only) and/or Economics.

(d) five courses from any area of study, excluding Kinesiology.

(e) two courses from any area of stu (4 months), including 1000 or 2000 level courses from Kinesiology.

(f) two courses from any area of study, including Practice Theory and Analysis (PTA) courses or 3000 level and above courses from Kinesiology

Of the eight courses in requirements (c) and (f), at least seven must be at the 2000 level or above.

[*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only ~~10~~ 7 of the ~~other~~ Sport Management **and Leadership elective** courses listed in section (b)]

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Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of Lambton College's Three-Year Sport and Recreation Management Program

Admission Requirements
A student may enter the Bachelor of Human Kinetics (Sport Management and Leadership major) program after completing the three-year Diploma in Sports and Recreation Management with a cumulative average equivalent to a 70% (B- or 3.0/4) or better. ~~Students must have passed each of their respective College courses with a grade equivalent to a B- or better.~~

Degree Requirements

Total Courses: 20

a) **Sport Management and Leadership** Required Courses (~~Take all 13~~ **TAKE ALL**)
- KINE-1330. Introduction to Sport Leadership
- KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
- KINE-1560. Communication in the Sport Industry
- KINE-2250. Ethics in Sport
- KINE-2300. Sociology of Sport and Exercise
- KINE-2520. Sport Finance
- KINE-2690. Measurement and Evaluation
- KINE-2700. Research Design
- KINE-2500. Organizational Behaviour
- KINE-3400. History of the Modern Olympic Movement
- KINE-4050. Gender Issues in Sport
- KINE-4330. Special Topics in Sport Leadership
- KINE-4500. Human Resources in Sport Management

b) Sport Management and Leadership **Elective** Courses (~~Take 7 of~~ **SELECT 7**)
- KINE-3220. Introduction to Leisure
- KINE-3330. Applied Sport Psychology
- **KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**
- KINE-3510. Sport Event Management
- KINE-3550. Sport Economics
- KINE-4020. Sport Tourism
- KINE-4040. Population Health
- KINE-4400. History of Sport in Canada
- KINE-4510. Sport and the Law
- KINE-4520. Sport and Government
- KINE-4550. Global Issues in Sport Management
- KINE-4560. Sport Communication
- KINE-4570. Hockey in Canada
- KINE-4590. Sport Media
- KINE-4730. The Social Construction of Leisure
- KINE-4750. Individual Studies ~~(01, 02)~~
- KINE-4760. Principles of Coaching
- KINE-4770. Outdoor Recreation
- KINE-4780. Undergraduate Thesis (6 units)

- o KINE-4850. Group Dynamics in Sport
- o KINE-4890. Special Topics (SML)
- o KINE-4980. Internship (4 months)

Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Program

Admission Requirements
A student may enter the Bachelor of Human Kinetics (Sport Management) program after completing the three-year Advanced Diploma in Sport Management with a cumulative average equivalent to a 70% **(B- or 3.0/4)** or better. ~~Students must have passed each of their respective College courses with a grade equivalent to a B or better.~~

Degree Requirements
Total Courses: 20
a) **Sport Management and Leadership** Required Courses (~~Take All~~ **TAKE ALL**)
- o KINE-1000. Health and Wellness
- o KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
- o KINE-1560. Communication in the Sport Industry
- o KINE-2250. Ethics in Sport
- o KINE-2300. Sociology of Sport and Exercise
- o KINE-2500. Organizational Behaviour
- o KINE-2690. Measurement and Evaluation
- o KINE-2700. Research Design
- o KINE-3400. History of the Modern Olympic Movement
- o KINE-4050. Gender Issues in Sport
- o KINE-4330. Special Topics in Sport Leadership
- o KINE-4500. Human Resources in Sport Management

b) Sport Management and Leadership **Elective** Courses (**SELECT 6**)

- o KINE-3220. Introduction to Leisure
- o KINE-3330. Applied Sport Psychology
- o KINE-4400. History of Sport in Canada
- o **KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**
- o KINE-3510. Strategic Planning of Sports Events
- o KINE-3550. Sport Economics
- o KINE-4020. Sport Tourism
- o KINE-4040. Population Health
- o KINE-4510. Sport and the Law
- o KINE-4520. Sport and Government
- o KINE-4550. Global Issues in Sport Management
- o KINE-4560. Sport Communication
- o KINE-4570. Hockey in Canada
- o KINE-4590. Sport Media
- o KINE-4730. The Social Construction of Leisure
- ~~o~~ KINE-4750. Individual Studies ~~(01, 02)~~
- o KINE-4760. Principles of Coaching

- o KINE-4770. Outdoor Recreation
- o KINE-4780. Undergraduate Thesis (6 units)
- o KINE-4850. Group Dynamics in Sport
- o KINE-4890. Special Topics (SML)
- o KINE-4980. Internship (4 months)

c) Take 2 Non-Kinesiology courses from the Faculty of Arts, Humanities and Social Sciences, the Odette School of Business, and/or the Faculty of Education (Minor in Organizational Learning and Teaching only) and/or Economics.

Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of St. Clair College's Three-Year Sport & Recreation Management Program

Admission Requirements
Students may obtain the Bachelor of Human Kinetics (Honours Sport Management and Leadership) degree following completion of St. Clair college 3-year diploma in Sport and Recreation Management provided they have graduated with a cumulative average of 70% (B- or 3.0/4) or better. ~~Students must have passed each of their respective College courses with a grade equivalent to a B- or better.~~

Degree Requirements

Total courses: 20

a) **Sport Management and Leadership** Required Courses (~~Take all 11~~ **TAKE ALL**):
- o KINE-1000. Health and Wellness
- o KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
- o KINE-2250. Ethics in Sport
- o KINE-2300. Sociology of Sport and Exercise
- o KINE-2500. Organizational Behaviour
- o KINE-2560. Sport Communication
- o KINE-2690. Measurement and Evaluation
- o KINE-2700. Research Design
- o KINE-3400. History of the Modern Olympic Movement
- o KINE-4050. Gender Issues in Sport
- o KINE-4330. Special Topics in Sport Leadership

b) **Sport Management and Leadership** ~~BHK-HSML~~ ~~Optional~~ **Elective** Courses (~~Take 7 of~~ **SELECT 7**)
- o KINE-3220. Introduction to Leisure
- o KINE-3330. Applied Sport Psychology
- o KINE-4400. History of Sport in Canada
- o **KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**
- o KINE-3510. Strategic Planning of Sports Events
- o KINE-3550. Sport Economics
- o KINE-4020. Sport Tourism
- o KINE-4040. Population Health
- o KINE-4510. Sport and the Law
- o KINE-4520. Sport and Government
- o KINE-4550. Global Issues in Sport Management
- o **KINE-4560. Sport Communication**

- o KINE-4570. Hockey in Canada
- o KINE-4590. Sport Media
- o KINE-4730. The Social Construction of Leisure
- o ~~KINE-4750. Individual Studies~~ ~~(01, 02)~~
- o KINE-4760. Principles of Coaching
- o KINE-4770. Outdoor Recreation
- o KINE-4780. Undergraduate Thesis (6 units)
- o KINE-4850. Group Dynamics in Sport
- o KINE-4890. Special Topics (SML)
- o KINE-4980. Internship (4 months)

c) Take 2 Non-Kinesiology courses from the Faculty of Arts, Humanities and Social Sciences, the Odette School of Business, and/or the Faculty of Education (Minor in Organizational Learning and Teaching only) and/or Economics.

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of St. Clair College's Two-year Fitness and Health Promotion Program

Admission Requirements
A student may enter the Bachelor of Human Kinetics (Kinesiology-Movement Science) program after completing the two-year Diploma in Fitness and Health Promotion with a cumulative average equivalent to a 70% (B- or 3.0/4) or better.

Degree Requirements

Total Courses: 25

~~(a) Human Kinetics Core (3):~~
   - ~~o KINE-2250. Ethics in Sport and Physical Activity~~
   - ~~o KINE-2700. Research Design~~
   - ~~o KINE-2690. Measurement and Evaluation~~

(~~b~~ **a**) Kinesiology - Movement Science **Required** Courses (**TAKE ALL**):
~~Take all of (7):~~
- o KINE-1100. Human Performance
- o KINE-1110. Principles of Mental Skills Training
- o KINE-1660. Functional Anatomy II
- o KINE-2240. Introduction to Occupational Biomechanics/Ergonomics
- o **KINE-2250. Ethics in Sport and Physical Activity**
- o KINE-2600. Physiology of Human Performance
- o **KINE-2690. Measurement and Evaluation**
- o **KINE-2700. Research Design**
- o KINE-2040. Sport Nutrition
- o KINE-2850. Human Growth and Development

(b)~~Take 6 of:~~ **Kinesiology - Movement Science Elective Courses** (**SELECT 6**):
- o KINE-3010. Use and Abuse of Drugs
- o KINE-3020. Exercise and Fitness Psychology
- o KINE-3030. Imagery Effects on Performance
- o KINE-3060. Obesity and Eating Disorders

- o KINE-3100. Motor Learning and Control
- o KINE-3330. Applied Sport Psychology
- o **KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**
- o KINE-3600. Physiology of Exercise and Respiration
- o KINE-3610. Musculoskeletal Physiology
- o KINE-3620. Human Factors and ~~Work~~ Performance
- o KINE-3630. Cognitive Ergonomics
- o KINE-4000. Human Movement and Aging
- o KINE-4040. Population Health
- o KINE-4080. Dynamics of Skill Acquisition
- o KINE-4530. Perceptual Motor Development
- o KINE-4580. The Endocrine System in Sport, Exercise and Health
- o KINE-4600. Cardiovascular Physiology
- o KINE-4610. Chronic Disease and Exercise Rehabilitation
- o KINE-4620. Exercise in Extreme Environments
- o KINE-4630. Applied Neurophysiology
- o KINE-4640. The Pathophysiology of Pain
- o KINE-4650. Ergonomics and Injury Prevention
- o KINE-4660. Cardiac Rehabilitation
- o KINE-4670. User Experience
- o KINE-4710. Physiological Basis of Sports Therapy
- o KINE-4750. Individual Studies
- o KINE-4760. Principles of Coaching
- o KINE-4770. Outdoor Recreation
- o KINE-4780. Undergraduate Thesis (6 units)
- o KINE-4800. Advanced Biomechanics
- o KINE-4850. Group Dynamics in Sport

~~Take 1 of: :~~**Kinesiology - Movement Science Laboratory Courses** (**SELECT 1):**
- o KINE-4910 **Laboratory experiences in Biomechanics and Ergonomics**
- o KINE-4930 **Laboratory Experiences in Motor Learning and Psychology of Physical Activity**

(c) 6 (six) courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).
(d) 2 (two) courses from any area of study, excluding Kinesiology.
NOTE: Of the 6 courses in requirements (c) all must be at the 2000 level or above.
Transfer credit obtained through this articulation agreement is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Program

Admission Requirements
A student may enter the Bachelor of Human Kinetics (Kinesiology-Movement Science) program after completing the two-year Diploma in Fitness and Health Promotion from Fanshawe College with a cumulative average equivalent to a 70% (B- or 3.0/4) or better.

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Degree Requirements:

Total courses: 25

(a) Human Kinetics Core (3):
- o ~~KINE-2250. Ethics in Sport and Physical Activity~~
- o ~~KINE-2700. Research Design~~
- o ~~KINE-2690. Measurement and Evaluation~~

(b **a**) ~~Movement Science Courses:~~ Kinesiology - Movement Science **Required** Courses (**TAKE ALL**):
~~Take all of (7):~~
- o KINE-1100. Human Performance
- o KINE-1110. Principles of Mental Skills Training
- o KINE-1660. Functional Anatomy II
- o KINE-1800. Fundamental Mechanics of Human Motion
- o KINE-2040. Sport Nutrition
- o KINE-2240. Introduction to Occupational Biomechanics/Ergonomics
- o **KINE-2250. Ethics in Sport and Physical Activity**
- o **KINE-2690. Measurement and Evaluation**
- o **KINE-2700. Research Design**
- o KINE-2850. Human Growth and Development

~~Take 6 of:~~ **(b) Kinesiology - Movement Science Elective Courses** (**SELECT 6**):
- o KINE-3010. Use and Abuse of Drugs
- o KINE-3020. Exercise and Fitness Psychology
- o KINE-3030. Imagery Effects on Performance
- o KINE-3060. Obesity and Eating Disorders
- o KINE-3100. Motor Learning and Control
- o KINE-3330. Applied Sport Psychology
- o **KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**
- o KINE-3600. Physiology of Exercise and Respiration
- o KINE-3610. Musculoskeletal Physiology
- o KINE-3620. Human Factors and Performance
- o KINE-3630. Cognitive Ergonomics
- o KINE-4000. Human Movement and Aging
- o KINE-4040. Population Health
- o KINE-4080. Dynamics of Skill Acquisition
- o KINE-4100. Physical Activity for Special Populations
- o KINE-4530. Perceptual Motor Development
- o KINE-4580. The Endocrine System in Sport, Exercise and Health
- o KINE-4600. Cardiovascular Physiology
- o KINE-4610. Chronic Disease and Exercise Rehabilitation
- o KINE-4620. Exercise in Extreme Environments
- o KINE-4630. Applied Neurophysiology
- o KINE-4640. The Pathophysiology of Pain
- o KINE-4650. Ergonomics and Injury Prevention
- o KINE-4660. Cardiac Rehabilitation
- o KINE-4670. User Experience

- ○ KINE-4710. Physiological Basis of Sports Therapy
- ○ KINE-4750. Individual Studies
- ○ KINE-4760. Principles of Coaching
- ○ KINE-4770. Outdoor Recreation
- ○ KINE-4780. Undergraduate Thesis (6 units)
- ○ KINE-4800. Advanced Biomechanics
- ○ KINE-4850. Group Dynamics in Sport

~~Take 2 of:~~ **Kinesiology - Movement Science Laboratory Courses** (**SELECT 2):**
- ○ KINE-4910. **Laboratory experiences in Biomechanics and Ergonomics**
- ○ KINE-4920. **Laboratory Experiences in Human and Exercise Physiology**
- ○ KINE-4930. **Laboratory Experiences in Motor Learning and Psychology of Physical Activity**

(c)6 (six) courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).
(d) 1 (one) course from any area of study, excluding Kinesiology.
NOTE: Of the 6 courses in requirements (c) all must be at the 2000 level or above.

Transfer credit obtained through this articulation agreement is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of Lambton College of Applied Arts and Technology's Massage Therapy Program
Articulation Agreement: A student may enter the Bachelor of Human Kinetics (**Honours Kinesiology -** Movement Science~~s~~) program after completing the three-year 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 Office of the Head of the Department of Kinesiology.

Bachelor of Human Kinetics for Graduates of Fanshawe College's Recreation and Leisure Services Program
Articulation Agreement: Students who have completed the two-year Recreation and Leisure Services Diploma Program at Fanshawe College with a cumulative average grade of B may receive up to ten Kinesiology credits to be determined by the Faculty of Human Kinetics, provided they passed the respective college courses with a grade of B- or better. For information on Course Equivalencies contact the Registrar's office or the Office of the Head of the Department of Kinesiology.

Certificate in Human Factors and Ergonomics

Admission Requirements
All students who have met the entrance requirements for the Bachelor of Human Kinetics – Kinesiology Movement Science major, who are in good standing and completed the core and major courses of the first 2 years, or who have successfully been awarded a BHK (Kinesiology-Movement Science major) or equivalent Kinesiology degree are eligible to register for the certificate program. Exemptions and credit transfer will be handled as is the current practice for existing Kinesiology majors. Student counselling will be provided by the undergraduate coordinator in the Department of Kinesiology.

Degree requirements

Total courses: 10

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a) Required Kinesiology Courses (TAKE ALL):
- o KINE-3620. Human Factors and ~~Work~~ Performance
- o KINE-4650. Ergonomics and Injury-Prevention
- o KINE-3630. Fundamentals of Cognition for Ergonomics
- o KINE-4670. User Experience ~~for Ergonomics~~
- o KINE-4980. Internship **(4 months)** [1]

b) Kinesiology Electives (SELECT 1):
- o KINE-4750. Individual Study[1]
- o KINE-4910. Laboratory experiences in Biomechanics and Ergonomics

c) Kinesiology Electives (SELECT 3)
- o KINE-3100. Motor Learning and Control
- o KINE-3610. Musculoskeletal Physiology
- o KINE-4000. Human Movement and Aging
- o KINE-4080. Dynamics of Skill Acquisition
- o KINE-4530. Perceptual-Motor Development
- o KINE-4800. Advanced Biomechanics
- o KINE-4640. Pathophysiology of Pain

d) Outside electives (SELECT 1)
- o WORK-2000. Labour Law and Workers' Rights
- o WORK-2500. Worker Health and Safety

NOTES:
[1]For KINE-4980 (Internship), and for students electing to take ~~either~~ KINE-4750 (Individual Study), students MUST pursue research or job placements related to the human factors and ergonomics field to be eligible towards this certificate.

[2]Students are also encouraged to pursue other research, volunteer, or shadowing opportunities under the mentorship or supervision of a Canadian College Certified Professional Ergonomist (CCPE), an individual certified through an International Ergonomics Association (IEA) accredited certification body, an Association of Canadian Ergonomists (ACE) Fellow, or Faculty member in the Faculty of Human Kinetics.

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

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

N/A

B. RATIONALE

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

The changes in this document include minor housekeeping items to make the calendar more user friendly, update and increase the consistency of terminology, and include approved courses into degree electives that had not been completed in the past.

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

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

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

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

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Métis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific to sport and Indigenous peoples in Canada, several courses in our curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor led discussion, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), guest speakers, faculty participation in workshops, and by addressing calls to action through the TRC. Specific to this program, we have reached out to the President of Indigenous Sport & Wellness Ontario, who also serves on the North American Indigenous Games (NAIG) Council Board of Directors.

As an example of the content in the current degree completion program: Students will be required to take KINE-2250: Ethics in Sport and Physical Activity in their first year. Within this course, the instructor has consulted with the Indigenous Curriculum and Pedagogy Project Coordinator from the Centre of Teaching and Learning to discuss options for providing Indigenous curriculum to the course. This includes guest lecturers such as Rain Van Dusen, an Indigenous and Black athlete, who provided a lecture on "Lacrosse as Medicine" to the students and has agreed to provide a Lacrosse workshop for students at the University, community and from Walpole Island when CoVid restrictions have lifted. These opportunities have been made possible by the Nanadagikenim- Seek to Know Grant. Moreover, within the class there are "Ethical Dilemmas" discussion topics and case studies of current issues for students to analyze that introduce diverse concepts to the students.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

Over the past year, the Faculty of Human Kinetics has undertaken an EDI audit that examined strengths, deficiencies, and barriers to EDI in our program.   We have identified courses that are rich in introductory content and explored ways to increase student exposure to a diverse curriculum.   This includes the intent to modify our learning outcomes and program requirements to ensure our students are learning diverse content at higher levels.   Moreover, the following summarized recommendations were made to the Faculty:

1. Instructors are strongly encouraged to highlight where EDI content is found in their courses.

2. Instructors are strongly encouraged to Include a land acknowledgement and some form of commitment to EDI practices on course syllabi
    - UWindsor land acknowledgement (https://www.uwindsor.ca/indigenous-peoples/)

3. Instructors with considerable EDI content or assignments in their courses should strongly consider updating their course learning outcomes to better reflect the expectations of students.

4. Instructors are strongly encouraged to increase the diversity of imagery, examples, cases, etc. used in their courses, while staying away from stereotypical imagery.
    - It is important to note, however, that there are other ways of introducing diversity that can be quite rewarding to the course and students who take them, but also encourage a greater degree of learning. For example:
        i.   Ensure that course readings come from a diverse group of authors.
        ii. Move from imagery to discussion or higher-level pedagogy (e.g., debate, reflection, critical evaluation, etc.)
        iii. Invite diverse speakers into classes and consult with community members
        iv. Consult with experts or members of underrepresented groups for course content
        v.   Ensure that students can work interactively in diverse and mixed groups
        vi. Ensure that students are encouraged to share diverse perspectives and interpretations of course material

5. Consideration should be given for religion and religious practices within the curriculum.

6. Read and try to incorporate some of the suggestions from the "inclusive teaching syllabus" .

7. Instructors can use the following institutional and/or other resources to find diverse subject experts and/or for help with course design (please note that this list is not the only place to find information and instructors are encouraged to actively seek out diverse researchers and content in their subject areas):
    - UWindsor - Indigenous Knowledges   (contact: Jamie Kechego)
    - UWindsor - Aboriginal Education Centre (contact: Russell Nahdee)
    - UWindsor - Anti-Black Racism Resources   (contact: Marium Tolson-Murtty)
    - UWindsor - Anti-Black Racism Teaching and Learning   (contact: Dr. Andrew Allen)
    - UWindsor - EDI Office   (contact: Dr. Clinton Beckford)
    - Sport Information Resource Centre (SIRC)
    - Black Scientists and Inventors | Black History Month (nationalgeographic.com)
    - HOME | CanadianBlackScientists
    - Indigenous History-Makers (rcaanc-cirnac.gc.ca)
    - Indigenous Sport and Wellness Ontario
    - Ontario Federation of Indigenous Friendship Centres - OFIFC
    - Indigenous Sport for Life

- [North American Indigenous Games (naigcouncil.com)](#)
- [Closeted discoverers: Lesbian, gay, bisexual, and transgender scientists | Science | AAAS (sciencemag.org)](#)
- [LGBTQ Student Athletes - NCAA](#)
- [Canadian Women & Sport | Powering Better Sport Through Gender Equity (womenandsport.ca)](#)
- [Leadership Through Sport #STRONGERTOGETHER | Leadership à Travers Le Sport #FORTENSEMBLE (thebcca.com)](#)
- [100 Women - BBC News](#)
- [Canadian Journal for Women in Coaching | Coach](#)
- [Rick Hansen Foundation](#)

C.   RESOURCES

C.1   Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The Faculty of Human Kinetics faculty and staff are all committed to supporting the program.

The majority of our courses are taught by tenured or tenure-track faculty with active research programs.

Support staff and resources for this program include all of those currently housed in the Department of Kinesiology including, but not limited to:

- Department Head
- Associate Dean – Academic Programs
- Associate Dean – Research and Graduate Studies
- Undergraduate Coordinator
- Experiential Learning Coordinator
- Laboratory Coordinator
- Administrative Assistant to the Department Head and Graduate Secretary
- Undergraduate Secretary
- Receptionist/Undergraduate Secretary
- Research Technician
- Audiovisual Computer Technician
- On-site Librarian
- Other faculty

Research areas of Human Kinetics faculty members include:

BHK - Honours Sport Management and Leadership

- Leadership and Decision Making
- Sport Marketing and Sponsorship
- Sport Media
- Sport Communication
- Strategic Management
- Sport Finance and Economics
- Legal Issues in Sport Management
- Commercialism in the Olympic Movement
- Consumer Behaviour
- Sport Policy
- Neoliberal Discourses of Sport

- Event Management
- Leveraging Sport Events
- Economic, Tourism, and Social Impact of Sport Events
- Sport Development
- Sport Management Pedagogy

BHK - Honours Kinesiology - Movement Science major
- Health & wellness
- Healthy body weights
- Nutrition and physical activity patterns, behaviours, and attitudes
- Environmental influences on health outcomes
- Nutrition and physical activity assessment methodologies
- Sport Performance
- Workplace Health and Safety
- Skill Acquisition and Maintenance through the Lifespan
- Sport Involvement, Physical Activity and Healthy Aging
- Adapted Physical Exercise
- Sport commitment, motivation and lifelong training in Masters athletes
- The effect of attentional focus on motor skill acquisition
- Balance and gait disorders
- Cognitive and sensorimotor factors influencing upper-limb movement control
- Sport psychology
- Exercise psychology
- Psychological influences contributing to sport and exercise involvement
- Team dynamics
- Evaluation of soft and rigid tissue effects on force transmission through the body following impact
- Mechanisms of upper extremity injury resulting from falling
- Development and evaluation of workplace physical demands assessment methods
- Ergonomics evaluations in workplace populations (nursing, agriculture, automotive)
- Ligamento-muscular reflexes
- Pain and pain mechanisms in various injuries
- Quantification of mechanical joint stabilization
- Neuromuscular (reflex) contribution to knee and lumbar spine joint robustness/integrity during motion
- Knee, lumbar & cervical spine joint biomechanical model development
- Cognitive Ergonomics
- Cardiovascular function
- Cerebrovascular physiology
- Skeletal muscle function and structure
- The expression and regulation of circulating hormones or hormone-like factors in response to exercise
- Biological sex differences in human performance and health
- Cellular and molecular regulation of skeletal muscle repair following injury
- Interventions that target the pathological mechanisms of autonomic and vascular dysfunction in cardiovascular disease and associated risk factors

Tenured and tenure track instructors are available and willing to teach these courses and no new
staff resources are needed.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

We do not anticipate any change in delivery of the program given that the changes proposed in this document will not effect our typical course offerings.

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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.2 Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example:
- *staff support,*
- *library,*
- *teaching and learning support,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

Staff Support, Teaching and Learning support, and Student Support Services: No change required in our current level of staff, teaching and learning and student support services.

Our Undergraduate Coordinator is available on a full-time basis to all undergraduate students, regardless of year, to assist with career planning and academic concerns related to the majors and other programming related to the BHK. Moreover, the Undergraduate Coordinator, Department Head, and Associate Dean of Academic Programs within the Faculty of Human Kinetics will ensure that students are advised on matters related to completing the program.

