



**NOTICE OF MEETING**  
There will be a meeting of the  
**PROGRAM DEVELOPMENT COMMITTEE (PDC)**  
**Monday, May 16, 2022 at 2:00pm-4:00pm**  
**Location: MS Teams Virtual Meeting**  
**AGENDA**

**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of April 19, 2022**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**

**Item for Approval**

**5 Reports/New Business**

**5.1 Draft PDC Reports on University Program Reviews (CONFIDENTIAL)**

- |   |                                |
|---|--------------------------------|
| a. Bachelor of Engineering Technology Final Assessment Report and Implementation Plan*    | Erika Kustra<br>PDC220516-5.1a |
| b. Education (Undergraduate and Masters) Final Assessment Report and Implementation Plan* | PDC220516-5.1b                 |

*\*All new reports include a Self-Study, Report of the External Reviewers, AAU/Head's Response, Dean's Response.*

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|---|---|
| *5.2 Minor in Geography – Minor Program Changes (Form C)                            | Alice Grgicak- Mannion<br>PDC220516-5.2 |
| *5.3 Political Science – Minor Program Changes (Form C)                             | John Sutcliffe<br>PDC220516-5.3         |
| *5.4 Political Science – New Course Proposal (Form D)                               | John Sutcliffe<br>PDC220516-5.4         |
| *5.5 School of the Environment – New Course Proposals (Form D)                      | Chris Houser<br>PDC220516-5.5           |
| *5.6 Mathematics and Statistics (Graduate) – New Course Proposal (Form D)           | Rick Caron<br>PDC220516-5.6             |
| *5.7 Master of Social Work – New Course Proposals (Form D)                          | Elizabeth Donnelly<br>PDC220516-5.7     |
| *5.8 Master of Social Work – Minor Program Changes (Form C)                         | Elizabeth Donnelly<br>PDC220516-5.8     |
| *5.9 Social Work (Graduate) – Summary of Minor Course and Calendar Changes (Form E) | Elizabeth Donnelly<br>PDC220516-5.9     |
| *5.10 Forensics – Summary of Minor Course and Calendar Changes (Form E)             | Maria Cioppa<br>PDC220516-5.10          |

- |   |   |
|---|---|
| <b>*5.11 History – Summary of Minor Course and Calendar Changes (Form E)</b>        | <b>Steven Palmer</b><br>PDC220516-5.11      |
| <b>*5.12 Social Work (Graduate) Program and Course Learning Outcomes</b>            | <b>Elizabeth Donnelly</b><br>PDC220516-5.12 |
| <b>*5.13 Human Kinetics – Summary of Minor Course and Calendar Changes (Form E)</b> | <b>Kevin Milne</b><br>PDC220516-5.13        |

**Item for Approval**

- |   |  |
|---|--|
| <b>*5.14 Human Kinetics – New Course Proposal (Form D)</b>                              | <b>Kevin Milne</b><br>PDC220516-5.14     |
| <b>*5.15 Request for Waiver of Course Deletions (Languages, Literature and Culture)</b> | <b>Antonio Rossini</b><br>PDC220516-5.15 |

**6 Question Period/Other Business**

**7 Adjournment**

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

**University of Windsor  
Program Development Committee**

**\*5.2: School of the Environment – Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION: That the requirements for the Minor in Geography 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 the Environment and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Minor in Geography</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>School of the Environment (SOE)</b>
<b>FACULTY(IES):</b>	<b>Science</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://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**.

Minor in Geography  
(Administered by the School of the Environment)

The Minor in Geography consists of six courses, as follows:

**(a) ESTU-2100**

**(b) one course from ESTU-1100, POLS-2300 and POLS-2490**

**(c) one course from ESCI-1130, ESCI-2201, ESCI-2210 and ESCI-2400**

**(d) one course from ESCI-1141, ESCI-1151 and ESCI-2721, and**

**(e) two courses from POLS-2300\*, POLS-2490\*, POLS-3350, POLS-4400, ESTU-1000 or ESTU-1100\*, ESTU-2100, ESCI-1120, ESCI-1130\*, ESCI-1141\*, ESCI-1151\*, ESCI-2141, ESCI-2201\*, ESCI-2210\*, ESCI-2400\*, ESCI-2600, ESCI-2721\*, ESCI-3601, ESCI-3310, ESCI-3610, ESCI-3701, ESCI-3745, ESCI-4701.**

\*if not taken to fulfill the requirements under (a), (b), (c) or (d).

Restrictions:

At least one course must be taken from POLS-2490, POLS-3350, ESTU-1000 or ESTU-1100, and ESTU-2100. Only two courses can be taken from ESCI-1130, ESCI-2201 and ESCI-2210.

A minimum average of 60% must be attained for all courses counted toward the minor.

## 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**.

Not applicable as these changes refer to the course selection listings for the Geography Minor.

## B. RATIONALE

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

It is important that a minor in Geography covers the human, physical, and technical aspects of the discipline, as well as regional/geographic issues that are specific to Canada. The changes outlined above give students an updated list of courses and better clarification and guidance on which courses should be taken to meet the above-mentioned criteria. ESTU-2100 is classified as a Canadian regional geography course. POLS-2300, POLS-2490, ESTU-1100 are categorized as human geography courses, while ESCI-1130, ESCI-2201 and ESCI-2210 are classified as physical geography courses, and ESCI 1141, ESCI 1151 and ESCI 2721 are technical spatial science courses that focus on the use of spatial technologies to help acquire, modify, analyse and visualise geographic and spatial data. The remaining courses allow students to achieve breadth and depth in the discipline and give students the flexibility to take other geography courses if need be or if there is further interest in exploring a specific geographic aspect. For example, ESCI-3310 (Global Water Crisis) is a relatively new course that examines threats to global freshwater resources.

The “Restrictions” section was also deemed confusing, where courses were listed (i.e., POLS 3550) but required a pre-requisite (i.e., POLS 2300) but the pre-requisite was not in the restrictions list.

In addition, courses such as ESTU 1000 and ESCI 3601 are no longer taught due to faculty retirements, and their content is not considered current or relevant for the needs of this minor and should therefore be removed. ESCI 1120 (Introduction to Geomorphology) will also be deleted and replaced with ESCI 2400 (Geomorphology), and ESCI 4701 (Introduction to Remote Sensing) will be deleted as it has not been taught for the past few years, again due to faculty retirement, and with the development of the GISc. Certificate in 2020, a new course (ESCI 2721 - Introduction to Image Processing and Remote Sensing) replaced it. Therefore, it is best to include the correct Remote Sensing course in the list of technical spatial courses.