The Applied Learning Coordinator and Laboratory Coordinator will oversee and provide support to students opting to take experiential learning opportunities and laboratory experience courses.

Library: No change required in our current level of library support.

Space: Our proposed space needs do not differ from our current needs that adequately support our program needs. Our largest classroom (HK140) holds approximately 230 students and our current and proposed core courses take place in this room.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

The course WGST-3500: Practical Strategies for Social Change: Intervening to Prevent Sexual Assault will be cross-listed with KINE-3501 and taught by the normal instructor for that course. Because the course will have a "KINE" course code, it is anticipated that more Kinesiology students will register for that course, however, we expect that number to ony be a handful of students. Nonetheless, this change has been discussed with the instructor of the course and the Dean of FAHSS.

(Note: A Summary of Minor Course and Calendar Change (Form E) is forthcoming for the cross-listed course.)

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

None

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

None

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

*5.5:   **Mathematics and Statistics (Graduate) – Minor Program Change (Form C)**

Item for: **Approval**

MOTION: **That the admission requirements for Mathematics and Statistics (MSc) (Mathematics Field and Statistics Field), Master of Actuarial Science (MActSc) and Mathematics and Statistics (PhD) be be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposed changes have been approved by the Department of Mathematics and Statistics Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the the Faculty of Graduate Studies Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Graduate programs (MSc, MACtSc, & PhD)
DEPARTMENT(S)/SCHOOL(S):	Mathematics and Statistics
FACULTY(IES):	Graduate Studies

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2022

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.

Mathematics and Statistics (MSc)

Admission Requirements
In addition to the Faculty of Graduate Studies admission requirements, in order to gain admission to the MSc program in Mathematics and Statistics, applicants must have achieved a minimum 70% average or equivalent in mathematics and statistics courses taken in the last two years of undergraduate study.

PROGRAMS
Mathematics and Statistics (MSc)(Mathematics Field)
The candidate shall successfully complete one of the following courses of study:
[….]

Mathematics and Statistics (MSc)(Statistics Field)
The candidate shall successfully complete one of the following courses of study:
[….]

Master of Actuarial Science (MActSc)

Admission Requirements
Bachelor degree in a calculus-based quantitative discipline (e.g. Engineering, physics, chemistry, business)
with at least a 70% average (or equivalent) overall **and at least 70% in all mathematics and statistics courses in the last two years of undergraduate study**. Knowledge of calculus and matrix algebra is essential.
Admission is limited and competitive

Mathematics and Statistics (PhD)

Admission Requirements
For admission requirements and period of study, the general regulations of the Faculty of Graduate Studies should be consulted (see the section titled, The Degree of Doctor of Philosophy). **In addition to the Faculty of Graduate Studies admission requirements, in order to gain admission to the PhD program in Mathematics & Statistics, applicants must have achieved a minimum 77% average or equivalent in mathematics and statistics courses taken during their Master's degree.** Qualifying examinations will not normally be required. Students in a Master's program may apply for fast-track admission to a PhD program according to the Faculty Regulations…

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 **bold**_ing and underlining_.*

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

N/A

B.   RATIONALE

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

The graduate committee seeks to standardize the admissions process and accurately assess the level of applicants based on courses related to the proposed course of graduate study. This requirement would supplement and align with the Faculty of Graduate Studies standards that requires 70% and 77% GPA in the most recent two years for MSc and PhD respectively.

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the _Truth and Reconciliation Report_ (2015) (page 1), the unique legal requirements of the _Constitution Act 1982_ (Sections 25, 35), the provincial legal requirements of the _Ontario Human Rights Code_, 1990, and provincial legislation _Bill Pr36_ (1967).

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

Please consider these prompt questions and _additional Resources_ including disciplinary examples:
- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the _TRC_ and _University Principles_ documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *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

Please refer to the attached document "2022 04 28 Math and Stats Repsonse to the PDC Question on Indigenous Content.docx". It outlines our activities and we hope, serves as the response to this question.

C.   RESOURCES

C.1   Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

N/A

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

N/A

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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.2   Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

N/A

C.3   Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:
- *existing courses,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources. Provide relevant details.*

N/A

C.4   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

C.5   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

N/A

C.6   Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

To:	Senators and Member of PDC
From:	Dr. Richard Caron, Head of Mathematics and Statistics
Subject:	PDC Forms and "Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material"
Date:	April 28, 2022

Dear Colleagues:

Please accept this as an addendum to all PDC proposals coming from the Department of Mathematics and Statistics. Please accept it as our partial response to the section titled "Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material". In some cases, we see this as our full response; and in other cases, it is a partial response. We will update this response on an annual basis to record how we are moving forward in our journey of discovery. And, we hope that, as time goes on, it will more often be a partial response. That is, that we will more and more often bring in meaningful changes that reflect in indigeneity. To date:

1. We have proposed two courses on biostatistics, one at the undergraduate level (STAT-4700) and one at the graduate level (STAT-8700) that includes the following statement in the course calendar description. "This course will also introduce the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge." The learning outcomes for the courses include "Reflect on the importance of Indigenous data sovereignty and Indigenous practices".
2. On January 27, 2022, the outgoing head, Dr. Caron, and the incoming head, Dr. Hussein attended the webinar "Indigenous Data Sovereignty & Indigenous Practices".
3. The outgoing head, Dr. Caron, and the incoming head, Dr. Hussein, communicated with Berenica Vejvoda, Data Librarian, and received sources of information on Indigenous data and frameworks for data sovereignty.
4. The outgoing head, Dr. Caron, and the incoming head, Dr. Hussein, communicated with Jennifer Soutter, Librarian responsible for Indigenous Outreach, and were made aware of the following resources:
   a. [Indigenous data science workshop curriculum](#)
   b. Indigenous Statistics: A quantitative research methodology (Available in the Leddy Library)
5. Dr. Caron spoke to the AAU undergraduate studies committee and the AAU Council on the importance of introducing, where appropriate, Indigenous content into our courses, highlighting the biostatistics courses as an important first step.
6. Dr. Caron is a member of HIP, Honouring Indigenous Peoples ([link to HIP](#)) and had shared his perspectives with members of council.
7. The current IQP study includes the challenge that "We need to find credible ways to introduce Indigenization, and EDI into the curriculum."

We hope these activities are sufficient to show our intent to learn and understand the issues, and our commitment to introduce meaningful changes to our programs.

University of Windsor
Program Development Committee

*5.6:   **BFA in Film Production – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for BFA in Film Production be changed and applied retroactively to Fall 2021, 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 Communication, Media and Film Council, the School of Creative Arts Council, and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**BFA Film Production**
DEPARTMENT(S)/SCHOOL(S):	**CMF and SoCA**
FACULTY(IES):	**FAHSS**

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Retroactive to Fall 2021 (the first semester of the program).

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 underlining and bolding. 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.

Bachelor of Fine Arts Honours in Film Production
NOTE: This is a joint program with Communication, Media and Film (CMF) and School of Creative Arts (SoCA)

Degree requirements:
Total courses: 40
(a) FILM-1001~~, FILM-1100, FILM-1110,~~ and FILM-1900;
(b) FILM-1100, FILM-1110, FILM-2100, FILM-3100, FILM-4100, FILM-4105*
~~(b)~~ **(c)** ~~FILM-2100,~~ FILM-2200, FILM-2300, FILM-2400, FILM-2500, and FILM-2600;
~~(c)~~ **(d)** ~~one~~ **two** of CMAF-2400, CMAF-2410, or CMAF-~~3410~~ **3430**;
~~(d)~~ **(e)** **four of** ~~FILM-3100,~~ **FILM-3200, FILM-3300, FILM-3400,** FILM-3600, and **FILM-3700** ~~FILM-3800~~;
~~(e) two of FILM-3200, FILM-3300, FILM-3400, or FILM-3700;~~
(f) ~~FILM-4100 and~~ FILM-4900;
~~(g) three of FILM-4110, FILM-4200, FILM-4300, FILM-4400, FILM-4600, or FILM-4910~~
~~(h)~~ **(g)** two courses from Social Sciences;
~~(i)~~ **(h)** two courses from Languages or Science;
~~(j)~~ **(i)** GART-1500 and GART-1510;
~~(k)~~ **(j)** two courses from any area of study, excluding Arts;
~~(l)~~ **(k)** ~~five~~ **six** courses from any area of study, including FILM;
~~(m)~~ **(l)** six courses from any area of study, excluding FILM

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

*Note: This is a new course FILM-4105 - Film Production VI (Please refer to Form D)

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

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

N/A

B.   RATIONALE

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

In order to provide a more in-depth and rigourous capstone program in the fourth-year with a longer production runway, we propose merging the 4000-level scriptwriting, editing, and documentary courses into two production courses. To this end, we modify FILM-4100 Film Production V and create one new course: FILM-4105 Film Production VI. Also part of this proposal is opening the prereqs to FILM-3100 Film Production III to allow non-BFA majors to enrol, and the deletion of the three courses that have content already covered in other courses: FILM-4200 Documentary Production III, FILM-4300 Screenwriting III, and FILM-4600 Film Editing III. We also reduced the total dgree requirements from 21 to 20 courses.

By adding Film Production VI to join the preexisting Film Production V, we create a two-part capstone course in which students will participate in every aspect of a substantial film production. Each student will work on five 5 to 10-minute synchronous sounds films. They will write and direct a film as well as perform the roles of producer, camera, sound, and editor on four other peer films. This proposed change draws on a curriculum approach that embraces a strong relationship between program level learning outcomes and curriculum mapping, course LOs, course development and design, in-class practices, assignments, etc.

In doing so we achieve the following aims:
Holistic: students to apply to production courses what they learn in specialized offerings.
Equity: All students author a film, every year.
Skills development: All students will perform every major role, every year.
Experiential learning: Students will spend 3 (yr1) to 14 (yr4) days in production and 2-5 days in editing every year
Arts focus: emphasis is on a variety of learning opportunities rather than the tool used.
Intellectual rigour: practical exercises will be rooted in theory.
Responsible content: scripts are faculty supervised outcomes of screenwriting courses.
Quality: all students will have more experience making films, which allows them to work as more skilled units and produce stronger and tighter films. Dedicating two semesters to each student's film project in fourth year will substantially contribute to raising the quality of films.

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

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967). In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
Please consider these prompt questions and additional Resources including disciplinary examples:
  * *What **process** has your department/Faculty used to consider Indigenization?*
  * ***How** have you considered the importance or relevance to the course/program?*
  * *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
  * *What do the TRC and University Principles documents suggest relevant to your course?*
  * *What have other similar courses/programs done that might be relevant to your course/program?*
  * *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
  * *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 <u>literatures</u>, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
> - *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
> - *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The BFA Film Production is a joint program administered by CMF and SoCA and is situated within FAHSS. The film faculty are from both CMF and SoCA (three from each department) and hold designated conversations during our monthly Film Advisory Group meetings, co-chaired by the Head of CMF and Director of SoCA, to discuss and explore current and future practices in all our courses and curriculum to incorporate Indigenous content or material. Because the group has collaboratively designed the new BFA curriculum and courses that launched in Fall 2021 and has an ongoing relationship regarding syllabus design and coordinating course content and assignments for the entire curriculum, the work of the Film Advisory Group continues to be a site for ongoing pedagogical development. This is a unique collaboration because it's ongoing during each semester as we work together monthly to evaluate curriculum at the program level, address learning outcomes at the course level, and evaluate individual course implementation. The commitment of the faculty to work in this manner has been a driving force behind the BFA program and contributes to what makes this degree unique. We share this here on the PDC form because it's relevant to how the Film Advisory Group actively and collaboratively works to evaluate and engage in pedagogical, scholarly, and creative self-reflection.

FILM has taken steps to improve First Nations, Métis, or Inuit content/perspectives across all courses. The BFA curriculum has already incorporated this content in a handful of courses including FILM 1001, FILM 1100, FILM 1110, and FILM 1900. Moreover, the group has identified the six core Film Production courses (FILM 1100, 1110, 2100, 3100, 4100, 4105) as well as the cohort-building courses that focus on the business and professional practice of the industry (FILM 1900, 4900) as our next step to expand to include Indigenous content. The rationale behind these specific courses is to ensure we educate students on the history of Indigenous peoples at all stages and levels of *both* film production and professional practice.

There are two TRC calls that are particularly relevant to our program:
Call #85: "We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to: i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples. ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians."
Call #86: "We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations."

These calls promote us to consider how Indigenous content is more than merely including filmic texts by and about Indigenous peoples in our syllabi; our production courses and film industry courses will address how the history of Indigenous peoples, for example as detailed in Call #86, foregrounds particular artistic choices at the level of art-making *and* shape the ways in which the industry practice can evolve, including but not limited to legal, marketing, and the business of film. The ideas outlined in Call #85, (i) to provide leadership to reflect diverse cultures, languages, and perspectives, could serve as an aim for future faculty hires and student leaders; and (ii) to develop media initiatives to inform and educate the Canadian public, and connect Indigenous and non-Indigenous Canadians, could provide opportunities to evaluate how and when our class activities might expand beyond the classroom to reach a wider public (eg. open film screenings of films with Indigenous content). Moreover, we believe it's important to hear ideas from Indigenous voices and we are working to continue to diversify our guest speaker roster.

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The current approach to monthly meetings of all film faculty provides a valuable opportunity for us to continue our conversations and commitment to consider Indigenization as an on-going process and not a one-time experience. Moreover, our routine meetings serve as opportunities to further our own learning about and discussing topics, including but not limited to, those related to Indigenous knowledge processes, racism, colonialism, homophobia, and sexism. Our group has committed to designating meetings throughout the year for these topics, specifically in the form of workshops supported by either self-study or via an invited guest to facilitate our conversations. For example, one recent workshop started with the following resources:

> Kendi, I. *How to be an antiracist*. New York: Penguin Random House; 2019.
> National Collaborating Centre for Indigenous Health (NCCIH). *Understanding racism*. 2013. Available: https://www.nccih.ca/docs/determinants/FS-Racism1-Understanding-Racism-EN.pdf (accessed 2021 December 12, 2021).

We are working actively to expand our awareness with the goals of making education more equitable and culturally safe and integrating principles and practices we learn into our work as professors, researchers, and practitioners. The film faculty have also started to develop a land acknowledgment statement. This is key to film because our works are created and viewed in site-specific locations. Our working draft is included below:

Located on the traditional territory of the Three Fire Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi, the University of Windsor's Film Curriculum jointly administered by the Department of Communication, Media and Film and School of Creative Arts respects, honours and celebrates the diverse histories, languages, cultures and experiences of First Nations, Métis, Inuit and First Peoples of Canada. We acknowledge the history of racism and discrimination in Canada, and in the film and media industries, and commit to proactively eliminate racism and discrimination within our community. Equity, diversity, and inclusion are part of our core values, and we place human rights and dignity at the centre of our teaching, research, and practice. We are committed to creating classrooms that successfully support Indigenous learners and learning and believe incorporating Indigenous ways of knowing into curriculum benefits all students.

C.   RESOURCES
C.1   Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

The program changes above do not alter our current faculty compliment or staff resources.

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

> *Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

There are no changes to this.

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

> *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.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

> *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.2 Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

The proposed changes do not affect or alter any of our pre-existing resources.

C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

This program revision would integrate the learning of year-three producing and year-four level arts and craft skills such as screenwriting, producing, and editing into a holistic two-part style-agnostic capstone course. Consequently, FILM-4200 Documentary Production III, FILM-4300 Screenwriting III, FILM-4600 Film Editing III would be deleted.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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

*5.7:   **Sociology and Criminology – Minor Program Change (Form C)**

Item for: **Approval**

MOTION: **That the degree requirements for Honours Criminology, Combined Honours Criminology, General Sociology, Honours Sociology, Combined Honours Sociology, Combined Honours in Sociology and Criminology, Minor in Sociology, and Minor in Anthropology 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 Sociology and Criminology Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Criminology, Combined Honours Criminology, General Sociology, Honours Sociology, Combined Honours Sociology, Combined Honours in Sociology and Criminology, Minor in Sociology, Minor in Anthropology
DEPARTMENT(S)/SCHOOL(S):	Department of Sociology and Criminology
FACULTY(IES):	Arts, Humanities and Social Sciences

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2022

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 Criminology
Degree Requirements
Total courses: forty.
 (a) SACR-1100 (recommended) or SACR-1000, SACR-2910, SACR-2900, SACR-2600, SACR-2620, SACR-3080, SACR-3900;
[…]

Combined Honours Criminology Programs
Degree Requirements
Total courses: forty.
(a) Criminology: fifteen courses including SACR-1100 (strongly recommended) or SACR-1000, SACR-2910, SACR-2900, SACR-2600, SACR-2620, SACR-3080, SACR-3900; SACR-3730 or SACR-3910 or SACR-3560; three of SACR-3610, SACR-3620, SACR-3630, SACR-3650, SACR-3670, SACR-3680, SACR-3700, SACR-3500, SACR-3740, SACR-3820, and SACR-3710; two 4000-level courses, including one of SACR-4210, SACR-4500, SACR-4910, SACR-4600, SACR-4610, SACR-4620,SACR-4640, SACR-4650, SACR-4670; and two of any other Sociology (SACR-) courses.

General Sociology
Degree Requirements
Total courses: thirty.
[…]
(a) SACR-1100 (recommended) or SACR-1000, SACR-2200, SACR-2900, SACR-2910, SACR-3900, SACR-3910 or SACR-3560.

Honours Sociology
Degree Requirements
Total courses: forty.

(a) SACR-1100, (recommended) or SACR-1000 SACR-2200, SACR-2900, SACR-2910, SACR-3080, SACR-3900, and SACR-3910 or SACR-3560;
[…]

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Combined Honours Sociology Programs
Degree Requirements
Total courses: forty.

(a) SACR-1100 ~~(strongly recommended) or SACR-1000~~, SACR-2200, SACR-2900, SACR-2910, SACR-3080, SACR-3900, and SACR-3910 or SACR-3560;
[…]

Combined Honours in Sociology and Criminology
Degree Requirements
Total courses: forty.

(a) SACR-1100 ~~(strongly recommended) or SACR-1000~~, SACR-2200, SACR-2600, SACR-2620, SACR-2900, SACR-2910, and SACR-3080 or SACR-3900*
[…]

Minor in Sociology
Required: six Sociology courses, including SACR-1100 ~~or SACR-1000~~ and five courses at the 2000 level or above.

Minor in Anthropology
Required: six courses, including SACR-1100 ~~or SACR-1000~~; SACR-2200; SACR-2130 or SACR-2150; and three of SACR-3230, SACR-3150, SACR-3380, SACR-3390, SACR-3560 or SACR-3910, SACR-4120, SACR-4150.

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).*

For many years, Sociology and Criminology (SAC) had one entry-level course (SACR-1100) that was open to both SAC majors and non-SAC majors and was a required prerequisite in most SAC programs. In Fall 2013, SAC added an entry-level course (SACR-1000) designed for non-SAC majors. Both SAC majors and non-SAC majors could take one or both of these courses and get credit for one or both courses, but SACR-1100 remained the required prerequisite for most SAC programs.

In Fall 2014, enrolment in SACR-1100 was restricted to SAC program majors and was the required prerequisite in most SAC programs. Non-SAC majors who had taken SACR-1000 and became SAC majors had to take SACR-1100 because SACR-1000 was not an acceptable prerequisite in SAC programs. SAC majors could not take SACR-1000 after 48-101/48-110/SACR-1100 whether they remained SAC majors or became non-SAC majors.

PROGRAM DEVELOPMENT COMMITTEE
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In Fall 2018, the course descriptions regarding consecutive/concurrent enrolment in one or both SACR-1000 and SACR-1100 remained the same. However, either SACR-1000 or SACR-1100 was accepted as a prerequisite for most SAC programs.

In Fall 2020, the course descriptions for SACR-1000 and SACR-1100 were changed so that students could take either SACR-1000 or SACR-1100 but not both. With this change, the logic of continuing to offer both SACR-1000 and SACR-1100 was unclear, so at its Dec. 14, 2021 meeting, the Department of Sociology and Criminology approved the deletion of SACR-1000 and changing the requirement for admission to SACR-1100 so that all students could take SACR-1100, not just SAC majors.

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

> *The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967). In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
> *Please consider these prompt questions and additional Resources including disciplinary examples:*
> * *What **process** has your department/Faculty used to consider Indigenization?*
> * ***How** have you considered the importance or relevance to the course/program?*
> * *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
> * *What do the TRC and University Principles documents suggest relevant to your course?*
> * *What have other similar courses/programs done that might be relevant to your course/program?*
> * *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
> * *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?*

As in the past, SACR-1100 Foundations of Social Life will continue to include a consideration of Indigenous perspectives as an integral part of discussions of the topics covered in the course: "culture, gender, social stratification, race and ethnicity, family, and crime and deviance."

C.   RESOURCES
C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

This change has no resource implications with regard to available faculty expertise and staff resources to teach SACR-1100.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

This change has no resource implications with regard to reliance on adjunct, limited-term, and sessional faculty to deliver SACR-1100.

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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.

NA

C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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.

NA

C.2   Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

Current available resources are sufficient to support the continued teaching of SACR-1100.

C.3   Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

The continued teaching of SACR-1100 does not rely on existing resources from other campus units.

C.4   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

The addition of new resources to support teaching of SACR-1100 is not anticipated.

C.5   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

Those instructors currently teaching sections of SACR-1100 and/or SACR-1000 will continue to teach SACR-1100.

C.6   Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*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
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C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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:   **Visual Arts – Minor Program Change (Form C)**

Item for: **Approval**

MOTION: That the program requirements for BFA in Visual Arts and BA Combined in Visual Arts 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 School of Creative Arts Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
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FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BFA in Visual Arts, BA Combined in Visual Arts
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 2022

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.

Visual Arts Program Requirements
1) **It is strongly recommended that** MACS-1500 ~~must~~ be taken ~~in the first year~~ **by students in Year 1 of the BFA in Visual Arts**.
2) **It is strongly recommended that** Visual Arts students ~~must~~ take VSAR-1050, VSAR-1060, VSAR-1070, and VSAR-1080 in ~~the first year~~ **Year 1**.
3) ~~Registration in any studio courses numbered in the VSAR-2xxx's requires a successful B.F.A. portfolio evaluation.~~
~~4)~~ Fourth-year BFA. students will be required to participate in the B.F.A. Candidates' Exhibit. The selection of work to be exhibited is to be made with the approval of the student's instructor in Studio Practice II.

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

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

N/A

B.   RATIONALE

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

The Visual Arts programs have not had a portfolio entrance requirement to gain entrance to the programs for some time. This clause deletion represents SoCA | Visual Arts' current practices.

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

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

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

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. The primary reason for removing the portfolio entrance requirement is to allow opportunites for study in the visual arts for students of diverse socio-economic backgrounds and levels of exposure/experience.

C.   RESOURCES
C.1   Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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

SoCA has seven full time faculty (combined studio faculty and media art histories/visual culture) and three permanent sessional lecturers. There are sufficient resources to support this change.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

This regulation change has no effect on sessional reliance and requires no additional resources.

C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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.2   Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

No additional resources are needed for this change.

C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

No additional resources are needed for this change.

C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

No additional resources are needed for this change.

C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*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

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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:   **Engineering – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved:^
        GENG-1101.   Engineering I
        GENG-1102.   Engineering Graphics
        GENG-1201.   Cornerstone Design

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ These courses have been approved by the Faculty of Engineering Coordinating Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BASc – all programs
DEPARTMENT(S)/SCHOOL(S):	Mechanical, Automotive, and Materials Engineering Civil and Environmental Engineering Electrical & Computer Engineering
FACULTY(IES):	Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2022

A. NEW COURSE PROFILE

Course # and Title: GENG-1101. Engineering 1

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.

Overview of the engineering profession: fields, career development, sustainability, health and safety, relation to society, business and entrepreneurship, ethics, equity, and Canada's Truth and Reconciliation process. Academic integrity, strategies for university success, academic regulations, engineering-related extracurricular activities. Effective oral and written technical communication: informative and persuasive presentations; resumes and job search communications; technical writing and formatting; information gathering and analysis; research documentation and referencing; the use of visual tools such as graphs, figures, and tables; e-portfolios; and technical reports. (Open only to Engineering students.) (3 lecture hours and 1.5 tutorial hours weekly)

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/ experienti al learning**
3	54	x				3	1.5	0	0

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Student in the Faculty of Engineering				Yes	GENG-1180

***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

The old courses will cease to be offered as of Fall 2022. However, Engineering is not requesting deletion of the old course numbers. Students who began with the current courses and still need them to complete their degree audit - will be awarded a degree audit substitution. However, none of the courses are a direct 1-for-1 replacement. While the content among the 3 courses is maintained, the placement of a given topic may move from one course to another. A mixed schedule of current and new courses may provide a bit more or a bit less exposure to a given topic; however, the primary focus of these three year-1 courses will be met in considering the various combinations and permutations among the current and new courses. Importantly, the accreditation hours for all programs will be maintained.

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 engineering as a profession; helps students to identify the fields and tasks associated with engineering; develops communication skills in support of further study in engineering; and acclimates students to the university environment.

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 <u>Truth and Reconciliation Report</u> (2015) (page 1), the unique legal requirements of the <u>Constitution Act 1982</u> (Sections 25, 35), the provincial legal requirements of the <u>Ontario Human Rights Code</u>, 1990, and provincial legislation <u>Bill Pr36</u> (1967). In <u>developing this new course</u>, **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 <u>additional Resources</u> including disciplinary examples:
- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*

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

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content in its undergraduate curricula by including content in each year of study through a common-core course required for all BASc students. This approach affirms the spirit of Call to Action 62(i) of the Final Report Summary of the Truth and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

As part of the Faculty of Engineering's continuous improvement process, the content of the modules was reviewed by the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. In addition to this review, the Indigenous Curriculum and Pedagogy Project Coordinator helped engineering identify items to incorporate into its roadmap toward Indigenization. These items included organizations that provide education and courses appropriate for faculty and administration members, and experiential learning associated with sites such as the Ska-Nah-Doht Longhouse, which would tie in with the design aspect of the program curricula in engineering. An additional item discussed was approaching Professional Engineers Ontario, the profession's governing body in Ontario, to identify opportunities for promoting the development of resources for engineering programs in the province. Additionally, documenting the Faculty's development of and progress along its roadmap will become part of the reporting process for both IQAP and the Canadian Engineering Accreditation Board.

The focus on Indigenous content in the undergraduate engineering programs at Windsor is led by the example of Canada's engineering establishment, which met in 2009 in Montreal and developed a guiding document for the engineering profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues, and future projections for engineering in Canada. Among the areas addressed are the recruitment and representation of women, Indigenous Peoples, and other underrepresented groups in the profession.

With respect to this proposal, the minor program changes to the first-year common core in engineering include GENG 1101 Engineering 1. It is the designated Year-1 common-core engineering course for the inclusion of a module on Indigenous content. The learning outcome assessment associated with this teaching module is one input for the graduate attribute associated with *Ethics and Equity* for engineering's external accreditation process. Specifically, the assessment considers the identification of equity issues within the engineering profession and Canadian society, with an emphasis on the role of Indigenous Peoples.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

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.* <u>At the end of this course, the successful student will know and be able to:</u>	**Characteristics of a University of Windsor Graduate** <u>A U of Windsor graduate will have the ability to demonstrate:</u>
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. Describe the role of the engineer in protecting and promoting the public welfare both locally and globally. Use proper referencing techniques. Identify the impacts of engineering activity on society and the environment. Define the concepts of ethics and equity. Apply aspects of the PEO Code of Ethics to their current studies. Identify equity issues within both the engineering profession and Canadian society Identify and describe Canada's Residential School System and efforts by the University of Windsor in support of Reconciliation	E. responsible behaviour to self, others and society
F. Comprehend and compose engineering-based written communications both from and for a variety of audiences. Deliver engineering-based oral communications for a variety of audiences.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

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:
I. Identify the benefits of becoming a member of a professional society Acquire information via library methods, relevant codes/standards/regulations, and digital methods.	I. the ability and desire for continuous learning

Course Learning Outcome	CEAB Graduate Attribute
N/A	1. Knowledge Base for Engineering
N/A	2. Problem Analysis
N/A	3. Investigation
N/A	4. Design
N/A	5. Engineering Tools
N/A	6. Teamwork
Comprehend and compose engineering-based written communications both from and for a variety of audiences. Deliver engineering-based oral communications for a variety of audiences.	7. Communication
Describe the role of the engineer in protecting and promoting the public welfare both locally and globally. Use proper referencing techniques.	8. Professionalism
Identify the impacts of engineering activity on society and the environment.	9. Impact of Engineering on Society and the Environment
Define the concepts of ethics and equity. Apply aspects of the PEO Code of Ethics to their current studies. Identify equity issues within both the engineering profession and Canadian society Identify and describe Canada's Residential School System and efforts by the University of Windsor in support of Reconciliation	10. Ethics and Equity
N/A	11. Economics and Project Management
Identify the benefits of becoming a member of a professional society Acquire information via library methods, relevant codes/standards/regulations, and digital methods.	12. Lifelong 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.	300	300	300	300	300

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?

This course replaces the current course, GENG 1180 Engineering & the Profession. It is one of three new Year-1 courses, which replace three current courses. The content of the current courses has been reorganized and upgraded as part of the Faculty of Engineering's continuous improvement process.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
1.5	Tutorials
	Labs
	Practical experience
	Independent Study
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	This course has a similar workload to other courses in the engineering core

C. RESOURCES

C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please <u>do not</u> name specific individuals.

Six faculty members and AAS – Learning Specialists from the Civil/Environmental and Mechanical departments, as well as from the Dean's Office, have contributed to teaching in the areas of the engineering profession and technical communications in the current courses GENG 1180 and 1190. This new course amalgamates topics from these current courses and replaces the course GENG 1180 in Semester 1.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

The course will be staffed from full time faculty and AAS members. No adjunct, limited term, or sessional faculty will be required.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from <u>other</u> campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

The staff and resources for this course are contained entirely in the Faculty of Engineering.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

Because this course is a reorganization of content from existing courses, no new resources are anticipated for its delivery.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

Because this course is a reorganization of content from existing courses, there is no anticipated reallocation of resources or cost savings.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Faculty:	One additional teaching load. This additional teaching load has been accommodated through the regular teaching assignments for the 2022-23 teaching year. No new resources are requested from the University.
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: GENG-1102. Engineering Graphics

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.*

Visualization techniques, graphical communication using sketching, descriptive geometry, and computer-aided design (CAD) for orthographic projection, pictorial drawings, dimensioning, section views, and auxiliary views. Reading engineering drawings. Engineering graphics e-portfolio and CAD project to develop visualization skills and task completion skills. (Open only to Engineering students.) (4.5 hours weekly.)

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	☐ 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]*	Integrated Lecture and lab	Lab/ Tutorial	Online	Co-op/ practicum/ experienti al learning
3	54	X				4.5			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Engineering students only				yes	GENG-1330

> ***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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

The old courses will cease to be offered as of Fall 2022. However, Engineering is not requesting deletion of the old course numbers. Students who began with the current courses and still need them to complete their degree audit - will be awarded a degree audit substitution. However, none of the courses are a direct 1-for-1 replacement. While the content among the 3 courses is maintained, the placement of a given topic may move from one course to another. A mixed schedule of current and new courses may provide a bit more or a bit less exposure to a given topic; however, the primary focus of these three year-1 courses will be met in considering the various combinations and permutations among the current and new courses. Importantly, the accreditation hours for all programs will be maintained.

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 develops visualization skills, which are vital for all engineering disciplines; introduces computer-aided design as a tool for representing design information; requires an e-portfolio and project to develop task completion skills.

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?*

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content in its undergraduate curricula by including content in each year of study through a common-core course required for all BASc students. This approach affirms the spirit of Call to Action 62(i) of the Final Report Summary of the Truth and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

As part of the Faculty of Engineering's continuous improvement process, the content of the modules was reviewed by the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. In addition to this review, the Indigenous Curriculum and Pedagogy Project Coordinator helped engineering identify items to

incorporate into its roadmap toward Indigenization. These items included organizations that provide education and courses appropriate for faculty and administration members, and experiential learning associated with sites such as the Ska-Nah-Doht Longhouse, which would tie in with the design aspect of the program curricula in engineering. An additional item discussed was approaching Professional Engineers Ontario, the profession's governing body in Ontario, to identify opportunities for promoting the development of resources for engineering programs in the province. Additionally, documenting the Faculty's development of and progress along its roadmap will become part of the reporting process for both IQAP and the Canadian Engineering Accreditation Board.

The focus on Indigenous content in the undergraduate engineering programs at Windsor is led by the example of Canada's engineering establishment, which met in 2009 in Montreal and developed a guiding document for the engineering profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues, and future projections for engineering in Canada. Among the areas addressed are the recruitment and representation of women, Indigenous Peoples, and other underrepresented groups in the profession.

With respect to this proposal, the minor program changes to the first-year common core in engineering include GENG 1101 Engineering 1. It is the designated Year-1 common-core engineering course for the inclusion of a module on Indigenous content. The learning outcome assessment associated with this teaching module is one input for the graduate attribute associated with *Ethics and Equity* for engineering's external accreditation process. Specifically, the assessment considers the identification of equity issues within the engineering profession and Canadian society, with an emphasis on the role of Indigenous Peoples.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

> *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.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
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. Compose engineering-based written communications (also relevant to F.)	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society

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:
F. Visualize and draw engineering components using manual sketches Visualize and draw engineering components using CAD software Prepare engineering drawings by applying drafting concepts	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

Course Learning Outcome *This is a sentence completion exercise.* At the end of this course, the successful students will know and be able to:	CEAB Graduate Attribute
N/A	1. Knowledge Base for Engineering
N/A	2. Problem Analysis
N/A	3. Investigation
N/A	4. Design
Visualize and draw engineering components using manual sketches Visualize and draw engineering components using CAD software	5. Engineering Tools
N/A	6. Teamwork
Compose engineering-based written communications Prepare engineering drawings by applying drafting concepts	7. Communication
N/A	8. Professionalism
N/A	9. Impact of Engineering on Society and the Environment
N/A	10. Ethics and Equity
N/A	11. Economics and Project Management
N/A	12. Lifelong 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.	300	300	300	300	300

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?

PROGRAM DEVELOPMENT COMMITTEE
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This course replaces the current course, GENG 1330 Engineering & Design. It is one of three new Year-1 courses, which replace three current courses. The content of the current courses has been reorganized and upgraded as part of the Faculty of Engineering's continuous improvement process.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.	
NOTE: Student workload should be consistent with the credit weight assigned to the course.	

Average number of hours per week that the student will be expected to devote to:		
3	Lectures	
	Tutorials	
3	Labs	
	Practical experience	
	Independent Study	
	Reading for the course	
1.5	Work for assessment (essays, papers, projects, laboratory work)	
	Meeting with others for group work/project assignments	
1	Studying for tests/examinations	
1	Other: *[specify]*	Video tutorials
How does the student workload for this course compare with other similar courses in the department/program area?	As with the course it is replacing, it has higher contact hours and outside-the-classroom preparation hours.	

C.   RESOURCES

C.1   Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

The content of Engineering Graphics has been revised from the previous course GENG 1330 Engineering & Design. This previous course has been taught by four individual instructors, who remain in the Mechanical and Civil/Environmental departments. An additional instructor position in Engineering Graphics has been approved for hire by the Mechanical Engineering department.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

The course will be staffed from full time faculty and AAS members. No adjunct, limited term, or sessional faculty will be required.

C.2   Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

The staff and resources for this course are contained entirely in the Faculty of Engineering.

C.3   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

Because this course is a reorganization of content from existing courses, no new resources are anticipated for its delivery.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

Because this course is a reorganization of content from existing courses, there is no anticipated reallocation of resources or cost savings.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Faculty:	One additional teaching load. This additional teaching load has been accommodated through the regular teaching assignments for the 2022-23 teaching year. No new resources are requested from the University.
Staff:	n/a
GA/TAs:	n/a

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by <u>all affected</u> areas or departments to offer the new course, 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
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A. NEW COURSE PROFILE

Course # and Title: GENG-1201. Cornerstone Design

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.*

The engineering design process: problem formulation, functional requirements and constraints, competitive evaluation and areas of improvement, conceptual design through ideation sketches, selection of design, communication of the design solution, prototype construction, testing, iteration, reporting. Includes group work to develop personal, teamwork, leadership, and task completion skills as part of the design process. (Prerequisite: GENG-1102. Open only to Engineering students.) (4.5 hours weekly.)

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
- [x] 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	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Integrated Lecture & design lab	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	54	4.5				4.5			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Engineering students only, GENG 1102				yes	GENG-1190

> ***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.**

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

The old courses will cease to be offered as of Fall 2022. However, Engineering is not requesting deletion of the old course numbers. Students who began with the current courses and still need them to complete their degree audit - will be awarded a degree audit substitution. However, none of the courses are a direct 1-for-1 replacement. While the content among the 3 courses is maintained, the placement of a given topic may move from one course to another. A mixed schedule of current and new courses may provide a bit more or a bit less exposure to a given topic; however, the primary focus of these three year-1 courses will be met in considering the various combinations and permutations among the current and new courses. Importantly, the accreditation hours for all programs will be maintained.

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 students to the engineering design process and provides a hands-on, team experience in engineering design. Creativity and task completion are emphasized. The design portfolio adds to the documentation initiated in a previous course.

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?*

The Faculty of Engineering has adopted a modular approach to the inclusion of Reconciliation and Indigenous content in its undergraduate curricula by including content in each year of study through a common-core course required for all BASc students. This approach affirms the spirit of Call to Action 62(i) of the Final Report Summary of the Truth and Reconciliation Commission of Canada by extending it to engineering within a post-secondary educational environment.

PROGRAM DEVELOPMENT COMMITTEE
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As part of the Faculty of Engineering's continuous improvement process, the content of the modules was reviewed by the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. In addition to this review, the Indigenous Curriculum and Pedagogy Project Coordinator helped engineering identify items to incorporate into its roadmap toward Indigenization. These items included organizations that provide education and courses appropriate for faculty and administration members, and experiential learning associated with sites such as the Ska-Nah-Doht Longhouse, which would tie in with the design aspect of the program curricula in engineering. An additional item discussed was approaching Professional Engineers Ontario, the profession's governing body in Ontario, to identify opportunities for promoting the development of resources for engineering programs in the province. Additionally, documenting the Faculty's development of and progress along its roadmap will become part of the reporting process for both IQAP and the Canadian Engineering Accreditation Board.

The focus on Indigenous content in the undergraduate engineering programs at Windsor is led by the example of Canada's engineering establishment, which met in 2009 in Montreal and developed a guiding document for the engineering profession. The meeting was hosted by the Canadian Engineering Leadership Forum, which brought Canadian engineers together with experts from a broad range of sectors and disciplines to consider key trends, critical issues, and future projections for engineering in Canada. Among the areas addressed are the recruitment and representation of women, Indigenous Peoples, and other underrepresented groups in the profession.

With respect to this proposal, the minor program changes to the first-year common core in engineering include GENG 1101 Engineering 1. It is the designated Year-1 common-core engineering course for the inclusion of a module on Indigenous content. The learning outcome assessment associated with this teaching module is one input for the graduate attribute associated with *Ethics and Equity* for engineering's external accreditation process. Specifically, the assessment considers the identification of equity issues within the engineering profession and Canadian society, with an emphasis on the role of Indigenous Peoples.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

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. Prepare, integrate, and interpret graphical communications used in written and visual formats. (also relevant to F.)	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

PROGRAM DEVELOPMENT COMMITTEE
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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:
E. Demonstrate professional behaviour in their individual interactions with others.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Identify their individual role in and contribution to the team effort. Employ interpersonal skills to promote team dynamics. Integrate individual contributions into a coherent team report and presentation.	G. teamwork, and personal and group leadership skills
H. Generate a problem statement and its design objectives. (also relevant to A.) Apply formal multi-criteria decision-making tools to select candidate engineering design solutions for further development. (also relevant to A.) Identify constraints/stakeholders when selecting a final design from a diverse set of candidate solutions. (also relevant to A.) Refine and advance a design to its final end-state. (also relevant to A.)	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

Course Learning Outcome *This is a sentence completion exercise.* At the end of this course, the successful students will know and be able to:	CEAB Graduate Attribute
N/A	1. Knowledge Base for Engineering
N/A	2. Problem Analysis
N/A	3. Investigation
Generate a problem statement and its design objectives. Apply formal multi-criteria decision-making tools to select candidate engineering design solutions for further development Identify constraints/stakeholders when selecting a final design from a diverse set of candidate solutions. Refine and advance a design to its final end-state.	4. Design
	5. Engineering Tools
Identify their individual role in and contribution to the team effort. Employ interpersonal skills to promote team dynamics. Integrate individual contributions into a coherent team report and presentation.	6. Teamwork
Prepare, integrate, and interpret graphical communications used in written and visual formats	7. Communication
Demonstrate professional behaviour in their individual interactions with others.	8. Professionalism

N/A	9. Impact of Engineering on Society and the Environment
N/A	10. Ethics and Equity
N/A	11. Economics and Project Management
N/A	12. Lifelong 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
	300	300	300	300	300

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?

This course replaces the current course, GENG 1190 Technical Communication in the degree requirements. It is one of three new Year-1 courses, which replace three current courses. The content of the current courses has been reorganized and upgraded as part of the Faculty of Engineering's continuous improvement process.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
4.5	Integrated lecture – design lab
	Tutorials
	Labs
	Practical experience
	Independent Study
	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2.5	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	Comparable, with teamwork and reporting instead of tutorials and tests

C.   RESOURCES
C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

External accreditation requires a minimum of 225 hours of engineering design to be taught by registered Professional Engineers (PEng), which comprise nearly all of the current engineering faculty members. Each of the three engineering departments will provide a PEng instructor for this course to provide design experiences across all Engineering programs.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

The course will be staffed from full time faculty and AAS members. No adjunct, limited term, or sessional faculty will be required.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

The staff and resources for this course are contained entirely in the Faculty of Engineering.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

Because this course is a reorganization of content from existing courses, no new resources are anticipated for its delivery.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

Because this course is a reorganization of content from existing courses, there is no anticipated reallocation of resources or cost savings.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Faculty:	One additional teaching load as described below
Staff:	n/a
GA/TAs:	n/a

This additional teaching load will be covered by a recent AAS hire in Mechanical Engineering, who is a Registered Professional Engineer. No additional resources are requested from the University.

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, 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)*

PROGRAM DEVELOPMENT COMMITTEE
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Date of Modification	Approval Body Modifying	Reason for Modification

University of Windsor
Program Development Committee

*5.10:   **Engineering (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course be approved:^
             GENG 8060. Strategic Entrepreneurial Management

^Subject to approval of the expenditures required.

Rationale/Approvals:
- This course has been approved by the Faculty of Engineering Coordinating Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Engineering
DEPARTMENT(S)/SCHOOL(S):	General Engineering
FACULTY(IES):	Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Spring 2022

A. NEW COURSE PROFILE

Course # and Title: GENG 8060. Strategic Entrepreneurial Management

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 introduces the basic principles and techniques of start-up creation. The focus of the course is on nurturing the skills required to develop a successful business model for a new venture. First, students learn to assess the commercial viability of a new product or service. Then, they learn techniques to identify and validate the key value propositions for a start-up. They also employ the lean startup methodologies to define and segment the market, identify adequate revenue streams, and assess distribution channels. Also, students learn how to design and develop a minimum viable product and identify risks associated with market entry. Finally, students explore the financial and legal aspects of a startup. Attention is also given to aspects of sustainability, diversity, and ethics. (Restricted to students in the Master of Engineering Management program.)

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
- [x] 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
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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/expe riential learnin g
3.0	36		X			3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
N/A					Special Topics Course ELEC-8900 (Section 40) Technology Entrepreneurship

***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

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.

The course ELEC-8900 (Section 40) Technology Entrepreneurship has been offered for many years under the Special topics umbrella. This new number (GENG-8060 Strategic Entrepreneurial Management and new title better reflects the course content and existing learning outcomes, in the context of overall engineering management. It will also make the course offering easier within the Faculty of Engineering.

Note: The new course GENG-8060 will be replacing ELEC-8900 (Section 40) Technology Entrepreneurship in as a non-core course elective in the Master of Engineering Management Program.

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?*

Based on ongoing discussions and access to resources provided to members of standing committees, a process is being undertaken to inform faculty of how to systematically incorporate First Nations, Métis and Inuit (FNMI) perspectives into the program. In consultation with FNMI partners, ongoing consideration is being given to opportunities such as innovation and design to solve real world problems and sound business management practices in an FNMI environment. Comprehensive efforts are ongoing to determine how best to incorporate an FNMI pedagogy and content.

Many of our faculty have attended workshops provide by CTL and learned about campus-wide Indigenization efforts. **University principles** that are relevant to include:
 2. Be student-centered: focus on the learners, learning outcomes, and learning abilities, and create opportunities that promote student success
 8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs, and supports available to them on campus.
11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures, and beliefs of Indigenous people in Canada

A **new way for learning**, we aim to integrate more Indigenous-related material in the course teaching content, including lectures and project assignments.

Other Action: we also encourage faculty to add a reference to Indigenization in the Learning-Centred Syllabus Checklist to encourage instructors to make the information public through their syllabus. Faculty are also encouraged to be transparent about their curriculum approach regarding Indigenization pedagogy. Faculty are encouraged to provide students with material to enhance their cultural competency in the matter.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

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
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Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Utilize business and market validation frameworks to assess concept feasibility	A. the acquisition, application and integration of knowledge
B. Conduct independent market research to determine business model feasibility	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify market solutions to customer problems	C. critical thinking and problem-solving skills
D. Assess the financial feasibility of new product concepts	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Explore effective teamwork strategies suitable for a start-up setting	G. teamwork, and personal and group leadership skills
H. Develop unique and creative product value proposition to meet customer needs	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
	50	50	50	50	50

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

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience

2	Independent Study
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	Similar to comparable courses.

C.   RESOURCES

C.1   Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

There are sufficient Faculty expertise and staff recourse to support this course.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

N/A

C.2   Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new cxourse on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

N/A

C.3   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

N/A

C.4   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

C.5   Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

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

PROGRAM DEVELOPMENT COMMITTEE
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C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by <u>all affected</u> areas or departments to offer the new course, 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: **Communication, Media, and Film and School of Creative Arts – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course be approved, effective retroactively to Fall 2021:^
FILM-4105. Film Production VI

^*Subject to approval of the expenditures required.*

Rationale/Approvals:
- This course has been approved by the Department of Communication, Media and Film Council, the School of Creative Arts (SOCA) Council, and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BFA Film Production
DEPARTMENT(S)/SCHOOL(S):	CMF and SoCA
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Retroactive to Fall 2021 (the first semester of the program).

A. NEW COURSE PROFILE

Course # and Title: FILM-4105. Film Production VI

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.

An advanced capstone production course that draws on the scripts and treatments developed in FILM-4100. Students enter the production phase and create films that showcase their production skills as they study of the art, technology, and professional practice of film post-production using contemporary professional protocols and workflows. (Open only to BFA Film Production majors) (Prerequisite: FILM-4100 and Semester 7 standing) (Credit cannot be obtained for both FILM-4105 and CMAF-4280.)

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	☐ 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
3	36	x				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
(Open only to BFA Film Production majors) (Pre-requisite: Semester 7 standing)	n/a	n/a	n/a	Yes	n/a

***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.

In order to provide a more in-depth and rigorous capstone program in the fourth-year with a longer production runway, we propose merging the 4000-level scriptwriting, editing, and documentary courses into two production courses. To this end, we modify FILM-4100 Film Production V and create one new course: FILM-4105 Film Production VI. Also, part of this proposal is opening the prereqs to FILM-3100 Film Production III to allow non-BFA majors to enroll, and the deletion of the three courses that have content that will now be covered in the other courses: FILM-4200 Documentary Production III, FILM-4300 Screenwriting III, and FILM-4600 Film Editing III. We also reduced the total degree requirements from 21 to 20 courses. We are submitting Form E to reflect the deletions and revisions; we are submitting Form D to reflect the one new course.

By adding Film Production VI to join the preexisting Film Production V, we create a two-part capstone course in which students will participate in every aspect of a substantial film production. Each student will work on five 5 to 10-minute synchronous sounds films. They will write and direct a film as well as perform the roles of producer, camera, sound, and editor on four other peer films. This proposed change draws on a curriculum approach that embraces program level learning outcomes and curriculum mapping as major influences in course LOs, course development and design, in-class practices, assignments, etc.

Holistic: Moving production courses to winter will allow students to apply what they learn in specialized offerings.
Equity: All students author a film, every year. Skills development: All students will perform every major role, every year.
Experiential learning: Students will spend 3 (yr1) to 14 (yr4) days in production and 2-5 days in editing every year
Arts focus: emphasis is on a variety of learning opportunities rather than the tool used.
Intellectual rigour: practical exercises will be rooted in theory.
Responsible content: scripts are faculty supervised outcomes of screenwriting courses.
Quality: all students will have more experience making films allowing them to work as more skilled units and produce stronger and tighter films. Dedicating two semesters to each student's film project in fourth year will substantially contribute to raising the quality of films.

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?*

The BFA Film Production is a joint program administered by CMF and SoCA and is situated within FAHSS. The film faculty are from both CMF and SoCA (three from each department) and hold designated conversations during our monthly Film Advisory Group meetings, co-chaired by the Head of CMF and Director of SoCA, to discuss and explore current and future practices in all our courses and curriculum to incorporate Indigenous content or material. Because the group has collaboratively designed the new BFA curriculum and courses that launched in Fall 2021 and has an ongoing relationship regarding syllabus design and coordinating course content and assignments for the entire curriculum, the work of the Film Advisory Group continues to be a site for ongoing pedagogical development. This is a unique collaboration because it's ongoing during each semester as we work together monthly to evaluate curriculum at the program level, address learning outcomes at the course level, and evaluate individual course implementation. The commitment of the faculty to work in this manner has been a driving force behind the BFA program and contributes to what makes this degree unique. We share this here on the PDC form because it's relevant to how the Film Advisory Group actively and collaboratively works to evaluate and engage in pedagogical, scholarly, and creative self-reflection.

FILM has taken steps to improve First Nations, Métis, or Inuit content/perspectives across all courses. The BFA curriculum has already incorporated this content in a handful of courses including FILM 1001, FILM 1100, FILM 1110, and FILM 1900. Moreover, the group has identified the six core Film Production courses (FILM 1100, 1110, 2100, 3100, 4100, 4105) as well as the cohort-building courses that focus on the business and professional practice of the industry (FILM 1900, 4900) as our next step to expand to include Indigenous content. The rationale behind these specific courses is to ensure we educate students on the history of Indigenous peoples at all stages and levels of *both* film production and professional practice.