### 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?*

Political, social, economic, and environmental systems shape the places and spaces we live in. It is important to question how spaces and places can be indigenized and what this means for social and environmental relationships. Within this minor, currently, 6 courses (ESTU 1100, ESCI 1141, ESTU 2100, POLS 2300, POLS 3350, and POLS 4400) are already delivering Indigenous topics through a geographic/environmental lens via lectures, discussions, and hands-on assignments. Some of the key topics presented include: Indigenous sovereignty and land claims, Canada as a settler/colonizing nation, applying “sense” and “state” of place to construct body and mental maps that show how senses can be used to formulate cartographic output to depict historical and personal ties to one’s environment, and the utilization of Traditional Ecological Knowledge (TEK) to aid in mapping and visualizing social, physical, and environmental conditions of a location (e.g. delineation of endangered species on territory lands via spatial technologies, climate change impacts on arctic communities, impact of hydroelectric power development on Indigenous communities in Quebec, etc.). Before the COVID pandemic, SOE and Integrative Biology also partnered with Walpole Island First Nation to deliver an Indigenous led field course that specifically focused on TEK of the Bkejwanong Territory.

To continue to ensure that current and future Indigenous topics are presented in respectful and thought-provoking ways within this minor, some instructors have been working with the current Indigenous Coordinator of Indigenous Curriculum and Pedagogy from the University’s Centre for Teaching and Learning. She has provided advice on how instructors could recalibrate their course content to include Indigenous perspectives on specific geographic/environmental/cartographic issues. This has been done by having pedagogical discussions and providing instructors access to various materials and encouraging them to “embark on a reflective journey” to uncover Indigenous perspectives, case studies, and methods on specific geography-based content (e.g., Mātauranga Māori in geomorphology). Also, some instructors have been invited to attend an Indigenous Knowledge Circle through the Healthy Headwater Lab. These meetings allow academics and local Indigenous community members to network and engage each other to have open dialog about overall environmental concerns, projects that are being undertaken on territory lands, environmental impacts to local nation territories and how partnerships can be forged to address some of these problems. This group has also helped open a gateway to available online resources and webinars that are primarily led by Indigenous communities and that focus on environmental and spatial issues (e.g., Indigenous-Led Flood Plain Mapping Project - Chippewas of the Thames First Nation). One faculty member is also part of the Indigenous Mapping Collective. This Indigenous led initiative helps network mappers and cartographers around the world and allows them to discuss geospatial technologies and how to collect data to visualize and analyse the environments of first nation territories. This group also provides insights, through webinars, chat rooms and content sharing, on how cartographic practices (e.g., scale, typography, direction, etc.) should be considered through a First Nation’s perspective and how these elements can help to decolonize maps. It is also the hope of some instructors to invite Indigenous speakers into the classroom to present their perspectives and to invite Indigenous businesses, such as Cambium Indigenous Professional Services, to discuss key environmental services they provide (e.g., Environmental Impact Assessment, Environmental Planning, etc.). Furthermore, the Faculty of Science is in the process of hiring an Indigenous Knowledge broker. This individual will also provide further insights on Indigenous perspectives and help instructors incorporate these views into relevant environmental science and studies 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, 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 Geography minor has been administered by the School of the Environment for the past 15 years. SOE has 19 permanent faculty members (14 tenured, 1 tenure-track, 3 learning specialists, 1 sessional lecturer) and 3

administrative and technical staff. SOE instructors teach most of these courses and have the necessary expertise/knowledge in the disciplines of Human/Physical Geography, Environmental Science, Spatial Science, etc. SOE also has a strong partnership with the Faculty of Arts, Humanities and Social Sciences, specifically with a key tenured faculty member in the Department of Political Science who teaches the POLS courses. This faculty member has specific expertise in Human/Political Geography and thus provides another layer of geographical knowledge in helping to deliver this minor. Therefore, faculty and staff resources are sufficient to continue to deliver this minor and no new resources are required.

#### **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 is not reliant on adjunct, Limited-term, and Sessional Faculty.

#### **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.*

Not applicable

#### **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.*

Not applicable

#### **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*

All current resources that have already been used to deliver these courses are unchanged and remain adequate and therefore no new resources will be required to deliver this minor.

#### **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.*

As this change is mainly for clarification and guidance purposes, the overall context of the minor (and its courses) has not changed and therefore the impact to other campus units will be limited. In fact, this change will give students a better understanding of what courses they should take and having it presented in a way that is not confusing.

#### **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.*

Not applicable.

#### **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 internal reallocation of resources and cost savings 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.).*

Not applicable.

**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.

<b>Faculty:</b>	n/a
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	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 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.

<b>Library Resources and Services:</b>	n/a
<b>Teaching and Learning Support:</b>	n/a
<b>Student Support Services:</b>	n/a
<b>Space and Facilities:</b>	n/a
<b>Equipment (and Maintenance):</b>	n/a



**University of Windsor  
Program Development Committee**

**\*5.3: Political Science – Minor Program Changes (Form C)**

**Item for: Approval**

**MOTION 1: That the degree requirements for Certificate in Law and Politics and the Certificate in Public Administration be changed in accordance with the program/course change forms.^**

**MOTION 2: That the Certificate in Border Management and International Trade and the be discontinued.^**

**MOTION 3: That the General and Honours Political Science for Hebei Law and Politics College Graduates – Degree Completion Pathway be discontinued.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Political Science and the Faculty of Arts, Humanities, and Social Science Coordinating Council.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Certificate in Law and Politics Certificate in Public Administration Certificate in Border Management and International Trade
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Political Science
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://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.

### Certificate in Law and Politics

Requirements

Total courses: ~~ten~~**eight**

- a) POLS-1000, POLS-1600, and PHIL 1600 or PHIL-1620;
- b) POLS-2140 and POLS-3140;
- c) One of POLS-3630 or POLS-3620/**PHIL-3230**
- c) ~~Five~~ **Two** of ENGL-1001, PHIL 2210, PHIL 2260, SACR 2600, SACR 2620, HIST 2870, WGST 3100, WORK 2000, POLS 2000, POLS 2120, POLS 2200, POLS 2210, POLS 3000, POLS 3230, POLS 4000, POLS 4210, POLS 4220, INCS 2350, INCS 2360

### Certificate in Public Administration

Requirements

Total courses: ~~ten~~**eight**

- (a) POLS-1000, POLS-2200, POLS-2210:
- (b) One of ECON-1100 or ECON-2000 and one of ECON-1110 or ECON 2010.
- (c) ~~five~~ **Three** of POLS 2000; POLS 2120; POLS 2130; POLS 2140; POLS 2320; POLS 2750; POLS 3000; POLS 3090; POLS 3140; POLS 3200; POLS 3210; POLS 3230; POLS 3260; SOSC-3300/POLS-3300; POLS 3920, POLS 4000; POLS 4110; POLS 4210; POLS 4220; POLS 4310, POLS 4920.