There are two TRC calls that are particularly relevant to our program:

Call #85: "We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to: i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures,

languages, and perspectives of Aboriginal peoples. ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians."

Call #86: "We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations."

These calls promote us to consider how Indigenous content is more than merely including filmic texts by and about Indigenous peoples in our syllabi; our production courses and film industry courses will address how the history of Indigenous peoples, for example as detailed in Call #86, foregrounds particular artistic choices at the level of art-making *and* shape the ways in which the industry practice can evolve, including but not limited to legal, marketing, and the business of film. The ideas outlined in Call #85, (i) to provide leadership to reflect diverse cultures, languages, and perspectives, could serve as an aim for future faculty hires and student leaders; and (ii) to develop media initiatives to inform and educate the Canadian public, and connect Indigenous and non-Indigenous Canadians, could provide opportunities to evaluate how and when our class activities might expand beyond the classroom reach a wider public (eg. open film screenings of films with Indigenous content). Moreover, we believe it's important to hear ideas from Indigenous voices and we are working to continue to diversify our guest speaker roster.

The current approach to monthly meetings of all film faculty provides a valuable opportunity for us to continue our conversations and commitment to consider Indigenization as an on-going process and not a one-time experience. Moreover, our routine meetings serve as opportunities to further our own learning about and discussing topics, including but not limited to, those related to Indigenous knowledge processes, racism, colonialism, homophobia, and sexism. Our group has committed to designating meetings throughout the year for these topics, specifically in the form of workshops supported by either self-study or via an invited guest to facilitate our conversations. For example, one recent workshop started with the following resources:

> Kendi, I. *How to be an antiracist*. New York: Penguin Random House; 2019.
> National Collaborating Centre for Indigenous Health (NCCIH). *Understanding racism*. 2013. Available: https://www.nccih.ca/docs/determinants/FS-Racism1-Understanding-Racism-EN.pdf (accessed 2021 December 12, 2021).

We are working actively to expand our awareness with the goals of making education more equitable and culturally safe and integrating principles and practices we learn into our work as professors, researchers, and practitioners. The film faculty have also started to develop a land acknowledgment statement. This is key to film because our works are created and viewed in site-specific locations. Our working draft is included below:

Located on the traditional territory of the Three Fire Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi, the University of Windsor's Film Curriculum jointly administered by the Department of Communication, Media and Film and School of Creative Arts respects, honours and celebrates the diverse histories, languages, cultures and experiences of First Nations, Métis, Inuit and First Peoples of Canada. We acknowledge the history of racism and discrimination in Canada, and in the film and media industries, and commit to proactively eliminate racism and discrimination within our community. Equity, diversity, and inclusion are part of our core values, and we place human rights and dignity at the centre of our teaching, research, and practice. We are committed to creating classrooms that successfully support Indigenous learners and learning and believe incorporating Indigenous ways of knowing into curriculum benefits all students.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

> *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.*

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*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.

LEARNING OUTCOMES TABLE

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. Use and develop advanced craft, technical, and artistic skills in all areas of film production. (Also applies to H, I.) Formulate and execute a workflow and budget plan based on a consideration of the various technical, logistical, and artistic components of post-production industry practice. (Also applies to C, D.) Recognize and employ relevant theories that shape the editing process and that may influence audience perceptions. (Also applies to B.) Analyze and compare how editing techniques are utilized to create specific impacts and meanings. (Also applies to H.)	A. the acquisition, application and integration of knowledge
B. Apply and integrate professional vocabulary throughout all filmmaking phases. (Also applies to A.) Research the Canadian film and television industry and identify employment pathways and opportunities. (Also applies to I.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Engage in self and peer review to critically assess the aesthetics, themes, and narrative structure of works and situate them in a broader historical and theoretical context. (Also applies to B, F, G, H.)	C. critical thinking and problem-solving skills
D. Manage budgets and time effectively in solving production problems. (Also applies to B, C.)	D. literacy and numeracy skills
E. Explain and demonstrate the ethical responsibility of filmmakers to colleagues and community, including crew members, stakeholders, the public, subject(s), audience, etc. (Also applies to F, G.)	E. responsible behaviour to self, others and society
F. Conduct effective and courteous professional communication in all forms of interpersonal relations including face-to-face, writing, online, texting, phone, etc. (Also applies to E, G.) Employ industry standards of professional practice in the creation of a respectful workplace. (Also applies to E, G.)	F. interpersonal and communications skills

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
G. Work collaboratively towards artistic goals of a project. (Also applies to E, F.) Actively support the vision of peers in the execution of their project. (Also applies to E, F.) Assume leadership in a variety of roles when working in a collaborative documentary environment. (Also applies to C, E.)	G. teamwork, and personal and group leadership skills
H. Employ visual storytelling skills. (Also applies to B, C.) Compose a production portfolio that effectively highlights a range of significant creative work. (Also applies to A, C.)	H. creativity and aesthetic appreciation
I. Identify and evaluate ongoing artistic, technological, and industrial developments in the post-production industry. (Also applies to B.)	I. 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.	12	12	25	25	25

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?

As the first cohort works its way through the program, in each year the courses in the program should even out.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
1-3	Practical experience
	Independent Study
	Reading for the course
1-3	Work for assessment (essays, papers, projects, laboratory work)

1-3	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	The workload for this program will be comparable to that required for other BFA programs at the university.

C. RESOURCES

C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

Six professors, consisting of three tenured faculty members, two tenure-track faculty, and one permanent sessional lecturer are all actively committed to the planning and implementation of the program, including teaching, research, creative activity, and supervision associated with it.

This program will draw on core teaching and supervision faculty members from both CMF and SoCA. Currently, there are three core film production faculty in CMF and three core film production faculty in SoCA. The program, as a joint effort between two AAUs, will draw on administrative resources in both CMF and SoCA. FAHSS has also expressed a commitment to support the administrative duties of this program, as a joint effort between CMF and SoCA.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

N/A

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:
- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
Provide relevant details.

This option will not rely on resources from other units to deliver core required courses; however, interaction with other disciplines within SoCA and CMF will be high. We have the capacity to run this program within these AAUs. There are two FAHSS Effective Writing courses, four options (two from Social Sciences and two from Languages or Science) and eight electives outside the two AAUs that can easily be accommodated in FAHSS and other units within the University as required.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

Most of the faculty teaching on this program have an excellent track record of success with funding agencies such as SSHRC, Canada Council for the Arts, Telefilm Canada and private industry partners. The development of this new option will only strengthen new grant applications and bids for partnership.

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C.4   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

This new course replaces four other courses that we're deleting (see Form E). This streamlines our existing program.

C.5   Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

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

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, 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:   **Mathematics and Statistics – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course be approved:^
        STAT-4700. Biostatistics

^Subject to approval of the expenditures required.

Rationale/Approvals:

▪ This course has been approved by the Department of Mathematics and Statistics Council and Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council.)
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Interdisciplinary Health Science and Biostatistics
DEPARTMENT(S)/SCHOOL(S):	Mathematics and Statistics (Approved by AAU on Sept. 23, 2021.)
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2022

A. NEW COURSE PROFILE

Course # and Title: STAT-4700. Biostatistics

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 will be focused on the application of statistical methods in life and health sciences. Topics covered will include the formulation of study objectives in statistical hypotheses testing and estimation frameworks, the design of clinical studies, types of data and measurements, data description and visualization, procedures for testing statistical hypotheses, estimation via point estimates and confidence intervals, linear and logistic regression models for clinical data, analysis of event history data such as survival end-points, and the statistical analysis of categorical data. Students will be expected to use a statistical software such as R, SAS, SPSS, or Tableau for data analysis and visualization. This course will also introduce the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge. (Prerequisite: STAT-3950.) (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

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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	X	0	0	0	3	0	0	0

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
STAT-3950	None	None	None	Yes	NA

***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?	NA

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 will be required by the Interdisciplinary Health Science and Biostatistics program that is being developed for approval. It will be the only biostatistics course offered by the department. The course will also be valuable to students in all the department's programs, especially the BMath (Honours Mathematics and Statistics). The course aligns the department's offering with the university focus on Health Sciences. The course will be the first in the department to address Indigenous perspectives. The course will be offered every Winter semester starting Winter 2023. The course will be combined with the graduate version STAT-8700 also being proposed and will be offered every Winter semester starting Winter 2023.

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:
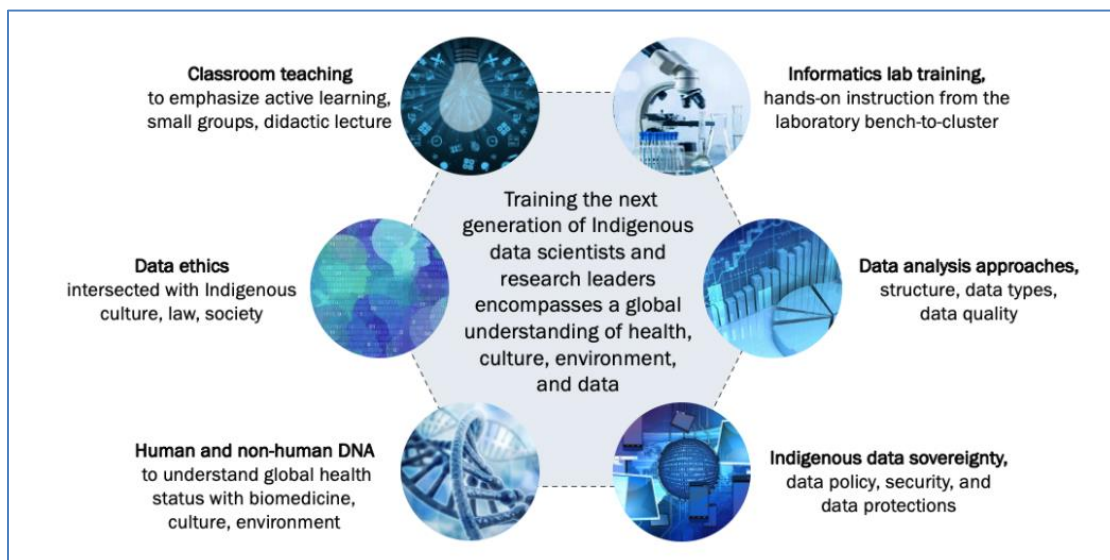* *What **process** has your department/Faculty used to consider Indigenization?*
* ***How** have you considered the importance or relevance to the course/program?*
* *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
* *What do the TRC and University Principles documents suggest relevant to your course?*
* *What have other similar courses/programs done that might be relevant to your course/program?*

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The Department has had discussions on how Indigenous content could be introduced into the curriculum of this course. We have taken the following actions.

- Attended the webinar "Indigenous Data Sovereignty & Indigenous Practices on January 27, 2022.
- Communicated with the Data Librarian, and received sources of information on Indigenous data and frameworks for data sovereignty.
- Communicated with the Librarian responsible for Indigenous Outreach, and were made aware of the following resources:
    - Indigenous data science workshop curriculum (See image below).
    - The book "Indigenous Statistics: A quantitative research methodology (Available in the Leddy Library)
- This course we will include examples of data analysis by using published studies on Indigenous people's health and well-being and by using statistics Canada's survey data, e.g., the Aboriginal Peoples Survey. Also, one of the references will be the book: Kukutai, Taha, and John Taylor. Indigenous data sovereignty: Toward an agenda. ANU press, 2016, or any other appropriate reference. The students will be required to study aspects of the Indigenous data sovereignty in a formal way and the learning outcome will be tested appropriately.
- The Head spoke to the AAU undergraduate studies committee and the AAU Council on the importance of introducing, where appropriate, Indigenous content into our courses, highlighting this course as an important first step.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

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:
• Formulate study objectives in the form of statistical hypotheses and/or estimation. • Plan the various types of study designs and randomizations for clinical studies. • Recognize different types of data and their distributions in the field of health sciences. • Describe and visualize data sets (Also relevant to D and H). • Apply the various statistical procedures for testing hypotheses and estimation to data in the field of health sciences by using computer software such as R, SAS, and SPSS. • Identify the appropriate regression models (linear, logistic, categorical etc.) for the various study designs and be able to apply them using software such as R, SAS, and SPSS. • Interpret computer printout for regression models, hypothesis testing, and estimation. • Report findings of the statistical analyses to health practitioners and decision makers (Also relevant to D). All of the above are relevant to C as well.	A. the acquisition, application, and integration of knowledge
• Select the appropriate statistical design for a given clinical and health care research question. • Identify which statistical tool is appropriate for the analysis of a given dataset in the field of health sciences. • Describe and explain issues in the design, analysis, and interpretation of studies in health sciences involving statistical methodologies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Critically evaluate the adequacy and accuracy of statistical methods and their conclusions.	C. critical thinking and problem-solving skills
• Provide assignments and exams with solutions that demonstrate excellent standards of presentation and writing.	D. literacy and numeracy skills
• Assess carefully any conclusions drawn from modeling data in health sciences by using a rigorous statistical frameworks.	E. responsible behaviour to self, others, and society

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS

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:
• Reflect on importance of Indigenous data sovereignty and Indigenous practices.	
• Communicate statistical findings using the appropriate language, rigor and detail for the target audience.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Compose organized and logical reports of statistical findings in the field of health sciences.	H. creativity and aesthetic appreciation
• Critically review articles in the field of health sciences in which basic statistical modeling is applied.	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
	15	15	15	15	15

This course will be offered every winter term starting Winter 2023. Together with STAT-8970 we expect 20 students per year.

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?

Some students will be additional students attracted to the Interdisciplinary Health Science and Biostatistics program. Departmental students will take this course in place of another AAU course.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
0	Tutorials
0	Labs
0	Practical experience
1	Independent Study
0	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
0	Meeting with others for group work/project assignments
1	Studying for tests/examinations

0	Other: *[specify]*	
How does the student workload for this course compare with other similar courses in the department/program area?	Comparable to other third- and fourth-year courses in the department.	

C. RESOURCES

C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

There is no impact on staff or on other units in the university. We have five faculty members able to teach this course. For departmental students taking this course it will replace another course they would have taken in the department. We expect other students not in the department but pursuing the Interdisciplinary Health Science and Biostatistics program to be new students.

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

Currently, staffing levels in the department mean that in the past decade about 31% of our courses have been taught by sessionals. We will need one more sessional to cover the course that would have been covered by the instructor of this course. So, about 32% of the courses will be taught by sessionals instead of 31%.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:
- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
 Provide relevant details.

None

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

None.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

None. We already offer a streamlined version of our programs giving the students very few choices. Almost every grad course is combined with a fourth-year course, and many of our courses are offered every second year, some, less frequently than that. However, we do note that we have completely changed the way we teach year one calculus and algebra to eliminate the expensive small group tutorials for a savings of approximately $190,000. We maintained the integrity of the program with the introduction of the Mobius online platform. Its hard to know where else we could generate savings.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Faculty:	One faculty member to teach the course (and simultaneously teach STAT-8700).
Staff:	None.
GA/TAs:	No GA/TA will be assigned to this upper year course.

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

Library Resources and Services:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	Classroom in which to teach the course.
Equipment (and Maintenance):	None

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University of Windsor
Program Development Committee

</div>

*5.13:   **Kinesiology (Graduate) – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved:^
          KINE-8300. Skeletal Muscle Pathophysiology
          KINE-8310. Healthy Aging
          KINE-8630.   RStudio for Data Science

^Subject to approval of the expenditures required.

Rationale/Approvals:
- These courses has been approved by the Faculty of Human Kinetics.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Human Kinetics – Applied Human Performance
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Faculty of Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2022

A. NEW COURSE PROFILE

Course # and Title: KINE-8300. Skeletal Muscle Pathophysiology

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.

Skeletal muscle not only produces the contractile force required for locomotion, breathing, and communication but is also indispensable for its roles in metabolism and as an endocrine, autocrine and paracrine organ. Skeletal muscle is highly responsive to a spectrum of exercise training modes, but unfortunately, this sensitivity extends to pathological situations. In this course, we will examine the pathophysiology of skeletal muscle in response to disease states such as diabetes, cancer, dystrophy, as well as aging, overtraining, traumatic injury, and disrupted circadian rhythms. The efficacy of exercise intervention to rescue skeletal muscle health will also be examined.

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
- [x] 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	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
3.0	36	X				3.0			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
None	None	None	N/A	No	KINE-8940 (note this course was previously offered as a special topics course

***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

Note KINE-8940 is a special topics course. The previously used special topics course section number and title is being replaced.

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 has been offered successfully as a Special Topics (KINE-8940) course in our graduate program for Applied Human Performance students. The skeletomuscular system is typically the largest component of a human's body mass and is central to activities of daily living human's perform. In Applied Human Performance, students learn about the human from several perspectives including how our skeletomuscular system develops, responds to work and fatigue, how it ages, and how it can be trained for improved performance. This course adds another dimension to the study of the skeletomuscular system by providing critical review of its responses to disease and how to combat these challenges. The department would like to make this a regular course offering in our program by assigning it a course code and adding it to our course calendar.

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?*

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific to sport and Indigenous peoples in Canada, several courses in our curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor led discussion, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), guest speakers, faculty participation in workshops, and by addressing calls to action through the TRC. Specific to this program, we have reached out to the President of Indigenous Sport & Wellness Ontario, who also serves on the North American Indigenous Games (NAIG) Council Board of Directors.

Specific to this course, I have sought out publications pertaining to Indigenous health and medicine applicable to the overall theme of this course (skeletal muscle function and dysfunction). The information in these publications will form part of our weekly seminar-based discussions where relevant. The publications could be broadly divided into two types:

i) examination of health issues in Indigenous communities through the western/modern/ Hippocratic medicine lens (eg: Highly Elevated Prevalence of Spinobulbar Muscular Atrophy in Indigenous Communities in Canada Due to a Founder Effect. Jamie N. Leckie, Matthew M. Joel, Kristina Martens, Alexandra King, Malcolm King, Lawrence W. Korngut, A.P. Jason de Koning, Gerald Pfeffer, Kerri L. Schellenberg. Neurol Genet Aug 2021, 7 (4) e607; DOI: 10.1212/NXG.0000000000000607; and Charles, J (2018) Musculoskeletal injuries and the effects on quality of life and social and emotional well-being in an Australian Aboriginal population. Australian Indigenous Health Bulletin 18(4); and Eckhoff, C., Kvernmo,
S. Musculoskeletal pain in Arctic Indigenous and non-Indigenous adolescents, prevalence and associations with psychosocial factors: a population-based study. BMC Public Health 14, 617 (2014). https://doi.org/10.1186/1471-2458-14-617); and

ii) examination of health and medicine from the Indigenous perspective (eg: Thiessen, K., Haworth-Brockman, M., Stout, R. et al. Indigenous perspectives on wellness and health in Canada: study protocol for a scoping review. Syst Rev 9, 177 (2020). https://doi.org/10.1186/ s13643-020-01428-0; and Traditional Indigenous medicine in North America: A scoping review. Redvers N, Blondin B (2020) Traditional Indigenous medicine in North America: A scoping review. PLOS ONE 15(8): e0237531. https://doi.org/10.1371/journal.pone.0237531).
Discussions will include overall health issues and, where possible, issues specific to skeletal muscle.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*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

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 and discuss the pathophysiological changes to skeletal muscle in response to several diseases. discuss how various disease states influences skeletal muscle metabolism, growth, responsiveness to training, contractile capacity, and regenerative capacity, among other physiological attributes. discuss and predict how exercise interventions would interact with various disease states.	A. the acquisition, application and integration of knowledge
B. Critically analyze techniques used in scientific studies and interpret how those techniques were/are applied to derive insights regarding disease pathophysiology and efficacy of exercise intervention. Retrieve and critically assess peer-reviewed scientific literature.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. discuss and predict how exercise interventions would interact with various disease states. Retrieve and critically assess peer-reviewed scientific literature.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. describe and discuss the pathophysiological changes to skeletal muscle in response to several diseases. discuss how various disease states influences skeletal muscle metabolism, growth, responsiveness to training, contractile capacity, and regenerative capacity, among other physiological attributes. Retrieve and critically assess peer-reviewed scientific literature. Create effective methods of knowledge translation in both oral and written formats.	F. interpersonal and communications skills
G. Create effective methods of knowledge translation in both oral and written formats.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

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:
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
	6-12	6-12	6-12	6-12	6-12

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?

This course has already been offered as a Special Topics course and is needed to provide relevant and pertinent course offerings for Applied Human Performance graduate students. The course may provide relief to some graduate courses by helping to broaden course selection.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course. *NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
2	Independent Study
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	The workload here is similar to other graduate courses in our department.

C.   RESOURCES
C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

The course requires one instructor who will be knowledgeable in the broad area of physiology as it pertains to skeletomuscular health and disease. Past iterations of this course have been taught by actively researching and publishing tenure-track faculty with graduate faculty status in the Applied Human Performance stream of our graduate program.

Support staff and resources for this graduate course include all of those currently housed in the Department of Kinesiology including, but not limited to:

- Department Head
- Associate Dean – Academic Programs
- Associate Dean – Research and Graduate Studies
- Administrative Assistant to the Department Head and Graduate Secretary
- Receptionist/Undergraduate Secretary
- Research Technician
- Audiovisual Computer Technician
- Other faculty

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

None.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from <u>other</u> campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

N/A

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

None.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

None.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Faculty:	None
Staff:	None
GA/TAs:	None

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. <u>NEW COURSE PROFILE</u>

Course # and Title: KINE-8310: Healthy Aging

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 is designed with the underpinnings of authentic learning and interprofessional learning. The course will help students to develop critical knowledge, understanding, and awareness of concepts related to healthy aging. Students will also have opportunities to critically analyze and assess aspects related to healthy aging in their own (work-) environments. The class will learn to work together sharing experiences and perspectives to contribute to various complex problem-solving case scenarios. Furthermore, the course will be rooted by one of the 4 Grand Challenges promoted by the University of Windsor: Creating Viable, Healthy and Safe Communities. The main healthy aging topics to be discussed in this course will be: fall prevention, health and physical literacy, and age-friendly domains.

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
- [x] 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	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**
3.0	36	May be in-person in future years.	X			3.0		3.0	

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
None	None	None	N/A	No	KINE-8940 (note this course was previously offered as a special topics course

***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

Note KINE-8940 is a special topics course.   The previously used special topics course section number and title is being replaced.

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.

Canada, like many industrialized nations, has an increasing proportion of older adults within the population. With this demographic shift there comes an increased need for enhanced quality of life of an older population including lifestyle and behavioural modification, adapted homes and spaces, personal support, and chronic disease and injury prevention, management and rehabilitation, among others. Students graduating with a Master of Human Kinetics will be placed in front line positions that require an understanding of the aging process and how to best to promote and support "healthy aging".

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?*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health.

Over the past academic year, the Faculty of Human Kinetics has undertaken an Equity Diversity and Inclusion (EDI) audit that examined strengths, deficiencies, and barriers to EDI in our program. We have identified courses that are rich in introductory content and explored ways to increase student exposure to a diverse curriculum. This includes the intent to modify our learning outcomes and program requirements to ensure our students are learning diverse content at higher levels.

The current instructor for the course attempts to incorporate the varying lived, social and historical experiences of students into the classroom – without consciously conflating issues. Intersectionality is often a topic that underlies many issues related to aging, and more specifically healthy aging. The students are invited and encouraged to explore their own personal and work- or research-related experiences which may involve a diversity of content related to equity, diversity, and inclusion. The course material is flexible, allowing for the further incorporation of diverse content as it becomes readily available, and expertise is gained. A land acknowledgement is provided in the course syllabus, as well as an EDI statement.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*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 aging, and what constitutes an aged population in relation to literature and theoretical perspectives. Identify and differentiate various aspects related to healthy aging. Evaluate various concepts from the realms of fall prevention, health and physical literacy, and age-friendly domains as they relate to healthy aging. Describe and evaluate different assessments that may be used to help analyze aspects of healthy aging.	B. the acquisition, application and integration of knowledge

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Access and critically assess the scientific literature as it relates to concepts discussed with respect to healthy aging. (also applicable to C. and D.) Evaluate and offer improvements to community programming and physical infrastructure geared towards the care of and services for older people. (also applicable to C.)	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. Adhere to University of Windsor and Department of Kinesiology code of ethics and academic conduct.	E. responsible behaviour to self, others and society
F. Demonstrate effective collaboration with academic peers online and in-person. (also applicable to G.)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Create effective knowledge translation about healthy aging in various formats. (also applicable to D.)	H. creativity and aesthetic appreciation
I. Critically assess the role that aging plays in current and future work environments. (also applicable to C.)	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
	6-12	6-12	6-12	6-12	6-12

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?

This course will become part of the regular rotation of graduate courses offered within the Department of Kinesiology, and consequently, will not be taught every year. It will provide an option to MHK thesis or internship students to fit within their degree requirements.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.	
NOTE: Student workload should be consistent with the credit weight assigned to the course.	

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
3	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: *[specify]*
How does the student workload for this course compare with other similar courses in the department/program area?	**Similar to other graduate courses.**

C. RESOURCES

C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

This course will normally be taught by a tenured or tenure-track faculty member with graduate faculty status, whose primary research interests align with course material, including person-environment fit required to enable older adults to remain living at home, cognitive reserve, increasing the quality of life, caregiver burden, education in geriatrics, fall prevention, and rehabilitation interventions. Support staff and resources for this graduate course include all of those currently housed in the Department of Kinesiology including, but not limited to:

- Department Head
- Associate Dean – Academic Programs
- Associate Dean – Research and Graduate Studies
- Administrative Assistant to the Department Head and Graduate Secretary
- Receptionist/Undergraduate Secretary
- Research Technician
- Audiovisual Computer Technician
- Other faculty

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

None.

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

None.

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

None.

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

None.

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Faculty:	None
Staff:	None
GA/TAs:	None

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by <u>all affected</u> areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

If not applicable, write n/a.

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A. NEW COURSE PROFILE

Course # and Title: KINE-8630: RStudio for Data Science

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.*

R, an open-source software for data computing and visualization, is a high in-demand computing language suitable for researchers and modern-day professionals who require support for several statistical analysis techniques, machine learning models, and data analysis and visualizations. Global companies and research institutions have adopted R as the go-to software for data science. In this course you will learn the R language and how to access, use, interpret, and debug some of the 5,000 open-source packages for creating high-quality plots and charts, data wrangling, analyses, and organizing and formatting research data.

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   ☐ 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
3.0	36	X				1.5	1.5		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
None	None	None	N/A	No	KINE-8940 (note this course was previously offered as a special topics course

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

> ***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

Note KINE-8940 is a special topics course.   The previously used special topics course section number and title is being replaced.

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.*

"R has really become the second language for people coming out of grad school now, and there's an amazing amount of code being written for it," (Max Kuhn, former associate director at Pfizer). Programming is a much sought-out skill in future University of Windsor graduates with coding being one of the top high-demand skills across the job market (https://www.fastcompany.com/3055629/these-are-the-top-25-jobs-in-the-us-this-year). This course offers University of Windsor graduate students the opportunity to learn one of the most popular and open-source programming software for data science: R. R is a powerful, interpreted coding language that offers users more control and option in data analysis and excels in data visualization. Knowing how to code in R not only gives University of Windsor graduates access to over 5,000 data computing packages for free, but it allows them to acquire foundational knowledge that they can apply to address a variety of data science needs, including data wrangling, visualization, analysis, and website and app development.

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?*

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of

historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health.

Over the past academic year, the Faculty of Human Kinetics has undertaken an EDI audit that examined strengths, deficiencies, and barriers to EDI in our program.   We have identified courses that are rich in introductory content and explored ways to increase student exposure to a diverse curriculum.   This includes the intent to modify our learning outcomes and program requirements to ensure our students are learning diverse content at higher levels.

While the material presented in this course primarily presents knowledge of the R programming language, case and data sources used for learning will include examples from sources that provide knowledge of Indigenous peoples in Canada, such as Statistics Canada on Indigenous health and well-being (Health and well-being (statcan.gc.ca). In addition to a land acknowledgement, use of this content will be indicated on the course syllabus.

B.3 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*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. Outline the fundamentals of the R coding language (also relevant to B.) Identify and apply the key phases involved in developing R scripts for data science (also relevant to B.)	the acquisition, application and integration of knowledge
B. Access and install R coding interfaces and packages for use in data analysis and visualization. Select, develop, compile, apply, and evaluate adequate R language scripts and common coding packages (e.g., ggplot2, tidyverse) for the processing of research data in kinesiology, sport management and related fields. (also relevant to D.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically review, find and correct errors, and develop ad-hoc code to adequately process (i.e. format, visualize, and analyze) research data. (also relevant to D.) Evaluate and re-design R code to make scripts more efficient and less redundant. (also relevant to D.)	C. critical thinking and problem-solving skills

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:
D.	D. literacy and numeracy skills
E. Adhere to University of Windsor and Department of Kinesiology code of ethics and academic conduct.	E. responsible behaviour to self, others and society
F. Write and present effectively about the application of R commands to advanced statistical and data processing needs. (also relevant to D. and H.)	F. interpersonal and communications skills
G. Operate effectively in a group environment to interpret and solve-problems in data processing using the R programming language. (also relevant to C. and F.)	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Articulate the contribution that R programming makes to data processing in kinesiology, sport management, and related fields. (also relevant to F.)	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
	6-12	6-12	6-12	6-12	6-12

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?

This course will become part of the regular rotation of graduate courses offered with the Department of Kinesiology, however, it is not anticipated that this course will be taught every year. It will provide option to graduate thesis or internship students to fit within their degree requirements.

B.5 Student Workload

Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.

Average number of hours per week that the student will be expected to devote to:	
1.5	Lectures
	Tutorials
1.5	Labs
	Practical experience

2	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: *[specify]*

How does the student workload for this course compare with other similar courses in the department/program area?	Similar to other graduate courses.

C.   RESOURCES

C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course. Please do not name specific individuals.

The implementation of this new course has no additional resources required and uses existing faculty and staff. The instructor of the course will normally be a tenure-track faculty member who has published extensively using the R coding language for data analysis.

Support staff and resources for this graduate course include all of those currently housed in the Department of Kinesiology including, but not limited to:

- Department Head
- Associate Dean – Academic Programs
- Associate Dean – Research and Graduate Studies
- Administrative Assistant to the Department Head and Graduate Secretary
- Receptionist/Undergraduate Secretary
- Research Technician
- Audiovisual Computer Technician
- Other faculty

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

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

None

C.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example: faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

N/A

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.*

None

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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

None

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Faculty:	None
Staff:	None
GA/TAs:	None

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

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

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

*5.14:   **Political Science – Request for Waiver of Course Deletions**

Item for: **Approval**

MOTION: That the Request for Waiver of Course Deletions for the following courses be approved:
            POLS-2510. Classical Political Thought
            POLS-3210. The Legislative Process
            POLS-3240. Public Infrastructure
            POLS-4640. International Political Economy

Rationale/Approvals:
▪ The request has been approved by the Department of Political Science Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
▪ *See attached.*

Request for Waiver of Course Deletion

1. **Faculty, Department, and Program Title**
   Faculty of Arts Humanities and Social Sciences, Department of Political Science, General/Honours Political Science programs

2. **Course Number and Title**
   POLS-2510   Classical Political Thought
   POLS-3210   The Legislative Process
   POLS-3240   Public Infrastructure
   POLS-4640   International Political Economy

3. **Credit hours, Total Contact hours and Delivery format**
   All of the courses are 3.0 credit hours, total contact 36, delivery form: in person or online.

4. **Calendar Description(s)**

   POLS-2510. Classical Political Thought
   An introduction to the history of political thought from the ancient Greeks to the end of the Middle Ages. Topics may include human nature, justice, natural law, and the relationship between Church and State. (Prerequisites: POLS-1000 and one of POLS-1300 or POLS-1600.)

   POLS-3210. The Legislative Process
   An introduction to representative democracy, parliamentary behaviour, and legislative process. May include role-playing exercises and a simulation of the Federal House of Commons.

   POLS-3240. Public Infrastructure
   This course examines the role of the public sector in the ownership and operation of major capital facilities for transportation, water, sanitation, electric power, health care and education. Topics include alternative funding mechanisms, environmental impacts and regulations, public consultation and the influence of political interest groups, and the role of infrastructure in the economy. The course also provides an introduction to analytical methods used to support infrastructure decision-making.

   POLS-4640. International Political Economy
   An overview of the major theoretical perspectives and issues in international political economy. Issues addressed may include: international trade, foreign investment and multinational corporations, international monetary institutions, and crisis and change in the international system. (Restricted to Semester 7 and 8 Political Science majors and Semester 7 and 8 International Relations majors.)

5. **Pre/co/anti-requisites**
   These are noted in the course descriptions.

6. **RATIONALE FOR KEEPING THE COURSE**
   6.1 **The purpose of the course within the program of study.**
       POLS-2510 Several faculty members have indicated that the material covered in this class should be central to a Political Science degree.

       POLS-3210 Several faculty have indicated that they may be willing to teach this course.

       POLS-3240 The faculty member who teaches this course has a university position which, during the past five years, has not required him to teach. His current contract (2021-22) means that he will be teaching two classes per year starting in 2022 and for the foreseeable future. POLS-3240 will be taught in the 2022-23 academic year and a minimum of once every two years thereafter.

POLS-4640 The faculty member who teaches this course has indicated that he will integrate this class into his regular rotation of courses.

6.2 Student Demand for Course - a clear statement on the student demand for the course.
POLS-2510 had 71 and 59 students the last two times it was taught.
POLS-3240 had 22 and 31 students the last two times it was taught.
POLS-4640 had 17 and 15 students the last two times it was taught.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.
The learning outcomes in each of these courses align with the characteristics of a University of Windsor graduate.

POLS-3240 The course deals with issues of immediate concern to the regional and local economy. The subject matter has practical implications that help build the relationship between the university and the wider community. In addition, the class is relevant to the department's emphasis on experiential learning through its Public Service Management Internship Practicum.

6.4 Explanation of why the course has not been offered over the past years.
POLS-2510 The two faculty members who taught this course are no longer in the department.

POLS-3210 The faculty member who regularly taught this course has left the department.

POLS-3240 See point 6.1

POLS-4640 The faculty member who teaches this course has had one or two course releases over the past four years (graduate chair and SSHRC). This, combined with the fact that he teaches two required classes, has limited the number of courses he can teach.

6.5 Whether the course will be offered in Fall 2022. If not, why will it not be offered?
POLS-2510 No faculty member has offered to teach this course in Fall 2022 or Winter 2023. The department head has agreed to an overall review of Political Science classes. This will involve determining whether we will be in a position to offer this class more consistently moving forward.

POLS-3210 May be offered in Fall 2022 if the department secures a one-year extension to an LTA position. Two faculty members have expressed an interest in offering this course in 2023-24 but for various reasons cannot do so in the upcoming academic year.

POLS-3240 Will be offered in Fall 2022

POLS-4640 Will not be offered in 2022-23. The faculty member who will teach the course is on sabbatical. The course will be offered in 2023-24 as part of his course load.

7. RESOURCE IMPLICATIONS
POLS-2510 Will require a sessional stipend or LTA extension in the short term
POLS-3210 None
POLS-3240 None
POLS-4640 None

University of Windsor
Program Development Committee

*5.15:   **Education (Graduate) – Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Education**

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
February 17, 2022	Faculty of Education Council	Outdated language; edits to EDUC-8930

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

ALL SECTIONS OF THIS FORM *MUST* BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
  I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
 II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	No
EDUC Grad Committee	Kara Smith (Holloway/C. Smith)	February 10, 2022	X	
EDUC Faculty Council	Kara Smith (C.Smith/Stanley)	February 17, 2022	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.**	Graduate Fall, 2022 No new resources

A.   Proposed Course Calendar Revisions

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

*For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*
Example: **CHEM-1001. University Senates** ~~– Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. ~~(Also offered as BIOC-1001.)~~ (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

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

EDUC-8930 Educational Research Internship

Candidates pursuing the **Master of Education** ~~course-based option~~ ~~as part of the International stream~~, under the guidance of ~~the~~ **a** course instructor, field experience coordinator, and**/or** research partners in the field, will engage in a collaborative process leading to the production of a final paper on an issue or topic of inquiry of relevance to the research partners in the educational field. This course will present students with authentic assessment tasks that situates their on-going inquiries in a context that enables them to apply and further critique what has been learned previously. Students will engage in matters pertaining to research, program review, policy development, and so on, as appropriate. The spectrum of projects may, for example, address questions aimed at the improvement of literacy and numeracy skills, student motivation, curriculum integration, and leadership development. The final ~~paper~~ **assessment** will be grounded in relevant research and show evidence of knowledge, skills of inquiry, reflection and problem-solving acquired through the other courses. It will normally be taken following completion of the other course-work. (Prerequisite~~s~~**: EDUC-8001** ~~8150; 8510; 8290 OR 8240; 8270; 8100 OR 8300; 8650; 8350; 8360; 8660.~~)

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

> *The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).*
>
> *In In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
>
> *Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*
> - *What **process** has your department/Faculty used to consider Indigenization?*
> - ***How** have you considered the importance or relevance to the course/program?*
> - *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
> - *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
> - *What have other similar courses/programs done that might be relevant to your course/program?*
> - *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
> - *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
> - *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
> - *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
> - *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

Following a 2020-21 Faculty review of course descriptions initially attached to the former [discontinued] MEd International Cohort, it was found that Indigenous and domestic students were segregated from the experiential Internship MEd course, EDUC-8930.

The Faculty of Education has a duty to carry out the Truth and Reconciliation's (TRC) Call's to Action, 62-65 in particular, as a part of their professional mandate. *As a result,* and with consultation from Elder David Plain of Aamjiwnaang First Nation, faculty, and healer and Elder-in-residence, Myrna Kicknosway of Bkejwanong First

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

Nation, a graduate level, open-learning module on Indigenous methodologies was created: https://ecampusontario.pressbooks.pub/globaledd/

The minor revisions to **EDUC-8930's Internship course** description was approved by the Graduate Committee, the Education Faculty Council, and Graduate Council to **open** the course to **all** students, and to open Internship experiences to *include* First Nations' learning centres, students, and Indigenous [graduate] summative assessments. EDUC-8930 is an optional course; however, it is hoped that with the minor edits to this course description; and the subsequent approval of its Learning Outcomes (LOs) at Graduate Council in February, 2022; in particular, " *Assimilate findings for each research question in a manner appropriate to the equity, diversity and commitment to Indigenous reconciliation".*

This will signal that the course, and graduate learning program, is *open* to a wider, enriched view of 'education'.

A.2 Experiential Learning Categories

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

☒**No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s*). **(Textual edits only; experiential learning components remain the same.)**

☐ **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

B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.

COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**EDUC-8930 Educational Research Internship** *(Note: These are revised learning outcomes. Last Updated: June 06, 2014)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**_x___** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

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. Employ research methodologies, and justify the exploration of a specific research question or topic.	A. the acquisition, application and integration of knowledge

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:
B. Assess the relevant literature concerning a particular research question or topic and determine how to develop it through the use of appropriate educational research practices. Demonstrate skills of inquiry, reflection, and problem-solving acquired during their master's program. (Also applies to C). Apply master's program learning to a specific issue or topic of educational significance. Critique a body of scholarly and professional literature relevant to a specific issue or topic from a race-conscious perspective. (Also applies to C) Relate issues of educational policy or practice to current theoretical educational research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Challenge underlying assumptions so that previously undiscovered problems may be acknowledged and addressed.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Cooperate with research colleagues, supervisors and the community within which the research is being conducted in such a manner that all participants potentially benefit from the new knowledge generated by the research.	E. responsible behaviour to self, others and society
F. Assemble and organize information in such a manner that the student is able to propose particular steps to address educational problems that are evident as a result of the data analyzed in the applied, participatory research.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Assimilate findings for each research question in a manner appropriate to the equity, diversity and commitment to Indigenous reconciliation. Critically identify how educational research is connected to themes studied during the MEd program and identify potential pathways for continuing this line of inquiry. Consolidate and expand elements of knowledge from the master's program.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.16   **Forensic Science and Sociology and Criminology – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

ALL SECTIONS OF THIS FORM **_MUST_** BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
  I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
  II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
  III. IT HAS BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	No
Forensic Programs	M Cioppa	March 2, 2022	x	
Sociology and Criminology	S. Towson	March 2, 2022	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.**	Fall 2022

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**

~~SACR-3230.~~ **FRSC-3231** Forensic Anthropology
An overview of anthropological methods as applied to death investigations. Topics may include detection, recovery, and examination of human remains; problems of identification and individualization; and the reconstruction of events that occurred around the time of death. (Prerequisite or Corequisite: ~~SACR-2150~~ **BIOL-2063**~~, and semester 3 or higher standing, or consent of instructor~~.)

~~SACR~~ **FRSC-**4120. Human Skeletal Variation
This course is an advanced critical review of theories and methods for collecting, analyzing, and interpreting data from human skeletal remains in bioarchaeological (paleopathology, paleodemography, etc.) and forensic contexts. Students will learn to pursue a biocultural approach for the study of human skeletal variation. (Prerequisite or Corequisite: **FRSC-3231**~~SARC-3230, and semester 5 or higher standing, or consent of instructor.~~)

NOTE: Changes to the course codes will result in changes to the following programs:
Honours Bachelor of Forensic Science (BFS)
(a) FRSC-1101; FRSC-2007; FRSC-2100; FRSC-3010; FRSC-3101; FRSC-3105; FRSC-3111; FRSC-4002; FRSC-4207; FRSC-4217; FRSC-4900 (two semester course); SACR-2150 ; LAWS-2190;
(b) any three of the following (if not required in chosen area of concentration): FRSC-3201; FRSC-3217; FRSC-4018; FRSC-4227; FRSC-4237; ~~SACR-3230~~**FRSC-3231**; ~~SACR-4120~~ **FRSC**-4120

Area of Concentration: Life Sciences
[…]
~~SACR-3230.~~ **FRSC-3231** Forensic Anthropology

Area of Concentration: Biology
[…]
~~SACR-3230~~ **FRSC-3231** Forensic Anthropology

Combined Bachelor of Arts in Forensics
(a) Forensics: PHIL-2260 or HIST-2870 or GART-2090; SACR-2150; ~~SACR-3230~~ **FRSC-3231**; BIOL-1101; BIOL-1111; any one from COMP-1047, PSYC-1150 or ESCI-1100; one of SOSC-2500 or STAT-2910; FRSC-1101; FRSC-2007; FRSC-2100; FRSC-3010; FRSC-3105; FRSC-3111; LAWS-2190; FRSC-4207; any three of the following: FRSC-3217; FRSC-4018; FRSC-4227; FRSC-4237; FRSC-4002; FRSC-4900 (two credit course); ~~SACR-4120~~**FRSC**-4120, FRSC-4217.

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

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967). In In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
Please consider these prompt questions and [additional Resources](#) including disciplinary examples:
- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*

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

By their nature, all anthropological studies incorporate Indigenous content. Integration and awareness of Indigenous perspectives has been and will continue to be a key part of these courses.

A.2 Experiential Learning Categories

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

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

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
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	☐	☐

B. Learning Outcomes for the Courses Listed Above

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with <u>bolding and underlining</u>. COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.***

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~SACR-3230.~~ **FRSC-3231** Forensic Anthropology *(Learning outcomes were last updated September 21, 2018. No changes are being made to the learning outcomes)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**__x__** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **____ September 21, 2018** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~SACR-~~**FRSC-**4120. Human Skeletal Variation *(Learning outcomes were last updated October 26, 2018. No changes are being made to the learning outcomes).*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**__x__** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **____October 26, 2018_** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.17:   **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**:
  I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
 II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* the changes will be made. Include the effective date* *[Fall, Winter, Spring, 20XX]*. *(subject to timely and clear submission)* These changes require no new resources.	Undergraduate Fall 2022

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-4520. Sport **Policy** and **Governance** Government
An analysis of national and international sport in the context of government involvement at the provincial and national levels. **This course provides an overview of the connection between government and sport in Canada.**

PROGRAM DEVELOPMENT COMMITTEE
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FORM E

Various policies, programs, and governance systems are explored to identify the dominant ideologies that guide sport policy, and to critique the impact of government involvement upon the direction, management, and delivery of sport in Canada. Students will critique policy and governance trends, and analyze the past, present, and future role and impact of government involvement in Canadian sport.

KINE-4560. Sport Communication
~~This course provides a comprehensive survey of the practices and techniques used for effective communication in the sport industry. Topics covered will include the development and delivery of an effective campaign, the use of mass and social media, crisis management, and public relations.~~ **This course explores the process of communication as it relates to the messages, symbols, and meanings embedded in how we communicate about sport, how sport is communicated to us, and what is communicated by sport. Taking a critical cultural perspective, this course analyzes ideologies and power as influences on communication practices and acknowledges that communication informs, persuades, and permeates how we play, consume, and incorporate notions of sport into our daily lives. This course also touches on the strategic nature of communication for sport and media entities, and its role in managing crises, scandals, and organizational changes.**

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

> *The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).*
>
> *In In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
>
> *Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*
> * *What **process** has your department/Faculty used to consider Indigenization?*
> * ***How** have you considered the importance or relevance to the course/program?*
> * *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
> * *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
> * *What have other similar courses/programs done that might be relevant to your course/program?*
> * *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
> * *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
> * *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
> * *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
> * *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Métis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific

to sport and Indigenous peoples in Canada, several courses in our curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor led discussion, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), guest speakers, faculty participation in workshops, and by addressing calls to action through the TRC. Specific to this program, we have reached out to the President of Indigenous Sport & Wellness Ontario, who also serves on the North American Indigenous Games (NAIG) Council Board of Directors.

Within this PDC E form, examples include, KINE-4520, which incorporates content on the following: the government's role in setting sport and recreation priorities (and a discussion of how those may benefit some individuals over others), the history of sport policy in Canada and the changing priorities based on political ideologies, and a review/critique of various sport policies (e.g., Canada's Sport Policy, Policy on Aboriginal Peoples' Participation in Sport, A Policy on Sport for Women and Girls, Policy on Sport for Persons with a Disability, etc.). Further, in KINE-4560 a section of the course include lectures on Race (including Indigenous Peoples), Gender, Sexuality, Age, and Ability, and students are asked to complete major assignments where they are tasked with critiquing how network organizations represent these various identities and are asked to provide recommendations for how networks can better represent ALL athletes.

While we have recently undertaken an equity review of the courses in our undergraduate program, several of the faculty who participate in and include Indigenous content in the undergraduate program, also teach in our graduate program. Moreover, faculty who make new course additions and/or amendments work with the Associate Dean - Academic Programs to identify content, resources, and personnel to help in developing more inclusive courses. Nonetheless, we plan to complete an equity audit of the graduate program within the next academic year.

> *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	☐	☐

B.   Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.**

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (*~~strikethrough~~*) and additions/new information with *<u>bolding and underlining</u>*.

COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4520 Sport **Policy** and **Governance** ~~Government~~ *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Delineate key socio-historical developments concerning government involvement in sport in Canada. (Also relevant to B, D, H).	A. the acquisition, application and integration of knowledge
B. Contrast key policies in sport at the federal/provincial/territorial levels. (Also relevant to A, C). Substantiate your perspective on an appropriate sport-government relationship. (Also relevant to A).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Formulate your position on various current issues in Canadian sport/society, concerning appropriate government involvement in sport. (Also relevant to A, B, F).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Critique the treatment of Indigenous Peoples, women and girls, and persons with a disability in Canadian sport policies and programs. (Also relevant to C, F).	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**KINE-4560 Sport Communication** *(Note: These are revised learning outcomes. Last updated January 16, 2020.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	__X__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **_____** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

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. **Describe how communication theories frame our understanding of sport and social identity. (Also relevant to E, F)** **Examine the ways in which aspects of identity (e.g., nationality, gender, race, age, sexuality, (dis)ability) are constructed and (re)presented in the media. (Also relevant to B, C, D).** **Explain the strategic nature of crisis communication and public relations in the sport context. (Also relevant to C, F, H).** ~~Designing effective crisis communication plans.~~ ~~Describe forms of communication available to organizations when interacting with consumers and stakeholders.~~ ~~Describe important management processes related to key sport communication areas such as public relations and media relations.~~ ~~Describe effective ways of working with the media.~~ ~~Design a social media plan for an organization that meets their overall or project specific goals.~~ ~~Describe ethical dilemmas in sport communication and ways an organization or employee can deal with the ethical issues.~~	A. the acquisition, application and integration of knowledge
B. **Diagnose issues/problems with sport-related media coverage and make recommendations for improvements. (Also relevant to C, E, F, G).** ~~Critically review assigned literature in the area of sport communication and relate the information to practical problems assigned in class. (Also relevant to D)~~	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 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:
C. **Critique cultural, political, and social issues communicated by, through, and about sport. (Also relevant to E, F, H).** ~~Identify courses of action from a communication perspective for an organization when faced with a crisis.~~ ~~Critically reflect on the ways in which an organization considers, prevents and responds to ethical issues.~~	C. critical thinking and problem-solving skills
D. ~~Develop an integrated sport communication platform for a specific theme that includes the use of blogs, videos, and podcasts. (Also relevant to F)~~	D. literacy and numeracy skills
E. ~~Adhere to accepted principles of academic integrity and codes of conduct within the sport communication industry.~~	E. responsible behaviour to self, others and society
F. ~~Deliver in class presentations on assigned sport communication topics.~~	F. interpersonal and communications skills
G. ~~Demonstrate an understanding of how to work effectively as a team to collect, synthesize, and disseminate information to their peers.~~	G. teamwork, and personal and group leadership skills
H. ~~Create visually appealing communication materials.~~	H. creativity and aesthetic appreciation
I. ~~Develop an interest in the development and utilization of new technologies in sport communication.~~	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.18:   **Kinesiology/FAHSS – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Kinesiology, Faculty of Human Kinetics/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

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

ALL SECTIONS OF THIS FORM _**MUST**_ BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
  I.   THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
  OR
  II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
  OR
  III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	No
FAHSS	Dr. Cheryl Collier	March 15, 2022	X	
Psychology	Dr. Patti Timmons Fritz	March 9, 2022	X	
School of Social Work	Dr. Robin Wright	March 9, 2022	X	
Sociology & Criminology	Dr. Shelagh Towson	March 11, 2022	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 Fall 2022

KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers. Restricted to students who have attained a cumulative GPA of 66% or higher at the time of application. (Prerequisite: Semester 4 standing or above and permission of the instructor by online application at bystanderinitiative.ca) (Also offered as PSYC-3500, SACR-3500, SJST-3500, SOSC-3500, SWRK-3500, WGST-3500.)