### Certificate in Border Management and International Trade

The Certificate Program in Border Management and International Trade bridges the traditional disciplines and creates a distinctive learning environment that aims to address emerging trends in the global economy. Border management refers both to the execution of customs, security and immigration functions by government agencies and to the administration of customs and other trade compliance, cross-border supply chains security and cross-border movement of personnel by private sector firms. Career paths in Border Management and International Trade include service in border related government agencies; international trade professionals such as customs brokers/managers and freight forwarders; logistics analysts and managers, storage and distribution managers, supply chain managers and supply chain security specialists; and international sales and marketing managers. The skills acquired in this program will also help owners and managers of small and medium sized firms expand their markets across international borders.

In addition to the University of Windsor's certificate, the program leads to professional certification by the Forum for International Trade Training (FITT) including a Level I Certificate (4 courses), Level II Certificate (8 courses) and the Certified International Trade Professional (8 courses plus one year of experience.) For details on FITT certification go to <http://www.fitt.ca/home> New students (including mature students and professionals) apply via Ontario Universities' Application Centre (OUAC). For more information, please, contact: [CROSSBORDER@uwindsor.ca](mailto:CROSSBORDER@uwindsor.ca)

#### Requirements

Total courses: 8 (a) CBMI-3000, CBMI-3100, CBMI-3150, CBMI-3200, CBMI-3250, CBMI-3300, CBMI-3350, CBMI-3400.

Other Requirements: Students must demonstrate level of competency aligned with course/program learning outcomes on a pass/fail grade in accordance with relevant rubrics.

### General Political Science for Hebei Law and Politics College Graduates - Degree Completion Pathway

#### Admission Requirements

##### (a) Academic standard:

Students shall complete the respective courses and earn the required credits at HPLC according to each specific program. Students with grade point average of 80% are eligible to be admitted to the University of Windsor Political Science program.

##### (b) Language skills

Students must provide certificate evidencing proficiency in English by one of the options below:

TOEFL: a minimum of 560 on paper based, or 83 iBT with 20 for writing, 220 computer based test with a T.W.E. 4.5 on the computer based test

IELTS: a minimum of 6.5 for undergraduate programs

ELIP: 75% in level 3 in English Language Improvement Program administered by University of Windsor

#### Degree Requirements

Total courses: 20 courses

##### (a) POLS 1000, POLS 1300 and POLS 1600;

(b) seven additional courses, including at least three at the 3000 level or above. (Note: students interested in switching to Honours Political Science should take SOSC 2500, POLS 2750, and one of POLS 2510 or POLS 2520)

##### (c) GART 1500, GART 1510;

(d) two courses from any area of study, including Political Science;

(e) two courses from any area of study, excluding Political Science.

(f) one courses from Arts;

(g) one courses from Languages or Science;

(h) two courses from any area of study, excluding Social Sciences.

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

#### Recommended Course Sequencing

##### First Semester

GART 1500

POLS 1000

POLS 1300

Two additional courses

Second Semester

~~GART-1510~~

~~POLS-1600~~

~~One additional course from requirement (b)~~

~~Two additional courses~~

Third Semester

Three major requirements

One option requirement

One other requirement

Fourth Semester

Three major requirements

Two additional courses

### **Honours Political Science for Hebei Law and Politics College Graduates - Degree Completion Pathway**

Degree Requirements:

Total courses: ~~30 courses~~

~~(a) POLS-1000, POLS-1300, POLS-1600 and POLS-2750;~~

~~(b) one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5]~~

~~(c) eleven additional courses, including at least two at the 3000-level and three at the 4000-level.~~

~~(d) GART-1500, GART-1510;~~

~~(e) three courses from any area of study, including Political Science;~~

~~(f) three courses from any area of study, excluding Political Science.~~

~~(g) two courses from Arts;~~

~~(h) two courses from Languages or Science;~~

~~(i) two courses from any area of study, excluding Social Sciences.~~

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

### **Recommended Course Sequencing**

First Semester

~~GART-1500~~

~~POLS-1000~~

~~POLS-1300~~

~~Two additional courses~~

Second Semester

~~GART-1510~~

~~POLS-1600~~

~~One additional course from requirement (b)~~

~~Two additional courses~~

Third Semester

~~POLS-2750~~

~~One additional course from requirement (b)~~

~~Two additional courses~~

~~Fourth Semester~~

~~POLS-2510 or POLS-2520~~

~~Two additional courses from requirement (b)~~

~~Two additional courses~~

~~Fifth Semester~~

~~One 4000 level major requirement~~

~~Two additional courses from requirement (b)~~

~~Two additional courses~~

~~Sixth Semester~~

~~Two 4000 level major requirements~~

~~Two additional courses from requirement (b)~~

~~One additional course~~

## 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**.*

Political Science is proposing the reduction of the total number of courses to complete the Certificates from ten to eight, along with a minor adjustment to the courses that comprise the certificate.

## B. RATIONALE

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

### Certificate in Law and Politics:

The reduction of the total number of classes from ten to eight brings it into line with other certificate programs in the University. A similar certificate program at the University of Saskatchewan requires eight courses and one at Brock requires six courses.

POLS-3620 has been changed to POLS-3620/PHIL-3230 to reflect that it is a cross-listed class and students can take either section of it when offered; and, ENGL-1001 has been removed to allow students taking the certificate to focus more directly on courses studying the law.

### Certificate in Public Administration:

The reduction of the total number of classes from ten to eight brings it into line with the majority of other certificate programs in the University. In addition, a review of similar certificate programs in other Canadian universities reveals that most similar programs range in length from 5 courses (Guelph) to 10 (McGill). The majority of equivalent programs are eight or less (Saskatchewan, Ryerson, Guelph, Brock).

The addition of two 2000-level economics courses (ECON-2000 and ECON-2010). These courses were created by the Economics Department and are targeted at FAHSS students. Students in the certificate program will now be able to

choose between the Economics classes 1100 and 1110 aimed at Economics, Science, Business students and the versions ECON-2000 and ECON-2010 targeted at FAHSS students.

#### Certificate in Border Management and International Trade

This Certificate program, while housed in Political Science, was offered through the Cross Border Institute. It is no longer offered. A revised version of the certificate is offered through Continuing Education.

#### General Political Science for Hebei Law and Politics College Graduates - Degree Completion Pathway

These two Degree Completion Pathways have never been used. Hebei Law and Politics pulled out of the agreement.

### **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?*

This change has no impact on Indigenous Content, Perspectives, or Material. These are already included in the certificate program and will remain an integral part of the program through the relevant course offerings that cover Canadian and Indigenous politics. The AAU consulted with one of the President's Indigenous Peoples Scholars in completing the form.

### **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)**

*Describe all opportunities for internal reallocation of resources and cost savings 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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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 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**

\*5.4:           **Political Science – Minor Program Changes (Form C)**

Item for:       **Approval**

**MOTION: That the following course be approved: ^**  
                  **POLS-2065. The Post-Communist Transformations**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The course has been approved by the Department of Political Science and the Faculty of Arts, Humanities, and Social Science Coordinating Council.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	BA(G) Political Science; BA(H) Political Science; BA(H) International Relations and Development Studies; BA(H) Law and Politics; BA(H) Political Science with French Specialization
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Political Science
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A. NEW COURSE PROFILE

**Course # and Title:** POLS-2065. The Post-Communist Transformations

### 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 students to the politics in post-communist states of Eastern and Central Europe and Eurasia, focusing on such topics as the rise and fall of communism, transitions to democracy and market economy, democratic backsliding, the origins and dynamics of ethnic and regional conflicts, the migrant crisis, entry into NATO, the European Union and the Eurasian Economic Community, and relations with other countries, including the United States, Russia and China.

### A.2 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			

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

**\*\*\*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.*

The central goal of this course is to introduce students to the processes of political and economic transformations in post-communist states and to provide them with a sufficient background so that they can start exploring their own

research questions in this area and/or take an upper-level seminar on the politics and security in Russia and Eurasia (POLS-4420). Currently, the University does not offer an introductory course into the politics of post-Communist states. Therefore, the rationale for this course is to contribute to the curriculum in the Political Science Department and to offer students an opportunity to develop a sound academic foundation on the topic before they register in POLS-4420.

## 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?*

Although this course does not cover Canadian politics, it offers the students an opportunity to broaden their exposure to different perspectives and approaches in political science and international relations. In trying to diversify the course material, diverse and inclusive readings will be assigned, including texts by authors from under-represented groups and scholars offering regional and non-Western perspectives on salient political issues. The AAU consulted with one of the President's Indigenous Peoples Scholars in completing the form.

## 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. - Describe the history of political and economic transformations in post-Communist states.	A. the acquisition, application and integration of knowledge
B. - Gather, synthesize and compare different theoretical and political perspectives on the developments in post-Communist states.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. - Critically assess the applicability of major themes, theories, and methods in the field of comparative politics and international relations to the issues affecting the development of post-Communist states. - Critically evaluate popular discourses and debates related to post-Communist transformations.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. - Express ideas in oral form clearly, persuasively, and respectfully towards diverse viewpoints. - Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

*Please provide as much information on projected enrolment as possible.*

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

Currently the Department of Political Science does not offer a lower-level political science course that introduces students to the politics of post-Communist transformations. Given that registration is usually at its maximum capacity for the upper-level seminar on the politics and security in Russia and Eurasia, it is expected that there will be stable

and continuous student interest in this course. It is not expected that this course will have significant impact on enrolments in other courses in the Department.

## 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:

2	Lectures
	Tutorials
	Labs
	Practical experience
1	Independent Study
1	Reading for the course
3	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <u>[specify]</u>
How does the student workload for this course compare with other similar courses in the department/program area?	
The overall workload for this class will be similar to other courses at the second-year level.	

## 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 be facilitated by a faculty member within the Department of Political Science. The Department has a qualified instructor who possesses the professional background and has the experience of teaching a similar course in the past. The instructor's research expertise is in the field of comparative politics of post-Communist and Eurasian states. This instructor is fully committed to developing the course outline and offering this course to students on a regular basis.

#### 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. This course will be delivered primarily using existing resources in the Department of Political Science.

### 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 course does not rely on existing resources from other campus units.

### 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.).*

N/A

**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.*

<b>Faculty:</b>	None
<b>Staff:</b>	None
<b>GA/TAs:</b>	GA/TAs will be assigned from within the Department to this class using the current formula for allotting these resources: one per 50 students in the class.

**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.*

<b>Library Resources and Services:</b>	None
<b>Teaching and Learning Support:</b>	None
<b>Student Support Services:</b>	None
<b>Space and Facilities:</b>	None
<b>Equipment (and Maintenance):</b>	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**

**\*5.5: School of the Environment – New Course Proposals (Form D)**

**Item for: Approval**

**MOTION: That the following courses be approved:^**

**ESCI-2410. Coastal Geomorphology**

**ESTU-3600. Coastal Management**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The courses have been approved by the School of the Environment and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Environmental Science and Environmental Studies</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	School of the Environment
<b>FACULTY(IES):</b>	<b>Faculty of Science</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A. NEW COURSE PROFILE

**Course # and Title: ESCI-2410. Coastal Geomorphology**

### 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.*

Coastal processes such as wave dynamics, current generation, water-level fluctuations, hydrodynamics, and sediment transport will be presented and simulated to showcase how these processes occur, and how they impact various beach, wetland, and estuarine environments. Case studies will be presented to cover topics such as: beach and barrier shorelines, estuaries and tidal wetlands, rocky and sandy coasts and cliffs. Focus will also be given to addressing how shorelines of the Great Lakes are measured and monitored and how they morphologically change and evolve with increased development and climate change. Real-time data, modeling software, observation techniques, and analysis tools will also be utilized to visualise and simulate these environments.

### 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 ( <i>for visual and performing arts</i> )	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 <i>[please specify]</i>	Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning
3.0	36		yes					3	



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

**\*\*\*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
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## 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.*

From a global perspective, this proposed course is of strategic importance to the Province of Ontario by providing training for the next generation of coastal experts and increasing literacy on the physical dimensions of coastal systems. Record water levels in the Great Lakes have caused unprecedented flooding and erosion that has been exacerbated by shoreline development and the absence of ice. The erosion and flooding have caused serious damage to property and infrastructure leading to economic hardship for property owners and new investment by municipalities. While Ontario was internationally recognized for teaching and research strength in coastal systems (e.g., Guelph, Toronto, Queens, WLU, Windsor), retirements have limited the number of faculty in this field to only 2. This course will build capacity on coastal erosion issues in the Great Lakes region and across Canada.

This course will be an important option to the Environmental Studies concentration requirement (Environmental Resource Management). This inclusion will provide students with an updated and improved view of regional environmental processes (i.e., Great Lakes) which have been lacking in the past and that are deemed important and viable to the Canadian economy, new land use policies and the burgeoning environmental job market. This course will also allow students to expand their “geomorphology” knowledge and is complementary to the introductory course that is currently offered (ESCI-2400).

### 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 Science is looking to welcome an expert in Indigenous-centred relationships who is a recognized Knowledge Keeper in their community into a role within the Integrative Biology Department to pursue community-based interests in research, teaching, and capacity development. With the help and support of this individual we hope to build and develop new and innovative initiatives to further Indigenous-focused research co-production and lifelong learning across the Faculty of Science. This new faculty position is a recognition that Indigenous knowledge is not ours to claim or to own and that Indigenous knowledge is alive- the Indigenous Knowledge Keeper will hold the knowledge on behalf of the Faculty.