KINE-3501 will be added as a cross-listing to each of PSYC-3500, SACR-3500, SJST-3500, SOSC-3500, SWRK-3500, WGST-3500 course descriptions.)
SOSC-4500. Practicum in Social Change
Supervised practicum in a university setting. Students consolidate and enhance their knowledge of

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sexual violence and bystander intervention, and they lead sexual violence prevention workshops to groups of students on campus. This course equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% or higher in **KINE-3501**/PSYC-3500/SACR-3500/SJST-3500/SOSC-3500/SWRK-3500/WGST-3500 and permission of the instructor by online application at bystanderinitiative.ca.) (Also offered as PSYC-4500, SACR-4500, SJST-4500, SWRK-4500, WGST-4500)

KINE-3501 will be added as a pre-requisite to each of PSYC-4500, SACR-4500, SJST-4500, SWRK-4500, WGST-4500 course descriptions.

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

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967). In In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
Please consider these prompt questions and [additional Resources](#) including disciplinary examples:
- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

These courses address gendered colonial violence against Indigenous women and girls. Specifically, advancing understanding of the ongoing and interrelated impacts of settler colonialism, violence, and intergenerational trauma.

A.2 Experiential Learning Categories

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

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

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐

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	☐	☐

B.   **Learning Outcomes for the Courses Listed Above**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**X** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **May 31, 2021** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4500. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
SELECT ONE OF THE FOLLOWING:	

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I.	There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II.	There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III.	It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV.	Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**X** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **May 13, 2019** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.19:   **Kinesiology (Graduate) – Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Kinesiology, 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**:
I.   THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]*. *(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate and Graduate, Fall 2022

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-8000. Sport Leadership

~~A survey course using the current research and literature relating to leadership in administrative environments. Several leadership theories will be reviewed and analyzed. Various models of leadership will be discussed relative to the sport administration environments.~~ **This course is founded on the notion that leadership is the social application of power, meaning that leadership is not only a structural concept, but that it should be understood through acknowledging the social contexts of an individual, group, or organization. Using current research relating to leadership in a sport context, this course focuses on the current state of sport leadership research, leadership theory, leadership styles, current issues relating to gender and racial representations in leadership positions, and the social construction of leadership.**

KINE-8020. Organizational Behaviour in Sport Organizations

~~An analysis of the interdependent nature of the social/psychological components of organizational behaviour. Special reference will be made to individual and group behaviour in terms of the organizational effectiveness of sport organizations.~~ **This course explores human behaviour in organizational settings, the relationship between human behaviour and group dynamics, and the organization itself. This course focuses on the micro (study of individuals in organizations), meso (study of work groups), and macro-levels (study of how organizations behave) of organizational studies. This course is an in-depth examination of unique areas of organizational behaviour and theory in the field of sport management.**

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

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

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

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

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The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Métis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific to sport and Indigenous peoples in Canada, several courses in our curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor led discussion, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), guest speakers, faculty participation in workshops, and by addressing calls to action through the TRC. Specific to this program, we have reached out to the President of Indigenous Sport & Wellness Ontario, who also serves on the North American Indigenous Games (NAIG) Council Board of Directors.

While we have recently undertaken an equity review of the courses in our undergraduate program, several of the faculty who participate in and include Indigenous content in the undergraduate program, also teach in our graduate program. Moreover, faculty who make new course additions and/or amendments work with the Associate Dean - Academic Programs to identify content, resources, and personnel to help in developing more inclusive courses. Nonetheless, we plan to complete an equity audit of the graduate program within the next academic year.

> *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	☐	☐

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B. Learning Outcomes for the Courses Listed Above

> *Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*
>
> *Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***
>
> *Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*
>
> ***Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with <u>bolding and underlining</u>.***
>
> **COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

COURSE NUMBER AND TITLE:	KINE-8000 Sport Leadership *(Note: These are new learning outcomes.)*

SELECT ONE OF THE FOLLOWING:

I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *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. Synthesize the current state of research in sport leadership. (Also relevant to B, C). Examine the impact that leadership style might have on individual, group, and/or organizational factors. (Also relevant to B, C).	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. Critique key leadership theories and styles. (Also relevant to B, E, F). Critique current social issues in sport leadership. (Also relevant to B, E, F).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Analyze the social norms and ideals associated with 'good' leadership. (Also relevant to A, C, G, I).	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-8020 Organizational Behaviour in Sport Organizations *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *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. Synthesize major concepts and theories of organizational behaviour. (Also relevant to B, C, F). Examine issues relating to organizational behaviour in various sport contexts. (Also relevant to B, C, F, I) Apply major concepts and theories of organizational behaviour to address complex issues in the management of sport. (Also relevant to B, C, F)	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. Explain how the behaviour of sport organizations may differ across various sectors of sport. (Also relevant to A, F). Critique various aspects of organizational behaviour as they relate to organizational effectiveness. (Also relevant to A, B).	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

University of Windsor
Program Development Committee

*5.20: **Psychology – 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

ALL SECTIONS OF THIS FORM **_MUST_** BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
  I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
  II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
  III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	No
Psychology	Dr. P. Fritz	Feb. 5, 2022	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.**	Fall 2022

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**

PSYC-4750. Popular Literature in Psychology
A forum for critical examination and analysis of popular literature written by psychologists or others functioning in the role of counselor or lay expert. The main goal is to identify both traditional and novel criteria for assessing the validity of popular literature and its contribution to knowledge. **This course will help students integrate some of the most popular and famous works of classical and contemporary literature with psychological theory and concepts. Students will recognize and critically analyze psychological themes as they appear in literary works. The course will**

focus on evaluation of literary themes, author biographies, and the major schools of psychological thought. Using short works of fiction and drama, students will study the authors and readings within the cultural and historical context of the field of psychology. (Prerequisites: PSYC-1150, PSYC-1160, and four additional courses in Psychology.)

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

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

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

There will be a specific selection of required readings written by Indigenous authors as well as inclusion of mental health issues and perspectives unique and relevant to Indigenous peoples.

B.   Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. If a specific learning outcome is not applicable for the course, please enter N/A or not applicable. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (** ~~strikethrough~~ **) and additions/new information with** <u>**bolding and underlining**</u>.**COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**PSYC-4750. Popular Literature in Psychology** *(Learning outcomes were last updated December 10, 2021)*

SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**—** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**__x__** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **December 10, 2021** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.21:   **Psychology (Graduate) – Summary of Minor Course and Calendar Changes**

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

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

ALL SECTIONS OF THIS FORM *MUST* BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
 I.   THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
 II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
 III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
Psychology	Patti Timmons Fritz	October 19, 2021	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)*	Graduate Fall 2021

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**

PSYC-9410. Comprehensive Examination Independent study for and completion of the written Comprehensive Examination. Students **in the Applied Social Psychology program register in PSYC-9410-1 for a maximum of five consecutive terms. Students in Clinical Psychology programs** register in PSYC-9410-2 may register in PSYC-9410 for a maximum of three consecutive terms. (Prerequisite: completion of MA requirements.)

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

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

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

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

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

Comprehensive Examination are not courses. By their very nature, comprehensive exams cover a variety of topics specific to the student's focus.

A.2 Experiential Learning Categories

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

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

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
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	☐	☐

B.   Learning Outcomes for the Courses Listed Above

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

*Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with <u>bolding and underlining</u>**.*
COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	PSYC-9410 Comprehensive Examination
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__**X**__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **Oct 2017**(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.22:   **Sociology and Criminology – 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
Dec. 14, 2021	SAC Council	Deletion of one of two 1000-level SACR courses

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

ALL SECTIONS OF THIS FORM *MUST* BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	Supportive No
Sociology and Criminology	Shelagh Towson	Dec. 14, 2021	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.**	Fall 2022

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**

SACR-1000. Understanding Social Life
Understanding society through the exploration of contemporary social issues. (SACR-1000 is intended as a course for students who are not majors or minoring in Sociology, Criminology, Anthropology, and Family and Social Relations programs.) (Students who complete SACR-1000 may not subsequently enroll in SACR-1100 for credit.)

SACR-1100. Foundations of Social Life
This course will introduce students to the key concepts, theories, and methods appropriate to Sociology, ~~Anthropology,~~ and Criminology. Focus will be on application of issues important to studying social life using multiple perspectives while exercising the sociological imagination. Topics may include discussion of culture, gender, social stratification, race and ethnicity, family, and crime and deviance.~~(Open only to Program Majors and Minors in the Department of Sociology and Criminology and students enrolled in BES and International Relations and Development Studies). (Students who complete SACR-1100 may not subsequently enroll in SACR-1000 for credit).~~

SACR-2600. Introduction to Criminology
Theories and research in crime causation, the nature and extent of crime, and policy responses.(Prerequisite~~s~~: ~~SACR-1000 or~~ SACR-1100)

SACR-2620. Introduction to Criminal Justice
This course will examine the creation and administration of law and justice. Topics may include: legal systems, legal and justice professionals, civil and criminal law, courts and sanctions. Focus of the course will vary by instructor. (Prerequisite~~s~~: ~~SACR-1000 or~~ SACR-1100)

SACR-2900. Researching Social Life
Introduction to social research with focus on guiding students through the research process. This includes: constructing a research problem; formulating research questions; conducting a literature review; evaluating journal articles; understanding research ethics; and becoming familiar with quantitative and qualitative research methods. At the end of the course, it is expected that students will obtain a Research Ethics Certificate (TCPS2). (Prerequisites: SACR-1100 ~~(strongly recommended) or SACR-1000~~; students must be in semester 3 of their program to register for this course).

SACR-2910. Theorizing Social Life
This course introduces students to theoretical work by focusing on classical social theorists such as Marx, Weber, and Durkheim and showing how classical approaches inform contemporary social analysis. Students learn how to interpret and persuasively appropriate theory, think conceptually, reflect on the basic assumptions of social analysis, and assess explanations. Topics covered typically include approaches to social order and change, modernity, ways of conceptualizing society and social life, methodology, institutional dynamics, class, inequality, and culture (Prerequisites: SACR-1100 ~~(strongly recommended) or SACR-1000~~; students must be in Semester 3 of their program to register for this course).

SACR-3270. Social Movements
An examination of theories and case studies of world revolutions, class struggles, and various social movements, such as the feminist, gay and lesbian, labour, native, ecological, and other movements. (Also offered as WORK-3270.) (Prerequisites: SACR-1100~~, SACR-1000,~~ or WORK-1000 and semester 5 or higher standing.) (Credit can only be obtained for either SACR-3270 or WORK-3270.)

SACR-3400. Food and Global Sustainability
This course offers a comparative examination of the emergence of a global food system and its implications for culture, environment, working conditions, health, and population movements. (Prerequisites: one of SACR-1100, ~~SACR-1000,~~ SACR-2130, SACR-2200, or SACR-2270 or SACR-2400, and semester 5 or higher standing or instructor's consent.)

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

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

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

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

Please consider these prompt questions and <u>additional Resources</u> 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 <u>TRC</u> and <u>University Principles</u> 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 <u>literatures</u>, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

The proposed minor change to the SACR-1100 course description does not involve a revision of the content of the course. As is currently the case, Indigenous content will continue to be incorporated in SACR-1100 within lesson materials and discussions pertaining to the substantive topics of culture, race and ethnicity, gender and sexuality, social stratification, and social change and social action. Specifically, this includes materials and discussions relating to cultural appropriation, racialization and colonialism, whitewashing in the entertainment industry, racism, prejudice and discrimination, white privilege, assimilation policies and practices, ethnic groups in Canada, two-spirited persons, poverty and wage gaps, and environmental racism.

A.2 Experiential Learning Categories

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

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

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
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	☐	☐

B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with <u>bolding and underlining</u>.

COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-1000. Understanding Social Life** ***(This course is being deleted.)***
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _**2021-05-31** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-1100. Foundations of Social Life** *(Learning outcomes were last updated December 15, 2017)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _ *December 15, 2017* (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-2600. Introduction to Criminology** *(Learning outcomes were last updated May 10, 2019)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**__X__** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **_2019-05-10_____** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-2620. Introduction to Criminal Justice** *(Learning outcomes were last updated May 10, 2019)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**__X__** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **_2019-05-10_____** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-2900. Researching Social Life** *(Learning outcomes were last updated December 15, 2017)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _**2017-12-15**_____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-2910. Theorizing Social Life** *(Learning outcomes were last updated December 15, 2017)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _**2017-12-15** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-3270. Social Movements** *(Learning outcomes were last updated May 10, 2019)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:_**2019-05-10**_____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**SACR-3400. Food and Global Sustainability** *(Learning outcomes were last updated March 19, 2018)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _**2018-03-19**_____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.23:   **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

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

ALL SECTIONS OF THIS FORM **_MUST_** BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
  I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
  II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
  III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	No
SoCA	Dr. Bruce Kotowich	Dec. 1	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.**	Fall 2022

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 **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 **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-2030. Introductory Drawing
Media, techniques, vocabulary, and concepts of drawing, including the human figure and other subject matter. Development of drawing skills with exposure to more complex drawing situations, approaches, and points of view.

Emphasis on a variety of materials (traditional and non-traditional). (Prerequisites: ~~VSAR-1050, VSAR-1060,~~ VSAR-1070~~,~~ **plus two additional 1000 level VSAR courses.)** ~~VSAR-1080.)~~ (Lab fees may apply.)

VSAR-2130. Introductory Painting
Introduction to traditional and contemporary painting concerns, problems in rendering three- dimensional form in space and organization of the two-dimensional surface. (~~Prerequisites: VSAR-1050,~~ VSAR-1060~~,~~ **plus two additional 1000 level courses.)** ~~VSAR-1070, VSAR-1080.)~~ (Lab fees may apply.)

VSAR-2230. Introductory Printmaking ~~Intaglio~~ Printmedia
Introductory and intermediate techniques of contemporary printmaking**/printmedia** practice ~~are taught through Intaglio. The techniques of etching, engraving and monoprints are emphasized.~~ (Prerequisites: **three 1000 level VSAR courses.)** ~~VSAR- 1050, VSAR-1060, VSAR-1070, VSAR-1080.)~~ (Lab fees may apply.)

VSAR-2330. Introductory Sculpture
An introduction to the various concepts and processes of contemporary sculpture practice. Issues will be addressed through group discussion and practical application. (Prerequisites: VSAR-1050~~,~~ **plus two additional 1000 level courses.)** ~~VSAR- 1060, VSAR-1070, VSAR-1080.)~~ (Lab fees may apply.)

VSAR-2450. Digital Media and Design
This course introduces students to the tools used to create art in virtual space, skills that assist in cross- over activity between art and design, and the history and investigation of the social, cultural and aesthetic issues pertinent to digital art making. (Prerequisites: ~~VSAR-1050, VSAR-1060, VSAR-1070,~~ VSAR-1080 **plus two additional 1000 level VSAR courses**.) (Lab fees may apply.)

VSAR-2530. Introductory Photography
This introductory course in film and chemical photographic processes provides an opportunity for students to explore techniques and concepts within the medium of photography. Students will learn the basic technical skills of operating cameras, processing film, and making black and white prints, through a series of concerns specific to photography. (Prerequisites: ~~VSAR-1050, VSAR-1060, VSAR- 1070, VSAR-1080~~ **three 1000 level VSAR courses**; ~~Prerequisites for Majors in the BFA in Film Production: VSAR-1060, VSAR-1070, VSAR-1080; Prerequisite for Communication, Media and Film Majors: FILM-1110.~~) (Students must have **access to** a 35mm adjustable film camera to complete this course.) ~~(Also offered as CMAF-2530.)~~ (Lab fees may apply.)

VSAR-2900. Introductory Photography: Digital
An applied photography course concentrating on digital imaging processes, including camera operation for high quality digital image capture, colour use, image processing, and printing. The course offers an introduction to the elements of digital photography, concentrating on digital image capture, image processing using Adobe Photoshop and Bridge, colour management, and an introduction to scanning and printing. Various types of digital cameras are discussed. Critiques, presentations and readings assist students to expand their analytical and creative skills. (Lab fees may apply.) (Pre-requisites: ~~VSAR-1050, VSAR-1060, VSAR-1070, VSAR-~~1080 **three 1000 level VSAR courses**~~; Prerequisites for Majors in the Combined Communication, Media and Film and Visual Arts (Film and Media Arts): VSAR-1060, VSAR-1070, VSAR- 1080.)~~

COMMUNICATION, MEDIA & FILM
~~**CMAF-2530. Introductory Photography**~~ (Deleting the cross-listed offering)
~~This introductory course in film and chemical photographic processes provides an opportunity for students to explore techniques and concepts within the medium of photography. Students will learn the basic technical skills of operating cameras, processing film, and making black and white prints, through a series of concerns specific to photography.(Prerequisites: VSAR-1050, VSAR-1060, VSAR- 1070, VSAR-1080; Prerequisites for Majors in the BFA in~~

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~~Film Production: VSAR-1060, VSAR-1070, VSAR-1080; Prerequisite for Communication, Media and Film Majors: FILM-1110) (students must have a 35mm adjustable film camera to complete this course.) (Also offered as Visual Arts VSAR-2530.) (Lab fees may apply.)~~

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

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

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

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that programs include Indigenous content and are inclusive to Indigenous participants.

[This particular change is intended to ease a degree flow bottleneck in 1000 level courses. The fundamentals courses are small in size to ensure strong engagement of first year students. The downside is that the classes do fill-up quickly and some students do not get into all fundamentals courses in year one. This change will allow students to advance to 2000 level studio courses with 1-2 fewer courses.]

A.2 Experiential Learning Categories

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

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

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
capstone	☐	☐
Clinic	☐	☐

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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	☐	☐

B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with __bolding and underlining__.

COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	VSAR-2030. Introductory Drawing *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

VSAR-2030. Introductory Drawing **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. Understand and apply the terminology of drawing and two-dimensional composition; Demonstrate an understanding of the formal elements of two-dimensional composition as they apply to drawing; Create drawings using a range of traditional, non-traditional and experimental media and techniques;	A. the acquisition, application and integration of knowledge
B. Demonstrate awareness of basic historical, cultural and theoretical concepts related to drawing.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Constructively assess one's own and others' work; Use sketching and other developmental strategies to make creative decisions that will engage audiences;	C. critical thinking and problem-solving skills
D. Communicate using composition and material terminology;	D. literacy and numeracy skills
E. Participate in constructive critique of one's own and others' work; Understand and follow all Health and Safety guidelines of the drawing studios at the University of Windsor.	E. responsible behaviour to self, others and society
F. Convey personal concepts through the creation of drawings; Use sketching and other developmental strategies as tools for discussion of ideas; Evaluate and describe visual experience by participating in the peer critique process. (Also G)	F. interpersonal and communications skills

VSAR-2030. Introductory Drawing **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:
G.	G. teamwork, and personal and group leadership skills
H. Experiment with new ideas and techniques; Create artistic work that entails some degree of technical or aesthetic innovation; Plan and complete drawing projects;	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**VSAR 2130: Introductory Painting** *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**x**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

VSAR 2130: Introductory Painting **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. Understand and apply the terminology of painting and two-dimensional composition;	A. the acquisition, application and integration of knowledge

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VSAR 2130: Introductory Painting **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:
Demonstrate an understanding of the formal elements of two-dimensional composition as they pertain to painting; Create paintings using a range of traditional, non-traditional and experimental media and techniques;	
B. Demonstrate awareness of basic historical, cultural and theoretical concepts related to painting.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Constructively assess one's own and others' work;	C. critical thinking and problem-solving skills
D. Communicate using composition and material terminology;	D. literacy and numeracy skills
E. Participate in constructive critique of one's own and others' work; Understand and follow all Health and Safety guidelines of the painting studios at the University of Windsor.	E. responsible behaviour to self, others and society
F. Convey personal concepts through the creation of paintings; Use sketching and other developmental strategies as tools for discussion of ideas; Evaluate and describe visual experience by participating in the peer critique process. (Also G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Experiment with new ideas and techniques; Create artistic work that entails some degree of technical or aesthetic innovation; Plan and complete painting projects;	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**VSAR 2230: Introductory Print Media** *(Note: These are new learning outcomes.)*

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SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

VSAR 2230: Introductory Print Media 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. Understand and apply the terminology of printmaking and two-dimensional composition; Demonstrate an understanding of the formal elements of two-dimensional composition as they pertain to printmaking; Create prints using a range of traditional, non-traditional and experimental media and techniques;	A. the acquisition, application and integration of knowledge
B. Demonstrate awareness of basic historical, cultural and theoretical concepts related to printmaking.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Constructively assess one's own and others' work; Use sketching and other developmental strategies to make creative decisions that will engage audiences;	C. critical thinking and problem-solving skills
D. Communicate using composition and material terminology; Know how to create a numbered edition.	D. literacy and numeracy skills
E. Participate in constructive critique of one's own and others' work;	E. responsible behaviour to self, others and society

VSAR 2230: Introductory Print Media **Course Learning Outcomes** *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	**Characteristics of a University of Windsor Graduate** <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Understand and follow all Health and Safety guidelines of the printmaking studios at the University of Windsor.	
F. Convey personal concepts through the creation of prints; Use sketching and other developmental strategies as tools for discussion of ideas; Evaluate and describe visual experience by participating in the peer critique process. (Also G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Experiment with new ideas and techniques; Create artistic work that entails some degree of technical or aesthetic innovation; Plan and complete printmaking projects;	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**VSAR-2330 Introductory Sculpture** *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**x**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____

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	(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

VSAR-2330 Introductory Sculpture **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. Understand and apply the terminology of sculpture and three-dimensional composition; Demonstrate an understanding of the formal elements of three-dimensional composition; Create sculptures using a range of traditional, non-traditional and experimental media and techniques with attention to sound craftsmanship;	A. the acquisition, application and integration of knowledge
B. Demonstrate awareness of basic historical, cultural and theoretical concepts related to sculpture.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Constructively assess one's own and others' work; Use sketching and other developmental strategies to make creative decisions that will engage audiences;	C. critical thinking and problem-solving skills
D. Communicate using composition and material terminology;	D. literacy and numeracy skills
E. Participate in constructive critique of one's own and others' work; Understand and follow all Health and Safety guidelines of the woodshop, metalshop and sculpture studio at the University of Windsor.	E. responsible behaviour to self, others and society
F. Convey personal concepts through the creation of sculptures; Use sketching and other developmental strategies as tools for discussion of ideas; Evaluate and describe visual experience by participating in the peer critique process. (Also G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Experiment with new ideas and techniques;	H. creativity and aesthetic appreciation

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VSAR-2330 Introductory Sculpture **Course Learning Outcomes** *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	**Characteristics of a University of Windsor Graduate** <u>A U of Windsor graduate will have the</u> ability to demonstrate:
Create artistic work that entails some degree of technical or aesthetic innovation; Plan and complete sculpture projects;	
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**VSAR-2430: Introductory Time-Based Art** *(Learning outcomes were last updated March 14, 2014. No changes are being made to the learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__x_ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _March 14, 2014 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**VSAR-2450: Digital Media and Design** *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

VSAR-2450: Digital Media and Design **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. Understand and apply the terminology of digital media and design; Demonstrate an understanding of the formal elements of composition as they apply to digital media and design; Create digital art in using a range of software and approaches;	A. the acquisition, application and integration of knowledge
B. Demonstrate awareness of digital art as a cross-over activity between art and design. Articulate basics of the history of digital art and the social, cultural and aesthetic issues associated with it;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Constructively assess one's own and others' work; Use sketching and other developmental strategies to make creative decisions that will engage audiences;	C. critical thinking and problem-solving skills
D. Communicate using terminology specific to digital media and design;	D. literacy and numeracy skills
E. Participate in constructive critique of one's own and others' work; Understand and apply the basic ethical aspects of digital creation and internet distribution.	E. responsible behaviour to self, others and society
F. Convey personal concepts through the creation of digital art and design; Use diagrams and other developmental strategies as tools for discussion of ideas;	F. interpersonal and communications skills

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VSAR-2450: Digital Media and Design **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:
Evaluate and describe visual experience by participating in the peer critique process. (Also G)	
G.	G. teamwork, and personal and group leadership skills
H. Experiment with new ideas and methodologies; Create artistic work that entails some degree of technical or aesthetic innovation; Plan and complete digital media projects.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**VSAR 2530: Introductory Photography** *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**x**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *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. Understand and apply the terminology of photography and two-dimensional composition; Demonstrate an understanding of the formal elements of two-dimensional composition as they apply to black and white photography; Demonstrate the basic technical skills of operating cameras, processing film, and making black and white prints.	A. the acquisition, application and integration of knowledge
B. Demonstrate awareness of basic historical, cultural and theoretical concepts related to analog photography.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Constructively assess one's own and others' work; Communicate using composition and material terminology;	C. critical thinking and problem-solving skills
D. Communicate using composition and material terminology;	D. literacy and numeracy skills
E. Participate in constructive critique of one's own and others' work; Understand and follow all Health and Safety guidelines of the photography lab at the University of Windsor.	E. responsible behaviour to self, others and society
F. Convey personal concepts through the creation of photographs; Evaluate and describe visual experience by participating in the peer critique process. (Also G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Experiment with new ideas and techniques; Create artistic work that entails some degree of aesthetic innovation; Plan and complete photographic projects;	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**VSAR 2550: From 2D to 3D – Playing with Space** *(Note: Learning outcomes were last updated May 9, 2014. No changes are being made to the learning outcomes.)*

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FORM E

SELECT ONE OF THE FOLLOWING:		
I.	There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II.	There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III.	It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV.	Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X_ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **May 9, 2014** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.		
COURSE NUMBER AND TITLE:	**VSAR 2630: Sonic Art** *(Note: Learning outcomes were last updated February 12 2018. No changes are being made to the learning outcomes.)*	
SELECT ONE OF THE FOLLOWING:		
I.	There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II.	There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III.	It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV.	Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **Feb. 12, 2018** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.		
COURSE NUMBER AND TITLE:	**VSAR-2900: Introductory Photography: Digital** *(Note: Learning outcomes were last updated April 12, 2013. No changes are being made to the learning outcomes.)*	
SELECT ONE OF THE FOLLOWING:		

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I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__x__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **April 12, 2013** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.24:   **Communication, Media, and Film/School of Creative 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

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

ALL SECTIONS OF THIS FORM *MUST* BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
  I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
 II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive Yes	No
CMF	Johanna Frank	February 4, 2022	x	
SoCA	Bruce Kotowich	February 11, 2022	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.**	Spring 2022

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**

FILM-2000. Special Topics in Film
Special Topics course of an area in Film studies determined by the instructor. **(Prerequisite: FILM-1110; or CMAF-1130.)** (May be repeated for credit if topic differs.)