The Indigenous Knowledge Keeper will provide counsel to the Office of the Dean to create further space for Indigenous knowledge and partnerships in the Faculty of Science and across the University of Windsor. The Indigenous Knowledge Keeper will support the creation of an Indigenized space for Indigenous students, community members and allies to engage, learn and create. In consultation with the Indigenous Knowledge Keeper, and in recognition of a strong connection and knowledge of coastal systems and management, the proposed course will include Indigenous knowledge about freshwater and marine coastal processes, management, and governance.

### 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 <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Demonstrate their understanding of the core concepts of coastal geomorphology and landscape change.	A. the acquisition, application and integration of knowledge
B. Analyze data and communicate patterns.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
C. Develop and test conceptual models of coastal systems.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

*Please provide as much information on projected enrolment as possible.*

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	25	25	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 this is a new course, it will increase the number of course choices students have. There is no equivalent course at our institution, thus, it should not decrease enrollment in existing courses, but rather offer students more flexibility in completing their programs. Thus, any impact should be positive.

#### 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
1	Independent Study
1	Reading for the course

1	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area?	
Very similar.	

## 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 Faculty of Science at the University of Windsor already has numerous hybrid and online course administered by their Faculty and Staff, along with support from the Office of Open Learning. The required support for this course would not be substantially different and thus, the departments are well suited to ensure the successful completion and running of 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.*

As previously noted, the number of experts in this field are limited and thus, this course would most likely be taught be a current full time faculty member.

### 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 course development was funded by a successful grant with eCampus Ontario (\$74,154 for the development of two courses). This has provided funds to hire students to support the development of course resources. The Office of Open Learning also offers pedagogical and technological support and advice both during the creation and running of this course.

### 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.*

The grant mentioned above provided \$74,154 to develop this course as well as a Coastal Management course. This funding allows for the creation of simulations and videos that will be beneficial for this course, other related courses (these resources will be shared openly), as well as the promotion of the university.

### 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.).

N/A

#### 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.

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	Technological and pedagogical support provided by the Office of Open Learning.
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Environmental Science
<b>DEPARTMENT(S)/SCHOOL(S):</b>	School of the Environment
<b>FACULTY(IES):</b>	Faculty of Science

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A. NEW COURSE PROFILE

**Course # and Title: ESTU-3600. Coastal 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.*

Coastal management centers on the awareness, protection and defense, and development of coastal areas and zones. This course will focus on the history and current state of coastal development on the Great Lakes. Topics such as socio-economic impacts of a changing climate, coastal erosion and natural hazards, governmental legislation and policies, stakeholder perspectives, and sustainable management strategies will be presented and discussed. Pre-requisite: Semester 5 or above standing.

### 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 ( <i>for visual and performing arts</i> )	professional practicum
entrepreneurship	research project
field experience or site visit	study abroad
labs	

*There is 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		yes					3	

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

**\*\*\*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.*

The proposed course is of strategic importance to the Province of Ontario by providing training for the next generation of coastal experts and increasing literacy on the social and management dimensions of coastal systems. Record water levels in the Great Lakes have caused unprecedented flooding and erosion that has been, exacerbated by shoreline development and the absence of ice. The erosion and flooding have caused serious damage to property and infrastructure leading to economic hardship for property owners and new investment by municipalities. While Ontario was internationally recognized for teaching and research strength in coastal systems (e.g., Guelph, Toronto, Queens, WLU, Windsor), retirements have limited the number of faculty in this field to only 2. This course will build capacity in coastal management issues in the Great Lakes region and across Canada.

This course will be an important option to the Environmental Studies concentration requirement (Environmental Resource Management). This inclusion will provide students with a new resource management course that focuses on an important Canadian resource and the importance it has on our social, economic, and environmental activities. This course will be a compliment to the new process-oriented Coastal Geomorphology (ESCI-2410) and the current ESTU-3310 – Great Lakes Water Quality Agreement course. Overall, this grouping of courses can provide a unique level of specialization and knowledge that is sought after in the environmental job market, thus making our students more competitive within their fields.

### 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 Science is looking to welcome an expert in Indigenous-centred relationships who is a recognized Knowledge Keeper in their community into a role within the Integrative Biology Department to pursue community-based interests in research, teaching, and capacity development. With the help and support of this individual we hope to build and develop new and innovative initiatives to further Indigenous-focused research co-production and lifelong learning across the Faculty of Science. This new faculty position is a recognition that Indigenous knowledge is not ours to claim or to own and that Indigenous knowledge is alive- the Indigenous Knowledge Keeper will hold the knowledge on behalf of the Faculty.

The Indigenous Knowledge Keeper will provide counsel to the Office of the Dean to create further space for Indigenous knowledge and partnerships in the Faculty of Science and across the University of Windsor. The Indigenous Knowledge Keeper will support the creation of an Indigenized space for Indigenous students, community members and allies to engage, learn and create. In consultation with the Indigenous Knowledge Keeper, and in recognition of a strong connection and knowledge of coastal systems and management, the proposed course will include Indigenous knowledge about freshwater and marine coastal processes, management, and governance.

### 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 <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Demonstrate understanding of the core concepts of coastal management.	B. the acquisition, application and integration of knowledge
B. Recognize and evaluate examples of climate change and human impact on the coast.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Develop and test conceptual understanding of coastal management decisions.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society



<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

*Please provide as much information on projected enrolment as possible.*

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	25	25	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 this is a new course, it will increase the number of course choices students have. There is no equivalent course at our institution, thus, it should not decrease enrollment in existing courses, but rather offer students more flexibility in completing their programs. Thus, any impact should be positive.

#### 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
1	Independent Study
1	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <u>[specify]</u>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
Very similar.	

#### 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 Faculty of Science at the University of Windsor already has numerous hybrid and online course administered by their Faculty and Staff, along with support from the Office of Open Learning. The required support for this course would not be substantially different and thus, the departments are well suited to ensure the successful completion and running of 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.*

As previously noted, the number of experts in this field are limited and thus, this course would most likely be taught by a current full time faculty member.

#### **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 course development was funded by a successful grant with eCampus Ontario (\$74,154 for the development of two courses). This has provided funds to hire students to support the development of course resources. The Office of Open Learning also offers pedagogical and technological support and advice both during the creation and running of this course.

#### **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.*

The grant mentioned above provided \$74,154 to develop this course as well as a Coastal Geomorphology course. This funding allows for the creation of simulations and videos that will be beneficial for this course, other related courses (these resources will be shared openly), as well as the promotion of the university.