FILM-4000. Special Topics in Film
Special Topics course of an area in Film studies determined by the instructor. **(Prerequisite: FILM-3100; or CMAF-3310.)** (May be repeated for credit if the topic differs.)

FILM 3100: Film Production IV
An intermediate to advanced study of the creative approach and technical practice of film production drawing on scripts developed in Screenwriting I or Screenwriting II. Students engage a hands-on, practiced-based integration of film theory, artistic, and technical knowledge. ~~(Open only to BFA Film Production majors)~~ (Prerequisite: FILM-2100**;** or CMAF-2310.) (Credit cannot be obtained for both FILM-3100 and CMAF-3310.)

FILM 4100: Film Production V
~~A project-based study that develops professional capacities in all phases of the production process and synthesizes theoretical and practical learning. Drawing on scripts developed in Screenwriting II or Screenwriting III, students will create films that showcase their advanced production skills.~~ **An advanced capstone and project-based study that develops professional capacities in all phases of the production process and synthesizes theoretical and practical learning. Students develop writing and storytelling skills in an advanced, workshop-based study of narratology to cultivate a short film script, documentary, or animation treatment. These texts will form the basis of the study of pre-production and planning processes for film production.** (Open only to BFA Film Production majors) (Prerequisite: FILM-3100**; or CMAF-3310**.) (Credit cannot be obtained for both FILM-4100 and CMAF-4280.)

~~FILM-4200: Documentary Production III~~
~~An advanced, project-based study of the art of craft of documentary storytelling, including notions of conventional and non-conventional documentary modes. Students complete all phases of production in the creation of a documentary short film. (Prerequisite: FILM-3200.) (1.5 lecture hours and 1.5 laboratory hours per week.) (Credit cannot be obtained for both FILM-4200 and CMAF-4320/CNMA-4320.)~~

~~FILM-4300: Screenwriting III~~
~~An advanced, workshop-based study of screenwriting with a focus on narrative craft, theory, and in-depth analysis of texts. Students further develop writing and storytelling skills and cultivate short film scripts toward a final pitch presentation. (Prerequisite: FILM-3300.) (Credit cannot be obtained for both FILM-4300 and CMAF-4200/CNMA-4200.)~~

~~FILM-4600: Film-Editing III~~
~~An advanced, project-based study of the art, technology, and professional practice of film post-production. Students complete the post-production of a film from Film Production IV, Film Production V, or Documentary III, using contemporary professional protocols and workflows. (Prerequisite: FILM-3600.) (1.5 lecture hours and 1.5 laboratory hours per week.) (Repeatable for credit, can be taken up to 2 times, not concurrently.) (Credit cannot be obtained for both FILM-4600 and CMAF-4270/CNMA-4270.)~~

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

> *The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the <u>Truth and Reconciliation Report</u> (2015) (page 1), the unique legal requirements of the <u>Constitution Act 1982</u> (Sections 25, 35), the provincial legal requirements of the <u>Ontario Human Rights Code</u>, 1990, and provincial legislation <u>Bill Pr36</u> (1967). In In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
> *Please consider these prompt questions and <u>additional Resources</u> 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 <u>TRC</u> and <u>University Principles</u> documents suggest relevant to your course?*
> - *What have other similar courses/programs done that might be relevant to your course/program?*

The BFA Film Production is a joint program administered by CMF and SoCA and is situated within FAHSS. The film faculty are from both CMF and SoCA (three from each department) and hold designated conversations during our monthly Film Advisory Group meetings, co-chaired by the Head of CMF and Director of SoCA, to discuss and explore current and future practices in all our courses and curriculum to incorporate Indigenous content or material. Because the group has collaboratively designed the new BFA curriculum and courses that launched in Fall 2021 and has an ongoing relationship regarding syllabus design and coordinating course content and assignments for the entire curriculum, the work of the Film Advisory Group continues to be a site for ongoing pedagogical development. This is a unique collaboration because it's ongoing during each semester as we work together monthly to evaluate curriculum at the program level, address learning outcomes at the course level, and evaluate individual course implementation. The commitment of the faculty to work in this manner has been a driving force behind the BFA program and contributes to what makes this degree unique. We share this here on the PDC form because it's relevant to how the Film Advisory Group actively and collaboratively works to evaluate and engage in pedagogical, scholarly, and creative self-reflection.

FILM has taken steps to improve First Nations, Métis, or Inuit content/perspectives across all courses. The BFA curriculum has already incorporated this content in a handful of courses including FILM 1001, FILM 1100, FILM 1110, and FILM 1900. Moreover, the group has identified the six core Film Production courses (FILM 1100, 1110, 2100, 3100, 4100, 4105) as well as the cohort-building courses that focus on the business and professional practice of the industry (FILM 1900, 4900) as our next step to expand to include Indigenous content. The rationale behind these specific courses is to ensure we educate students on the history of Indigenous peoples at all stages and levels of *both* film production and professional practice.

There are two TRC calls that are particularly relevant to our program:

Call #85: "We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to: i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples. ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians."

Call #86: "We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations."

These calls promote us to consider how Indigenous content is more than merely including filmic texts by and about Indigenous peoples in our syllabi; our production courses and film industry courses will address how the history of Indigenous peoples, for example as detailed in Call #86, foregrounds particular artistic choices at the level of art-making *and* shape the ways in which the industry practice can evolve, including but not limited to legal, marketing, and the business of film. The ideas outlined in Call #85, (i) to provide leadership to reflect diverse cultures, languages, and perspectives, could serve as an aim for future faculty hires and student leaders; and (ii) to develop media initiatives to inform and educate the Canadian public, and connect Indigenous and non- Indigenous Canadians, could provide opportunities to evaluate how and when our class activities might expand beyond the classroom reach a wider

public (eg. open film screenings of films with Indigenous content). Moreover, we believe it's important to hear ideas from Indigenous voices and we are working to continue to diversify our guest speaker roster.

The current approach to monthly meetings of all film faculty provides a valuable opportunity for us to continue our conversations and commitment to consider Indigenization as an on-going process and not a one-time experience. Moreover, our routine meetings serve as opportunities to further our own learning about and discussing topics, including but not limited to, those related to Indigenous knowledge processes, racism, colonialism, homophobia, and sexism. Our group has committed to designating meetings throughout the year for these topics, specifically in the form of workshops supported by either self-study or via an invited guest to facilitate our conversations. For example, one recent workshop started with the following resources:

> Kendi, I. *How to be an antiracist*. New York: Penguin Random House; 2019.
> National Collaborating Centre for Indigenous Health (NCCIH). *Understanding racism*. 2013. Available: https://www.nccih.ca/docs/determinants/FS-Racism1-Understanding-Racism-EN.pdf (accessed 2021 December 12, 2021).

We are working actively to expand our awareness with the goals of making education more equitable and culturally safe and integrating principles and practices we learn into our work as professors, researchers, and practitioners. The film faculty have also started to develop a land acknowledgment statement. This is key to film because our works are created and viewed in site-specific locations. Our working draft is included below:

Located on the traditional territory of the Three Fire Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi, the University of Windsor's Film Curriculum jointly administered by the Department of Communication, Media and Film and School of Creative Arts respects, honours and celebrates the diverse histories, languages, cultures and experiences of First Nations, Métis, Inuit and First Peoples of Canada. We acknowledge the history of racism and discrimination in Canada, and in the film and media industries, and commit to proactively eliminate racism and discrimination within our community. Equity, diversity, and inclusion are part of our core values, and we place human rights and dignity at the centre of our teaching, research, and practice. We are committed to creating classrooms that successfully support Indigenous learners and learning and believe incorporating Indigenous ways of knowing into curriculum benefits all students.

A.2 Experiential Learning Categories

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

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

☒ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
capstone	x	☐
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	☐	☐

B.   Learning Outcomes for the Courses Listed Above

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

COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FILM-2000. Special Topics in Film FILM-4000. Special Topics in Film *(Learning outcomes were last updated May 8, 2020)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**_ __** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**___** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**_X___** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: May 8, 2020. https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	FILM 3100: Film Production IV *(Learning outcomes were last updated October 9, 2020)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**_ __** Provide learning outcomes for the course by completing the Learning Outcomes Table below.

II.	There are changes to the course learning outcomes	**___** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III.	It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV.	Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**_x___** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: October 9, 2020. https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	These courses are being deleted: FILM-4200: Documentary Production III) FILM-4300: Screenwriting III FILM-4600: Film-Editing III

SELECT ONE OF THE FOLLOWING:		
I.	There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**– —** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II.	There are changes to the course learning outcomes	**___** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III.	It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV.	Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**X____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**FILM-4100: Film Production V** *(Learning outcomes were last updated October 9, 2020. These are revised learning outcomes.)*

SELECT ONE OF THE FOLLOWING:		
I.	There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**– —** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II.	There are changes to the course learning outcomes	**_x__** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III.	It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

FILM-4100 FILM PRODUCTION V

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. Use and develop advanced craft, technical, and artistic skills in all areas of film production. (Also applies to H, I.) **Create and implement a research plan on the subject matter or focus of a script or documentary film treatment. (Also applies to D.)** **Appraise the relationship between strategic aesthetic choices and the creation of specific meanings within screenplays.** **Identify and appraise the suitability of various funding sources for specific projects. (Also applies to B, C.)**	A. the acquisition, application and integration of knowledge
B. **Research and design an industry standard project proposal, budget, and production plan, that addresses each phase of production.** **(Also applies to A, C, D.)** Research relevant production design. (Also applies to A, C, I.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. **Analyze and constructively critique screenplays written by self and peers. (Also applies to E, F, G.)**	C. critical thinking and problem-solving skills
D. Manage budgets and time effectively in solving production problems. (Also applies to B, C.) **Develop actionable story ideas and calculate the impact of creative decisions on production planning and budgets. (Also applies to A, C, I.)**	D. literacy and numeracy skills
E. **Articulate fundamental principles of ethical, technical, and creative dimensions of screenwriting. (Also applies to A, C.)**	E. responsible behaviour to self, others and society
F. **Employ industry standards of professional practice in the creation of a respectful workplace. (Also applies to E, G.)**	F. interpersonal and communications skills
G. Work collaboratively towards artistic goals of a project. (Also applies to E, F.)	G. teamwork, and personal and group leadership skills
H. Employ visual storytelling skills. (Also applies to B, C.)	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.25:   **Education (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Education**

This package includes the following course learning outcomes:
EDUC-8030. The Psychology of Learning and Teaching
EDUC-8320. Administration and Leadership of the School
EDUC-8370. Language Arts in the Elementary School
EDUC-8380. The Arts and Education
EDUC-8400. Language, Culture, and Society Formerly
EDUC-8430. Special Education and Language Acquisition
EDUC-8580. Psychology of Learning Problems
EDUC-8600. Politics of Education
EDUC-8650. Sociological Aspects of Education
EDUC-8660. Interpersonal Relationships in Education
EDUC-8795. Final Project Semin
EDUC-8930. Educational Research Internship

EDUC-8030. The Psychology of Learning and Teaching
Also known as: The Psychology of Learning and Teaching
Formerly known as: The Psychology of Learning and Teaching
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Critically analyze how cognitive theory and research is applied to educational practice.	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
Reflexively assess how Western behavioural and cognitive perspectives of learning have impacted Indigenous academic development. **(Also applies to F, I.)** Research and critically disseminate current cognitive strategy training, metacognition, motivation, informational processing and learning differences. **(Also applies to E, F, G, I.)** Critically analyze current psychological theories and cognitive perspectives towards learning, understanding and teaching.	**D.** literacy and numeracy skills
From a race-conscious perspective, critically analyze how behaviourism, behavior modification, and cognitive behavior modification has impacted learning and teaching. **(Also applies to I.)** Disseminate current research theory into the brain and learning.	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	I. the ability and desire for continuous learning

EDUC-8320. Administration and Leadership of the School
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Examine the problems and possibilities inherent to transformational change.	**A.** the acquisition, application and integration of knowledge
Compare collaborative leadership strategies to foster equity, reconciliation and social justice. **(Also applies to E.)** Analyze leadership methods that provide an account of school attainment. **(Also applies to G.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically analyse methods of community engagement with the school. **(Also applies to G.)**	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
Describe methods and theories of developing school relationships and capacity-building.	**E.** responsible behaviour to self, others and society
Identify one's own style of leadership, its strengths and limitations. **(Also applies to G, I.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Review current school leadership practices that develop innovative programming. **(Also applies to I.)**	**H.** creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

EDUC-8370. Language Arts in the Elementary School
Also known as: Language Arts in the Elementary School
Formerly known as: Language Arts in the Elementary School
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Analyze important educational literacy theories within a socio-political context. **(Also applies to D, F.)**	**A.** the acquisition, application and integration of knowledge
Critically disseminate global definitions of literacy and its definitional aspects, role and function within a 21st Century context.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically examine literacy from a race-conscious and Indigenous perspective. **(Also applies to E, G.)** Evaluate primary and secondary literacy research sources. **(Also applies to D, F, I.)**	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

EDUC-8380. The Arts and Education
Formerly known as: 80-538
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Critically discuss the nature and importance of aesthetic and cultural theory in education. Analyze historic art practices and their impact on current learning and pedagogy in the arts. **(Also applies to C.)** Analyze how the arts have contributed to the construction of meaning in society and education **(Also applies to C.)** Critically assess arts-based educational research and modes of research dissemination and representation. **(Also applies to B, C, F.)** Formulate what (and who) becomes possible/knowable through alternate forms of knowledge co-construction in education. **(Also applies to C, E.)** Investigate educational research through the medium of art, and identify critical questions in arts education. **(Also applies to B, C.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically examine how theories of art disrupt and re-dress notions of truth in education.	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
Reflexively experience art as both audience, creator and race-conscious educator.	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills

	G. teamwork, and personal and group leadership skills
Employ creative and aesthetic tools to co-construct meaning and honour Indigenous voices in education.	**H.** creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

EDUC-8400. Language, Culture, and Society
Formerly known as: 80-540
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Critically analyze current critical social language theory that has influenced the development of educational multiliteracies. Reflexively disseminate how literacy and language theories have been developing in response to social praxis, classroom pedagogy, school board policies, and government supports for literacy and second language acquisition. **(Also applies to F.)** Investigate and critically analyze the value of applied theoretical resources that would empower educators to teach from race-conscious and Indigenous perspectives.	**A.** the acquisition, application and integration of knowledge
Critically analyze multimodal pedagogical tools as educational cultural artifacts for adult and non-traditional learners.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically investigate and disseminate current New London Group discussions from a paralinguistic and multilinguistic perspective.	**C.** critical thinking and problem-solving skills
Critically investigate evidence of knowledge transfer between L1 and L2 in the acquisition and development of applied literacy and numeracy skills.	**D.** literacy and numeracy skills
Analyze and invent creative literacies within a multiliteracies' theoretical framework through the design and implementation of applied multimodal pedagogical tools. **(Also applies to C,H,I.)**	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	l. the ability and desire for continuous learning

EDUC-8430. Special Education and Language Acquisition
Formerly known as: 80-543
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and analyze key linguistic-oriented learning needs that may arise in an educational setting.	**A.** the acquisition, application and integration of knowledge
Analyze current research and resources that support the facilitation of differentiated instruction, formal and informal, in response to the multicultural and multilingual educational settings of diverse communities.	
Critically reflect on a variety of major theories & philosophical underpinnings that have influenced & given shape to various shifts in research, practice & policy in relation to language acquisition (LA) & special education (SE). **(Also applies to B.)**	
Interrogate individual and collective beliefs, assumptions, & experiences around matters of language acquisition & special education.	
Develop original scholarly work in language acquisition & special education. **(Also applies to D.)**	
Analyze the parameters of a range of differentiated instructional strategies (and programs) that set out to support a variety of learning needs, and re-dress social and political inequities.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

Apply core theoretical principles of second language acquisition and equity when identifying areas of strength and need in an educational and/or institutional approach to language-oriented instruction. Critically assess core research and current principles of second language acquisition and equity to forward change and address inequities in social educational need. Constructively assess scholarly work with respect to language acquisition & special education from a race-conscious and Indigenous perspective.	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
Respond constructively to pedagogic and socio-political issues in the implementation of both formal, informal and non formal language acquisition processes. Clearly identify different social factors that influence research, policy & practice in the area of language acquisition & special education. Critically appraise scholarship on language acquisition & special education policy, practice, & research with respect to the hidden values, assumptions, & entrenched beliefs of the field.	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
Utilize global research teams and group leadership skills in the term-limited research into theories of educational learning needs.	**G.** teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

EDUC-8580. Psychology of Learning Problems
Also known as: Psychology of Learning Problems
Formerly known as: Psychology of Learning Problems
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Recognize how theories and research in development, learning and motivation are related to educational practice. **(Also applies to D, F.)** Identify various theories of learning problems and learning disabilities. **(Also applies to B, D.)** Develop a deep and meaningful analysis and knowledge about a particular interest area related to learning problems and learning disabilities. **(Also applies to C.)** Critically assess scholarly texts on learning problems and learning disabilities and use them to aid one's professional development. **(Also applies to D, E, I.)**	**A.** the acquisition, application and integration of knowledge
Describe the nature of learning problems and learning disabilities. Reflect on and assess one's professional practices from a race-conscious perspective as a means of professional development, adapting accordingly and where appropriate. **(Also applies to A, E, G, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Recognize how student diversity impacts learning and the learning environment from a race-conscious perspective. **(Also applies to E, G.)**	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills

Collaborate with peers in the development, critique, and assessment of learning problems. **(Also applies to D, F.)**	**G.** teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

EDUC-8600. Politics of Education
Also known as: Politics of Education
Formerly known as: Politics of Education
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
Critically review the conceptual research frameworks used to examine the politics of education, the scope of policy analysis and the precarious and complex nature of the policy process from race-conscious and Indigenous perspectives. **(Also applies to D, F.)** Integrate multidimensional perspectives to comprehend, compare and critically assess educational practices that are influenced by dominant political ideologies. **(Also applies to B, C, D, E, F, G.)**	**A.** the acquisition, application and integration of knowledge
Analyze and evaluate key past and present influences on contemporary politics of education, and propose changes to re-dress inequities formed by institutional racism. **(Also applies to C, E.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically analyze the dominant political contexts and the ensuing policy debates that are currently informing and reforming education in different global jurisdictions. **(Also applies to A, E.)** Critically assess the literature that describes the implications of the different socio-political contexts in which educators operate. **(Also applies to D.)**	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
Query the social and institutional contexts of educational politics and policy. **(Also applies to A, D.)**	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	I. the ability and desire for continuous learning

EDUC-8650. Sociological Aspects of Education
Also known as: Sociological Aspects of Education
Formerly known as: Sociological Aspects of Education
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Examine the perspectives of academics, educators, and policymakers in moving from theory to policy to practice, and the implications of change. **(Also applies to B.)**	**A.** the acquisition, application and integration of knowledge
Critically analyze the definitions of key terminology in the sociology of education from a race-conscious perspective. **(Also applies to D.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Review and critique a range of historical, Indigenous and contemporary critical sociological theoretical perspectives. **(Also applies to B, D, E.)** Critically compare and contrast global scholarly perspectives in the field. **(Also applies to A, D.)**	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
Analyze connections between educators, learners and broader socio-political structures. **(Also applies to F, G.)** Reflexively connect sociological aspects of education, equity, and social justice towards reconciliation in institutional settings.	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Analyze recent theoretical research and perspectives related to sociological aspects of education. **(Also applies to A, D.)**	**I.** the ability and desire for continuous learning

EDUC-8660. Interpersonal Relationships in Education
Also known as: Interpersonal Relationships in Education
Formerly known as: Interpersonal Relationships in Education
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
	A. the acquisition, application and integration of knowledge
Analyze and reflect upon current educational knowledge of interpersonal ethnographies in education. **(Also applies to C, D, F.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically assess one's professional practices within racial institutional structures. **(Also applies to E, G, I.)** Critically assess scholarly texts on interpersonal relationships within an educational context and use them to aid one's professional development. **(Also applies to E, F, I.)**	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
Delineate interpersonal relationships in education from a race-conscious perspective and their impact on educational systems. **(Also applies to A, D.)**	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
Disseminate and reciprocally share the development, critique, and assessment of interpersonal relationships from a race-conscious perspective in education. **(Also applies to C, F.)**	**G.** teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Critically examine current theoretical research frameworks of interpersonal relationships as related to educational practice. **(Also applies to C, F.)**	**I.** the ability and desire for continuous learning

PDF generated on April 6, 2022

EDUC-8795. Final Project Seminar
Also known as: Final Project Seminar
Formerly known as: Final Project Seminar
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and consolidate scholarly topics that were explored during their graduate experience and that is of particular interest to them. **(Also applies to D, F.)** Demonstrate the ability to organize and prioritize scholarly knowledge in relation to their own scholarly and practice-oriented needs. **(Also applies to D, F.)**	**A.** the acquisition, application and integration of knowledge
Apply reflection and problem-solving skills acquired during their graduate experience. **(Also applies to C, D.)** Critique a body of relevant scholarly and current research literature. **(Also applies to D.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflexively analyze student colleagues' work in an incisive and supportive manner. **(Also applies to F, G.)**	**C.** critical thinking and problem-solving skills
Demonstrate the skills required to conduct and annotate a critical literature review. **(Also applies to B.)**	**D.** literacy and numeracy skills
Describe and analyze and educational policy and practice through a race-conscious process. **(Also applies to B, C.)**	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	l. the ability and desire for continuous learning

EDUC-8930. Educational Research Internship
Formerly known as: 80-793
Learning Outcomes
Last Updated: October 27, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Employ research methodologies, and justify the exploration of a specific research question or topic.	**A.** the acquisition, application and integration of knowledge
Assess the relevant literature concerning a particular research question or topic and determine how to develop it through the use of appropriate educational research practices. Demonstrate skills of inquiry, reflection, and problem-solving acquired during their master's program. **(Also applies to C.)** Apply master's program learning to a specific issue or topic of educational significance. Critique a body of scholarly and professional literature relevant to a specific issue or topic from a race-conscious perspective. **(Also applies to C.)** Relate issues of educational policy or practice to current theoretical educational research.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Challenge underlying assumptions so that previously undiscovered problems may be acknowledged and addressed.	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
Cooperate with research colleagues, supervisors and the community within which the research is being conducted in such a manner that all participants potentially benefit from the new knowledge generated by the research (also applicable to G). **(Also applies to G.)**	**E.** responsible behaviour to self, others and society
Assemble and organize information in such a manner that the student is able to propose particular steps to address educational problems that are evident as a result of the data analyzed in the applied, participatory research.	**F.** interpersonal and communications skills

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Assimilate findings for each research question in a manner appropriate to the equity, diversity and commitment to Indigenous reconciliation. Critically identify how educational research is connected to themes studied during the MEd program and identify potential pathways for continuing this line of inquiry. Consolidate and expand elements of knowledge from the master's program.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.26:   **Nursing (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Nursing**

This package contains the following learning outcomes:
NURS-8500. Pathophysiology for Nurse Practitioners
NURS-8520. Primary Health Care Nurse Practitioner Roles and Responsibilities
NURS-8570. Advanced Health Assessment and Diagnosis I
NURS-8580. Advanced Health Assessment and Diagnosis II
NURS-8610. Therapeutics in Primary Health Care I
NURS-8620. Therapeutics in Primary Health Care II
NURS-8870. Integrative Practicum in Primary Health Care

NURS-8500. Pathophysiology for Nurse Practitioners
Formerly known as: NURS-8500
Learning Outcomes
Last Updated: September 01, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Synthesize knowledge of the pathophysiology of disorders affecting the musculoskeletal, cardiovascular, respiratory, endocrine, reproductive, renal, integumentary, gastrointestinal and nervous systems. Analyze and interpret diagnostic and imaging tests based on pathophysiological concepts. **(Also applies to B, C.)** Use pathophysiological concepts to explain epidemiological and geographic disease patterns. **(Also applies to B, C, F.)** Explain environmental and occupational factors that influence disease progression. **(Also applies to B, C, E, F.)** Discuss the role of genetics in preventing and assessing risk factors for diseases. **(Also applies to B, C, F.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