#### **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.).*

N/A

#### **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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	Technological and pedagogical support provided by the Office of Open Learning.
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

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

<b>Date of Modification</b>	<b>Approval Body Modifying</b>	<b>Reason for Modification</b>

**University of Windsor  
Program Development Committee**

**\*5.6 Mathematics and Statistics (Graduate) - New Course Proposal (Form Ds)**

Item for: **Approval**

**MOTION: That the following courses be approved: ^  
STAT-8700 Biostatistics**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Master (Statistics Field), Mathematics and Statistics (PhD)
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Mathematics and Statistics (Approved by AAU on Sept. 23, 2021)
<b>FACULTY(IES):</b>	Science / Graduate Studies

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A. NEW COURSE PROFILE

**Course # and Title:** STAT-8700. 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. (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>*

- |  |  |
|--|--|
| <input type="checkbox"/> applied research  | <input type="checkbox"/> field work                            |
| <input type="checkbox"/> capstone  | <input type="checkbox"/> industry/community consulting project |
| <input type="checkbox"/> clinic  | <input type="checkbox"/> interactive simulations               |
| <input type="checkbox"/> co-op   | <input type="checkbox"/> internship – full-time                |
| <input type="checkbox"/> community service learning  | <input type="checkbox"/> internship – part-time                |
| <input type="checkbox"/> creative performance or exhibit <i>(for visual and performing arts)</i> | <input type="checkbox"/> professional practicum                |
| <input type="checkbox"/> entrepreneurship  | <input type="checkbox"/> research project                      |
| <input type="checkbox"/> field experience or site visit  | <input type="checkbox"/> study abroad                          |
| <input type="checkbox"/> labs  |  |
| <input checked="" type="checkbox"/> 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	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]
None	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 offered together with STAT-4700, a course being introduced as it will be required by the Interdisciplinary Health Science and Biostatistics program that is being developed for approval. It will be the only graduate-level biostatistics course offered by the department. 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.

#### 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?

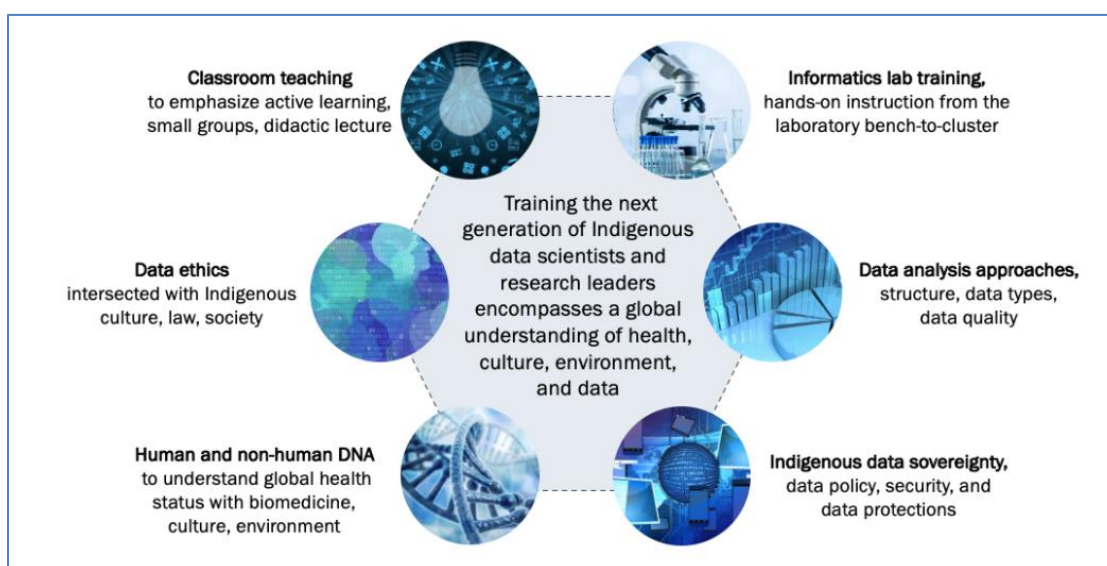
Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- 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 Department have 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 and Indigenous Practices on January 27, 2022.
- Communicated with Berenica Vejvoda, Data Librarian, and received sources of information on Indigenous data and frameworks for data sovereignty.
- Communicated with Jennifer Soutter, 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 <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
<ul style="list-style-type: none"> <li>Formulate study objectives in the form of statistical hypotheses and/or estimation.</li> <li>Plan the various types of study designs and randomizations for clinical studies.</li> <li>Recognize the different types of data and their distributions in the field of health sciences.</li> <li>Describe and visualize data sets.</li> <li>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.</li> <li>Recognize 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.</li> <li>Interpret computer printout for regression models, hypothesis testing, and estimation.</li> <li>Report findings of the statistical analyses to health practitioners and decision makers.</li> </ul> <p>All of the above are relevant to C as well.</p>	A. the acquisition, application, and integration of knowledge
<ul style="list-style-type: none"> <li>find, read, and integrate knowledge from the academic literature on topics related to this course.</li> <li>Recognize the appropriate statistical design for a given clinical and health care research question.</li> <li>Recognize which statistical tool is appropriate for the analysis of a given dataset in the field of health sciences.</li> <li>Describe and explain issues in the design, analysis, and interpretation of studies in health sciences involving statistical methodologies.</li> </ul>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> <li>Critically evaluate the adequacy and accuracy of statistical methods and their conclusions.</li> </ul>	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> <li>Provide assignments and exams with solutions that demonstrate excellent standards of presentation and writing.</li> </ul>	D. literacy and numeracy skills
<ul style="list-style-type: none"> <li>Assess carefully any conclusion drawn from modeling data in health sciences by using a rigorous statistical framework.</li> </ul>	E. responsible behaviour to self, others, and society



<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> <li>Reflect on the importance of Indigenous data sovereignty and Indigenous practices.</li> </ul>	
<ul style="list-style-type: none"> <li>Communicate statistical findings using the appropriate language, rigor and detail given the level of course.</li> </ul>	F. interpersonal and communications skills
<ul style="list-style-type: none"> <li>Work with a team on a real data analysis scenario as part of course projects.</li> </ul>	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> <li>Compose organized and logical reports of statistical findings in the field of health sciences.</li> </ul>	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
	5	5	5	5	5

This course will be offered every winter term starting Winter 2023 offered together with STAT-4700 for a total expected enrolment of 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: <i>[specify]</i>	
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>		Comparable to other graduate 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. Students that choose this course will not be enrolled in one of the other graduate courses in the 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.*

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.*

<b>Faculty:</b>	One faculty member to teach this course (and simultaneously teach STAT-4970).
<b>Staff:</b>	None.

<b>GA/TAs:</b>	No GA/TA will be assigned to this upper year course.
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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 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.*

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

**\*5.7 Social Work (Graduate) – New Course Proposals (Form D)**

Item for: **Approval**

**MOTION:** That the following courses be approved: ^

**SWRK-8630. Challenges in Child Welfare**

**SWRK-8631. Challenges in Health and Gerontology**

**Rationale/Approvals**

- The proposals have been approved by the School of Social Work Council, the Faculty of Arts, Humanities and Social Sciences and the Faculty of Graduate Studies Council.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Master of Social Work</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Social Work</b>
<b>FACULTY(IES):</b>	<b>Faculty of Arts, Humanities, and Social Sciences</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A. NEW COURSE PROFILE

### SWRK-8630. Challenges in Child Welfare

#### 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 examines how biological, psychological, and social theoretical perspectives differentially explain the etiology, occurrence, and response to challenges influencing child welfare including physical illness, mental illness and substance abuse, economic adversity, and family and community violence. Specific attention is paid to disparate experiences of Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. Both the impact of these challenges and strategies responding to these challenges will be appraised and critically analyzed.

#### 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>*

- |  |  |
|--|--|
| <input type="checkbox"/> applied research  | <input type="checkbox"/> field work                            |
| <input type="checkbox"/> capstone  | <input type="checkbox"/> industry/community consulting project |
| <input type="checkbox"/> clinic  | <input type="checkbox"/> interactive simulations               |
| <input type="checkbox"/> co-op   | <input type="checkbox"/> internship – full-time                |
| <input type="checkbox"/> community service learning  | <input type="checkbox"/> internship – part-time                |
| <input type="checkbox"/> creative performance or exhibit ( <i>for visual and performing arts</i> ) | <input type="checkbox"/> professional practicum                |
| <input type="checkbox"/> entrepreneurship  | <input type="checkbox"/> research project                      |
| <input type="checkbox"/> field experience or site visit  | <input type="checkbox"/> study abroad                          |
| <input type="checkbox"/> labs  |  |
| <input checked="" type="checkbox"/> 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				X			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
n/a					SWRK 8523

**\*\*\*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?	yes
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## 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 School of Social Work has long indicated that there are three areas of specialization (Child Welfare, Health, Gerontology), however there have been no courses which offered content that directly addressed these areas of specialization. To date we have addressed/embedded information on these specializations in all relevant courses. The proposed course changes are meant to offer that specialized content and improve student experience.

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

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

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

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

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

This course will examine the current and historical inequities in child protection services received by Indigenous families and communities. To understand these inequities, we will discuss policy and legislation related to child protection systems and Indigenous families and communities across provinces, territories, and the federal system. We will discuss the outcomes of these policies, which effect guiding principles and service differences. We will examine the historical and current overrepresentation of Indigenous families within the child welfare system,

including mass removal of Indigenous children from their families. To address inequities, we will explore the Truth and Reconciliation Act and how the Human Rights Tribunal, Jordan's Principle, and First Nation child protection mandated agencies are being applied.

This will include a discussion of the differences in child welfare systems between provinces (in Ontario there are specific First Nation based agencies), territories, and federal (work only with Indigenous peoples living on reserve). There are some service and legislative differences among these areas, e.g., customary care, kinship services.

Guiding principles of Indigenous focused child welfare agencies at provincial and federal levels.

Overrepresentation at all decision-making points within the service continuum, mass removal of Indigenous children from parents (historical and today - across the country)

Impact of the TRC: human rights tribunal, Jordan's principle, First Nation child welfare mandated agencies in Ontario.

Readings that have been identified as relevant to this course include:

Blackstock, C. (2011). The Canadian Human Rights Tribunal on First Nations child welfare: Why if Canada wins, equality and justice lose. *Children and Youth Services Review*, 33(1), 187-194.

Blackstock, C. (2012). Jordan’s Principle: Canada’s broken promise to First Nations children?. *Paediatrics & child health*, 17(7), 368-370.

Fallon, B., Chabot, M., Fluke, J., Blackstock, C., MacLaurin, B., & Tonmyr, L. (2013). Placement decisions and disparities among Aboriginal children: Further analysis of the Canadian incidence study of reported child abuse and neglect part A: Comparisons of the 1998 and 2003 surveys. *Child abuse & neglect*, 37(1), 47-60.

Fluke, J. D., Chabot, M., Fallon, B., MacLaurin, B., & Blackstock, C. (2010). Placement decisions and disparities among aboriginal groups: An application of the decision making ecology through multi-level analysis. *Child abuse & neglect*, 34(1), 57-69.

**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.

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Reflect on and attend to the disparate experiences of diverse groups, with a particular focus on Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities in the context of child welfare. (Also applies to E)	A. the acquisition, application and integration of knowledge
B. Critically analyze and reflect on child welfare/child protection from different biopsychosocial considerations and theoretical perspectives with consideration of social work values and implications for ethical practice. (Also applies to C, E).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate methods for addressing challenges at individual, family, organizational, community, systemic, and policy levels.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

*Please provide as much information on projected enrolment as possible.*

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

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

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

None

#### 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)	
1	Meeting with others for group work/project assignments	
	Studying for tests/examinations	
	Other: <i>[specify]</i>	
How does the student workload for this course compare with other similar courses in the department/program area?		Similar

## 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.*

No additional 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 new course.*

No reliance on adjunct instructors is anticipated

### 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.*

No reliance on other units is anticipated

### 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.*

No additional resources will be required

### 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 course is replacing SWRK 8523.

### 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.*

<b>Faculty:</b>	n/a
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	n/a

## A. NEW COURSE PROFILE

### SWRK-8631. Challenges in Health and Gerontology

#### 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 examines how biological, psychological, and social theoretical perspectives differentially explain the etiology, occurrence, and response to challenges related to health and aging, including social determinants of health, physical illness, mental illness, substance abuse, economic adversity, and family and community connectedness. Specific attention is paid to the disparate experiences of Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. Both the impact of these challenges and strategies responding to these challenges will be appraised and critically analyzed.

#### 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>*

- |  |  |
|--|--|
| <input type="checkbox"/> applied research  | <input type="checkbox"/> field work                            |
| <input type="checkbox"/> capstone  | <input type="checkbox"/> industry/community consulting project |
| <input type="checkbox"/> clinic  | <input type="checkbox"/> interactive simulations               |
| <input type="checkbox"/> co-op   | <input type="checkbox"/> internship – full-time                |
| <input type="checkbox"/> community service learning  | <input type="checkbox"/> internship – part-time                |
| <input type="checkbox"/> creative performance or exhibit ( <i>for visual and performing arts</i> ) | <input type="checkbox"/> professional practicum                |
| <input type="checkbox"/> entrepreneurship  | <input type="checkbox"/> research project                      |
| <input type="checkbox"/> field experience or site visit  | <input type="checkbox"/> study abroad                          |
| <input type="checkbox"/> labs  |  |
| <input checked="" type="checkbox"/> No experiential learning in this course                        |  |

#### B.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				X			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
n/a					SWRK 8523

**\*\*\*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?	Yes
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## 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 School of Social Work has long indicated that there are three areas of specialization (Child Welfare, Health, Gerontology), however there have been no courses which offered content that directly addressed these areas of specialization. To date we have addressed/embedded information on these specializations in all relevant courses. The proposed course changes are meant to offer that specialized content and improve student experience.