NURS-8520. Primary Health Care Nurse Practitioner Roles and Responsibilities
Formerly known as: NURS-8520
Learning Outcomes
Last Updated: September 01, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Articulate the core competencies of the advanced practice nurse as researcher, educator, leader, collaborator and change agent. **(Also applies to C, F.)**	**A.** the acquisition, application and integration of knowledge
Critically appraise frameworks and research relevant to advanced practice nursing. **(Also applies to B, C.)**	
Articulate the role and scope of practice of the primary health care nurse practitioner. **(Also applies to E, F.)**	
Critically examine and identify legal and ethical issues in advanced practice nursing, including the concepts of responsibility, accountability, and potential liabilities related to independent and inter-professional practice **(Also applies to C, E.)**	
Describe Primary Health Care related concepts.	
Recognize how health care policy decisions are made in Canada and how this impacts PHCNP practice. **(Also applies to B, C, E, G.)**	
Apply Canadian Nurse Practitioner Core Competencies pertaining to cultural safety and humility in relation to the Truth and Reconciliation Commission, the National Inquiry of Missing and Murdered Indigenous Women and Girls and the United Nations Declaration on the Rights of Indigenous Peoples **(Also applies to C, E.)**	
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

NURS-8570. Advanced Health Assessment and Diagnosis I
Formerly known as: NURS-8570. Advanced Health Assessment and Diagnosis I
Learning Outcomes
Last Updated: September 01, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Conduct assessments utilizing evidence-informed and best practices **(Also applies to C, F.)**	**A.** the acquisition, application and integration of knowledge
Perform a comprehensive health history utilizing diagnostic reasoning frameworks **(Also applies to C, F.)**	
Demonstrate advanced physical assessment skills based on client needs **(Also applies to C, F.)**	
Formulate a provisional diagnosis and diagnostic plan through the synthesis of health assessment data **(Also applies to B, C, F.)**	
Select and interpret diagnostic and screening tests based on assessment findings **(Also applies to B, C, E, F, G.)**	
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Communicate assessment findings and diagnoses Collaborate and consult with members of the health care team **(Also applies to G.)**	**F.** interpersonal and communications skills

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

NURS-8580. Advanced Health Assessment and Diagnosis II
Formerly known as: NURS-8580
Learning Outcomes
Last Updated: September 01, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Conduct assessments on specific populations utilizing evidence-informed and best practices. **(Also applies to C, F.)**	**A.** the acquisition, application and integration of knowledge
Perform a comprehensive health history on specific populations utilizing diagnostic reasoning frameworks. **(Also applies to C, F.)**	
Demonstrate advanced physical assessment skills on specific populations based on client needs **(Also applies to C, F.)**	
Formulate a provisional diagnosis and diagnostic plan on selected populations through the synthesis of health assessment data **(Also applies to B, C, F.)**	
Select and interpret diagnostic and screening tests on selected populations based on assessment findings **(Also applies to B, C, E, F, G.)**	
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society

Communicate assessment findings and diagnoses with selected populations Collaborate and consult with families, communities and members of the health care team. **(Also applies to G.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

NURS-8610. Therapeutics in Primary Health Care I
Formerly known as: NURS-8610
Learning Outcomes
Last Updated: September 01, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Formulate and evaluate comprehensive plans of care based on critically appraised therapeutic frameworks for clients with common episodic conditions **(Also applies to B, C, E, F.)**	**A.** the acquisition, application and integration of knowledge
Appraise current research and best standards of practice for clients with common episodic conditions and belonging to specific populations across the lifespan. **(Also applies to B, C.)**	
Provide safe and effective pharmacological interventions by synthesizing concepts of basic clinical pharmacology. **(Also applies to B, C, E, F.)**	
Appraise the implications of the federal and provincial legislation prescriptive authority of the PHC-NP for clients with common episodic conditions and/or belonging to specific populations across the lifespan. **(Also applies to B, C, E, F.)**	
Demonstrate proficiency in prescribing and in writing complete prescriptions for clients with common episodic conditions and belonging to specific populations across the lifespan. **(Also applies to C, D, E, H.)**	
Educate clients about pharmacological and non-pharmacological interventions, adverse drug effects, interactions, and client responses to these, for various categories of drugs. **(Also applies to B, C, F, I.)**	
Decide the need for referral and consultation with other health care providers for clients with common episodic conditions and across the lifespan. **(Also applies to C, G.)**	

	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

NURS-8620. Therapeutics in Primary Health Care II
Formerly known as: NURS-8620
Learning Outcomes
Last Updated: September 01, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Formulate and evaluate comprehensive plans of care based on critically appraised therapeutic frameworks for clients with complex or chronic conditions **(Also applies to B, C, E, F.)**	**A.** the acquisition, application and integration of knowledge
Appraise current research and best standards of practice for clients with complex or chronic conditions. **(Also applies to B, C.)**	
Provide safe and effective pharmacological interventions by synthesizing concepts of basic clinical pharmacology and pharmacotherapeutics for clients with complex or chronic conditions. **(Also applies to B, C, E, F.)**	
Appraise the implications of the federal and provincial legislation and prescriptive authority of the PHC-NP for clients with complex or chronic conditions. **(Also applies to B, C, E, F.)**	
Demonstrate proficiency in prescribing and in writing complete prescriptions for clients with complex or chronic conditions. **(Also applies to C, D, E, H.)**	
Decide the need for referral and consultation with other health care providers for clients with complex and chronic conditions. **(Also applies to C, G.)**	
Evaluate the outcomes of client education related to pharmacological and non-pharmacological interventions, adverse drug effects, interactions, and expected client responses, for various categories of drugs. **(Also applies to C, D, E, F, I.)**	

	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

NURS-8870. Integrative Practicum in Primary Health Care
Formerly known as: NURS-8870
Learning Outcomes
Last Updated: September 01, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Provide primary healthcare to diverse populations across the lifespan demonstrating synthesis and integration of knowledge of research, theory, philosophy, ethics, clinical care, education and leadership. **(Also applies to B, C, E, F, G.)** Formulate comprehensive plans of care for individuals, families and communities based on current best knowledge, theory, available resources, client preferences and clinician experience. **(Also applies to B, C, E, F, G, H.)** Deliver effective and appropriate primary healthcare in accordance with regulations, standards and principles guiding the primary healthcare nurse practitioner scope of practice. **(Also applies to C, E, F.)** Evaluate the impact of the primary health care nurse practitioner on individual, family, community and health care organization outcomes. **(Also applies to C, E, F, G.)**	**A.** the acquisition, application and integration of knowledge
Influence healthcare and client outcomes through critical analysis of the role of the primary healthcare nurse practitioner to model quality improvement. **(Also applies to A, C, E.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills

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

University of Windsor
Program Development Committee

*5.27:   **Master of Human Kinetics (MHK) Sport Management – Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

See attached.

Master of Human Kinetics- Sport Management
Program Learning Outcomes
Last Updated: February 23, 2018

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:	OCGS-approved Graduate Degree Level Expectations
Apply conceptual, theoretical, and/or methodological perspectives to current problems and/or new insights in Sport Management & Leadership	**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
Navigate a variety of systems and tools to access and extract relevant knowledge and information in various formats Appraise and synthesize ideas gathered from multiple sources and organize them in meaningful ways	**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

Challenge knowledge assumptions and inferences by exploring and questioning alternative and/or competing perspectives Develop well-reasoned conclusions and generate innovative solutions to complex Sport Management & Leadership issues	**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
Select and apply appropriate data analysis techniques as required by a research design	**D.** literacy and numeracy skills	2. Research and scholarship 5. Level of communication skills
Identify and adhere to the UWindsor REB, the most current version of TCPS and academic integrity standards when conducting scholarly, professional and/or research work	**E.** responsible behaviour to self, others and society	4. Professional capacity/autonomy 6. Awareness of limits of knowledge
Communicate clearly and effectively for a variety of audiences and purposes in both oral and written formats	**F.** interpersonal and communications skills	5. Level of communication skills
Engage collaboratively and respectfully with peers, university personnel and community organizations Exercise initiative and personal responsibility and accountability	**G.** teamwork, and personal and group leadership skills	4. Professional capacity/autonomy 5. Level of communication skills

Recognize that knowledge is constructed in and translated through different cultural, social, and political, contexts	**H.** creativity and aesthetic appreciation	2. Research and scholarship 4. Professional capacity/autonomy 6. Awareness of limits of knowledge
Interpret and evaluate complex ideas and issues in Sport Management & Leadership as an active and aware global citizen	**I.** the ability and desire for continuous learning	4. Professional capacity/autonomy

University of Windsor
Program Development Committee

*5.28:   **Economics (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Science**

This package includes the following course learning outcomes:
ECON-8010. Microeconomic Theory I
ECON-8020. Macroeconomic Theory
ECON-8030. Microeconomic Theory II
ECON-8040. Macroeconomic Theory I
ECON-8160. Labour Economics
ECON-8310. Industrial Organization
ECON-8410. Econometric Theory
ECON-8420. Econometric Theory II
ECON-8430. Applied Econometrics
ECON-8810. Mathematical Economics
ECON-8820. Selected Topics in Economic Theory
ECON-8900. Regional Economics
ECON-8910. Urban Economics
ECON-8960. Major Paper

Learning Outcomes for Graduate Courses in ECONOMICS

The initial version of the learning outcomes for each individual course was developed by faculty members who normally teach that particular course or have expertise in that area. Then these documents went through multiple revisions in which a specialist in program development was involved.

The current version incorporates changes proposed by CTL.

ECON8010. Microeconomic Theory I
Learning Outcomes
Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Explain and analyze the behaviors of economic agents, consumers, and producers **(Also applies to C, D.)**	**A.** the acquisition, application and integration of knowledge
Define and solve optimization problems of consumers and producers **(Also applies to C, D, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Aggregate individual behaviors to understand the market equilibrium and its welfare properties **(Also applies to D.)**	**C.** critical thinking and problem-solving skills
Explain the aggregate economy from the perspective of individuals' decision making **(Also applies to F.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Interpret and communicate the results of economic analyses clearly and precisely **(Also applies to D, I.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON-8020. Macroeconomic Theory I
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Analyze macroeconomic relationships using analytical tools and theoretical models used in modern macroeconomics **(Also applies to D, I.)**	**A.** the acquisition, application and integration of knowledge
Explain and discuss empirical implications and policy issues associated with macroeconomic interactions **(Also applies to E, G.)** Apply basic research methods in economics, including research design, data analysis, and interpretation **(Also applies to D, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Evaluate the recent contributions in the empirical and theoretical macroeconomics literature **(Also applies to I.)** Identify economic problems, evaluate problem-solving strategies, and develop science-based solutions **(Also applies to G, H.)**	**C.** critical thinking and problem-solving skills
Explain and evaluate models of business cycle fluctuations **(Also applies to C.)** Analyze and compare theories using numerical methods and programming **(Also applies to C, I.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Interpret and communicate the results of economic analyses clearly and precisely **(Also applies to D, I.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	l. the ability and desire for continuous learning

ECON-8030. Microeconomic Theory II
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
Identify and explain the latest developments in microeconomic theory **(Also applies to I.)** Draw inferences from the results of microeconomic analyses and determine how they apply to economic policy matters **(Also applies to E.)**	**A.** the acquisition, application and integration of knowledge
Create economic models of human decisions with incomplete information and multiple participants **(Also applies to C.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyse and evaluate the design of incentive mechanisms **(Also applies to H.)**	**C.** critical thinking and problem-solving skills
Identify asymmetric information issues in economic situations and construct corresponding Bayesian game models of the economic problems **(Also applies to C, H.)** Analyse and solve game-theoretic models **(Also applies to C.)** Interpret microeconomic results and provide policy recommendations **(Also applies to E, G, I.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Interpret the results of game-theoretic analyses and communicate them clearly and concisely **(Also applies to D.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	l. the ability and desire for continuous learning

ECON-8040. Macroeconomic Theory II
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Develop and appraise quantitative macroeconomic models **(Also applies to C.)** Analyze quantitative macroeconomic models using computational tools **(Also applies to D.)** Analyze macroeconomic policy, the role of government policy in the economy, and policy transmission mechanisms using quantitative and computational macroeconomic models **(Also applies to C, D, E, G.)**	**A.** the acquisition, application and integration of knowledge
Examine and evaluate relevant articles in academic journals and relate them to economic policy issues **(Also applies to C, I.)** Set up models appropriate for macroeconomic problems and employ the appropriate quantitative techniques to solve them **(Also applies to D, G, H, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Evaluate the recent contributions to research in the area of quantitative economics **(Also applies to I.)** Discuss and formulate macroeconomic policy recommendations based on the quantitative evaluation **(Also applies to E, G, H.)**	**C.** critical thinking and problem-solving skills
Analyze macroeconomics problems by choosing appropriate quantities and computational tools. Critically appraise and formulate potential extensions of models, limits and applications of theories **(Also applies to C, H, I.)**	**D.** literacy and numeracy skills

Model and analyze the impacts of fiscal and monetary policies on consumers and society. Evaluate and compare how macroeconomic policies can affect different members of society.	**E.** responsible behaviour to self, others and society
Interpret the results of quantitative analyses and communicate them clearly and concisely. Take positions in discussions of competing theories or economic policies and make compelling arguments in favor of those supported by evidence **(Also applies to G, H.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON-8160. Labour Economics
Learning Outcomes
Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Analyze labour market interactions between firms and workers using job search theoretic models.	**A.** the acquisition, application and integration of knowledge
Evaluate the recent contributions to research in the area of labour economics **(Also applies to I.)** Analyze labour market data to draw empirical implications on key labour market indicators such as unemployment and job vacancies **(Also applies to D, E.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Formulate labour market problems and policies by using job search theoretic models **(Also applies to H.)**	**C.** critical thinking and problem-solving skills
Evaluate models using numerical simulations **(Also applies to C.)** Interpret results in the main labour economics models and provide policy recommendations **(Also applies to E, G, I.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON-8310. Industrial Organization
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	The University of Windsor graduate will have the ability to demonstrate:
Solve problems related to market power and market failures **(Also applies to C.)**	**A.** the acquisition, application and integration of knowledge
Examine and evaluate articles in academic journals and relate them to economic policy issues **(Also applies to C, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze economic markets and link those to real-life cases, such as antitrust cases **(Also applies to I.)** Make policy recommendations based on formal economic models **(Also applies to E, G.)**	**C.** critical thinking and problem-solving skills
Employ and solve economic models related to market power and market failures **(Also applies to C.)**	**D.** literacy and numeracy skills
Model and analyze the impacts of market power on consumers and society.	**E.** responsible behaviour to self, others and society
Communicate the results of an economic analyses clearly and concisely, orally and in writing.	**F.** interpersonal and communications skills
Contribute as a productive member of an economic analysis team.	**G.** teamwork, and personal and group leadership skills
Propose mathematical solutions in a concise and formal manner.	**H.** creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

Learning Outcomes	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	The University of Windsor graduate will have the ability to demonstrate:
Implement basic regression analysis techniques, such as Least Squares (LS) **(Also applies to D.)** Apply advanced tools including, but not limited to, Instrumental Variables (IV) and Generalized Method of Moments (GMM) estimations **(Also applies to D.)**	**A.** the acquisition, application and integration of knowledge
Analyze econometric models while identifying approaches and strategies for model specification and data modelling.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Detect and solve methodological problems encountered in econometric modelling from either theoretical or empirical perspective. Identify and solve estimation problems such as unbiasedness, inconsistency and inefficiency.	**C.** critical thinking and problem-solving skills
Provide clear scientific arguments to solve problems **(Also applies to F.)** Use statistical tools and econometric software to improve the accuracy of analyses **(Also applies to I.)**	**D.** literacy and numeracy skills
Use evidence-based techniques to solve econometric problems.	**E.** responsible behaviour to self, others and society
Interpret results and apply them to create guidelines for policy decisions.	**F.** interpersonal and communications skills
Work collaboratively and productively as a member of economic analysis teams.	**G.** teamwork, and personal and group leadership skills
Explain existing econometric theory and identify fruitful avenues for the use of theory.	**H.** creativity and aesthetic appreciation

Formulate relevant issues encountered in business/economics sections of newspapers and accessible general economics journals as econometric problems, propose several alternative estimation procedures, and discuss advantages and possible weaknesses of each of them.	**l.** the ability and desire for continuous learning

ECON-8420. Econometric Theory II
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Explain and apply theoretical econometric methods used in empirical analyses. Select appropriate statistical and econometric methods to analyze and test economic relationships **(Also applies to D, E.)**	**A.** the acquisition, application and integration of knowledge
Collect data from Statistics Canada website and various online data centers. Apply appropriate statistical and econometrics methods to different types of data and models **(Also applies to D, G.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Apply econometric models to analyze economic data. Estimate, test economic theories, and make predictions.	**C.** critical thinking and problem-solving skills
Read and replicate empirical analyses from academic journal papers **(Also applies to I.)** Manage data and estimate econometric models by using modern computer software **(Also applies to I.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Present and interpret the estimates of econometrics models and communicate them clearly and concisely	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

Formulate relevant issues encountered in business/economics sections of newspapers and accessible general economics journals as econometric problems, propose several alternative estimation procedures, and discuss advantages and possible weaknesses of each of them.	**l.** the ability and desire for continuous learning

ECON-8430. Applied Econometrics
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Apply a set of statistic tools and research designs useful in conducting high-quality empirical research on topics in applied microeconomics and related fields **(Also applies to B, D, I.)**	**A.** the acquisition, application and integration of knowledge
Explain and apply methods for estimating causal effects. Define relevant questions, access and analyze data in policy evaluations.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically evaluate the recent literature in applied econometrics **(Also applies to I.)**	**C.** critical thinking and problem-solving skills
Interpret and perform linear and non-linear regression analyses Apply regression analyses with panel data, with binary dependent variables and multivariate dependent variables Apply various identification strategies to identify causal effects Use econometric software for data management and statistical analyses **(Also applies to I.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Interpret empirical results and communicate them clearly and concisely	**F.** interpersonal and communications skills
Work collaboratively and productively as a member of economic analysis teams.	**G.** teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

Formulate relevant issues encountered in business/economics sections of newspapers and accessible general economics journals as econometric problems, propose several alternative estimation procedures, and discuss advantages and possible weaknesses of each of them.	**l.** the ability and desire for continuous learning

ECON-8810. Mathematical Economics
Learning Outcomes
Last Updated: January 27, 2022

Learning Outcomes	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	The University of Windsor graduate will have the ability to demonstrate:
Apply advanced mathematical techniques that are widely used in advanced economic theories **(Also applies to I.)** Explain the mathematical concepts and methods used by professional economists.	**A.** the acquisition, application and integration of knowledge
Express economic ideas in the language of mathematics **(Also applies to F, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyse economic models using formal mathematical methods **(Also applies to D, I.)**	**C.** critical thinking and problem-solving skills
Identify properties of sets, convex sets, vector and topological spaces, convex and concave functions. Explain important theorems (E.g., Fixed-Point Theorem, Implicit Function Theorem, Envelope Theorem, etc.). Employ mathematical techniques to analyse and solve economic problems **(Also applies to C.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Interpret the results of mathematical analyses and communicate them clearly and concisely.	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON-8820. Selected Topics in Economic Theory
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Formulate and evaluate problems in modern economic theory (e.g., cost or surplus sharing theory, time series modeling and forecasting, workers' job search behaviors and firms' job posting strategy). Apply particular economic theories or methods (such as cooperative games in collective decision-making problems, analysis and forecast of macroeconomic or financial time series, or directed search and endogenous job separations) to specific economic problems.	**A.** the acquisition, application and integration of knowledge
Develop and use theories and approaches to address theoretical and/or practical issues (such as fairness and equity versus economic efficiency in collective decision problems, or estimating and implementing time series models, e.g., ARIMA and GARCH processes, using real data). Calibrate models using labour market data or other data and analyze the sources of the rise and fall of the aggregate variables such as unemployment. **(Also applies to E.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze economic models of social choice problems using cooperative game theory models and/or axiomatic approaches. Analyze macroeconomic and financial data sets using time-series modeling, identification, estimation, and model adequacy checking. Formulate labour market problems by selecting the appropriate modelling tools within the labour search-and-matching framework.	**C.** critical thinking and problem-solving skills
Identify necessary tools (e.g., axioms, properties of allocation methods, cooperative games, concept of the core, coalition sets, Shapley value, Box-Jenkins approach, correlogram, auto-correlation function) to solve relevant problems. Apply important theorems (e.g., the Shapley value characterization theorem), and times series methods to evaluate properties of economic models. Interpret labour market dynamics using the labour search-and-matching framework and draw policy implications. Formulate and solve models using numerical simulations.	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society

Interpret and clearly and concisely communicate the results of the cooperative game theory or axiomatic analyses. Accurately interpret and explain the results of analyses and identify their relevance to policymaking decisions.	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Explain existing economic theories as they pertain to specific topics and identify potential developments, ramifications, and avenues for future research. **(Also applies to I.)**	**H.** creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON-8900. Regional Economics
Learning Outcomes
Last Updated: April 05, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Analyze problems in regional economics using analytical tools and theoretical models **(Also applies to C.)** Use analytical tools to approach regional development issues (sectoral or economy-wide) including the use of regional development incentives in the private and public sectors.	**A.** the acquisition, application and integration of knowledge
Gather and interpret regional policy data and regional indicators from national databases and use these data to shape critiques that include reflections on sustainable development issues in the regions and on strengthening local benefits **(Also applies to E, G.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Explain and discuss empirical implications and policy issues associated with regional economics **(Also applies to E, F.)**	**C.** critical thinking and problem-solving skills
Search, analyze and synthesize regional data and information **(Also applies to B, I.)** Explain and evaluate models of regional economics **(Also applies to C.)** Analyze models of regional economics using empirical methods **(Also applies to C.)**	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Communicate information, ideas, problems and solutions regarding regional issues to both general and informed/knowledgeable audiences. Express complex concepts of regional economic policy and assessment of regional differences to a general audience.	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills

	H. creativity and aesthetic appreciation
Formulate relevant issues encountered in general economics journals in terms of advanced theories in regional economics.	**I.** the ability and desire for continuous learning

ECON-8910. Urban Economics
Learning Outcomes
Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Analyze urban economic problems using analytical tools and theoretical models **(Also applies to C, D.)**	**A.** the acquisition, application and integration of knowledge
Locate, recognize, and evaluate context and circumstances where more complex urban problems may occur.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Explain and discuss empirical implications and policy issues associated with urban economics **(Also applies to E, F, G.)**	**C.** critical thinking and problem-solving skills
Explain and evaluate models. Analyze models using empirical methods.	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
Collaborate to identify, discuss, and solve current urban problems **(Also applies to C, G.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Regularly read accessible articles in general economics journals to stay informed. After the reading, formulate the relevant economic issue in terms of the advanced theories studied in the course.	**I.** the ability and desire for continuous learning

ECON-8960. Major Paper
Learning Outcomes
Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Formulate and investigate theoretical and empirical questions in economics. Apply economic theory to real economic policy issues. Empirically test the validity of theory using real data.	**A.** the acquisition, application and integration of knowledge
Identify standard sources for theoretical and empirical research material in economics. Summarize existing theoretical and empirical research on economic issues.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Apply appropriate theoretical and empirical models to specific economics and policy issues. Draw conclusions on the validity of economic theory and make policy recommendations based on formal economic models and data **(Also applies to G.)**	**C.** critical thinking and problem-solving skills
Retrieve, organize and interpret theoretical and empirical information. Present theoretical and empirical information in both descriptive and analytical formats **(Also applies to F.)**	**D.** literacy and numeracy skills
Assess the impact of alternative economic policies on groups and classes of economic agents. Objectively identify 'winners' and 'losers' for proposed economic policies. Recognize and express the importance of ethical conduct expected of economic professionals.	**E.** responsible behaviour to self, others and society

Communicate research results in verbal and written form.	**F.** interpersonal and communications skills
Critique related work previously published in journals.	
Demonstrate high level interpersonal and communications skills when the presenting results.	
	G. teamwork, and personal and group leadership skills
Structure and present economic arguments in a formal and concise manner.	**H.** creativity and aesthetic appreciation
Explain gaps in a specific area of economics literature and propose ideas of how these can be addressed in the future.	**I.** the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.29:   **Economics – Articulation Agreement (Anshan Institute) – Deletion**

Item for: **Information**

Forwarded by: **Office of the Registrar**

Rationale:
- In 2002 the University of Windsor and Anshan Institute of Iron and Steel Technology (China) established an articulation agreement to encourage students from the Anshan University of Science and Technology to transfer easily to the University of Windsor to complete an honours degree in Economics.
- The Registrar's Office recently informed the University Secretariat that this Articulation Agreement was terminated effective 2006.
- Considering this, the following will be removed from the undergraduate calendars: "*Anshan will accept students into a program leading to a degree granted by that institution. This program will be designed so as to provide the Anshan students with the option of transferring to the University of Windsor, to complete 10 or more University of Windsor credits and to be granted a University of Windsor Bachelor of Arts (Economics) or Bachelor of Arts (Honours Economics). Students who complete at least one year of an undergraduate program at Anshan University of Science and Technology, with a GPA of 7.0 (C+) or its equivalent at Anshan University, can apply for admission to an undergraduate program in Economics at the University of Windsor. Transferring students whose native language is not English must complete an English Proficiency Test administered by either the Calendar English Language Institute of the University of Michigan or, Test of English as a Foreign Language (TOEFL)*"