We do not currently have enough student interest to warrant a stand-alone course in Gerontology, so it has been combined with the course focusing on Health.

### 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?*

We recognize the ways settler colonialism creates inequitable access to the social and structural determinants of health and results in health disparities for Indigenous peoples across Canada. The course will explore the limitations of western biomedical understandings of health and how they have been used to undermine Indigenous knowledge, culture, and practices. We will discuss health disparities across the life course for Indigenous peoples and the importance of self-determination and culturally appropriate care. The course draws on resources produced and shared by Indigenous and allied scholars in social work and other relevant fields. Issues of power, collaboration, reciprocity, traditional knowledge, culture, land, and community will be discussed as aspects of decolonizing health

care and health systems. Students will be required to examine their understanding of social workers as “experts” in relation to Indigenous peoples’ health and identify strategies to promote dialogue and build meaningful relationships with individual clients, families, and entire communities.

### 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 <i>This is a sentence completion exercise.</i> <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. Evaluate methods for addressing challenges at individual, family, organizational, community, systemic, and policy levels.	B. the acquisition, application and integration of knowledge
B. Critically analyze and reflect on health and gerontology from different biopsychosocial considerations and theoretical perspectives with consideration of social work values and implications for ethical practice. (Also applies to C, E)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Recognize and incorporate unique perspectives and challenges relating to the disparate experiences of diverse groups, with a particular focus on Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities in the context of health and gerontology. (Also applies to E)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

*Please provide as much information on projected enrolment as possible.*

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

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

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

None. This course is replacing SWRK-8523

#### 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)
	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <u>[specify]</u>
How does the student workload for this course compare with other similar courses in the department/program area?	
Yes	

#### 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.*

No additional 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 new course.*

No reliance on adjunct instructors is anticipated

##### 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.*

No reliance on other units is anticipated

**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.

No additional resources will be required

**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 course is replacing SWRK 8523.

**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.

<b>Faculty:</b>	n/a
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	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.

<b>Library Resources and Services:</b>	n/a
<b>Teaching and Learning Support:</b>	n/a
<b>Student Support Services:</b>	n/a
<b>Space and Facilities:</b>	n/a
<b>Equipment (and Maintenance):</b>	n/a

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

Date of Modification	Approval Body Modifying	Reason for Modification

**University of Windsor  
Program Development Committee**

**\*5.8            Master of Social Work – Minor Program Changes (Form C)**

**Item for:        Approval**

**MOTION:    That the degree requirements for Master of Social Work be changed in accordance with the p rogram/course change forms.^rogram/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the School of Social Work, the Faculty of Arts Humanities and Social Science Coordinating Council and the Faculty of Graduate Studies Council.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Master of Social work
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Social Work
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2022
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## A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://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.

### Regular Track Full-time MSW

[...]

Students are required to complete a total of eleven (11) courses, one of which is a practicum in the Foundation year (first year of study): SWRK-8503, SWRK-8504, ~~SWRK-8523~~ SWRK-~~8621~~**8521**, SWRK-8531, SWRK-8532, SWRK-8533, SWRK-8534, SWRK-8547, SWRK-8550, SWRK-8570, and, SWRK-8571 (Foundation Year Practicum 6.0 credit hours). Students are required to complete a total of seven (7) courses, one of which is an internship in the second year of study: SWRK-8610, SWRK-8611, **SWRK-8630 or SWRK-8631**, SWRK-8622, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship 6.0 credit hours).

### Advanced Standing Master of Social Work \*

\*This program is available to students with a Bachelor of Social Work (BSW) and starts in May of each year in order for students to graduate at June Convocation.

This program takes three (3) consecutive semesters (one year) to complete and includes the completion of an Advanced Practice Internship (API). The API may involve travel and/or weekend hours, and students are responsible for transportation to and from their internship location. Students are required to complete a total of nine (9) courses, one of which is an Internship: ~~SWRK-8523~~ SWRK-~~8621~~**8521**, SWRK-8547, SWRK-8610, SWRK-8611, **SWRK-8630 or SWRK-8631**, SWRK-8622, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship 6.0 credit hours).

### Master of Social Work for Working Professionals (MSW)

#### Regular Track Full-time MSW for Working Professionals

[...]

Students are required to complete a total of eleven (11) courses, one of which is a practicum in the Foundation level of study: SWRK-8503, SWRK-8504, ~~SWRK-8523~~ SWRK-~~8621~~**8521**, SWRK-8531, SWRK-8532, SWRK-8533, SWRK-8534, SWRK-8547, SWRK-8550, SWRK-8570, and SWRK-8571 (Foundation Practicum – 6.0 credit hours). Students are required to complete a total of nine (9) courses, one of which is an internship in the Advanced level of study: SWRK-8610, SWRK-8611, **SWRK-8630 or SWRK-8631**, SWRK-8622, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship – 6.0 credit hours).



## Advanced Standing Full-time MSW for Working Professionals

[...]

Students are required to complete a total of nine (9) courses, one of which is an Internship: ~~SWRK-8523~~ SWRK-8621, SWRK-8521, SWRK-8547, SWRK-8610, SWRK-8611, **SWRK-8630 or SWRK-8631**, SWRK-8622, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship 6.0 credit hours).

### 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 School of Social Work has long indicated that there are three areas of specialization (Child Welfare, Health, Gerontology), however there have been no courses which offered content that directly addressed these areas of specialization. To date we have addressed/embedded information on these specializations in all relevant courses. The proposed course changes are meant to offer that specialized content and improve student experience.

The School of Social Work does not currently have enough student interest to warrant a stand-alone course in Gerontology, so it has been combined with the the course focusing on Health.

#### 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 process of discussing Indigenization in the MSW curriculum is an on-going, iterative, reflective process which has highlighted the need to integrate Indigenous content into all social work courses at the School of Social Work. The MSW committee has prioritized MSW students being knowledgeable about the historical and contemporary issues impacting Indigenous peoples and communities. As future social workers, MSW students are being prepared for professional practice; should be thinking of health as on a continuum; intersectionality, ecological perspective, learning about culturally appropriate ways to support the health and wellness of all people including Indigenous peoples;

Our faculty is constantly working to deepen our understanding of Indigenous issues, and to that end we have completed trainings and workshops as well as presented at peer reviewed conferences on settler work and responsibilities in relation to TRC Calls to Action. Our faculty sit on the CASWE Field Education Committee, Commitment to Change working group, which is working on identifying some ways on Indigenizing field education processes across Canada.

Supported by the School of Social Work, Katka Hrcic-Lipovic-completed Decolonizing Education Certificate (2018) at the Centre for Indigegogy, Wilfred Laurier University. (Description of the certificate program from Wilfred Laurier website): "The Decolonizing Education Certificate is for Indigenous and non-Indigenous people who want to develop their capacity to understand Indigenous perspectives in the history of colonization to contemporary realities in Canada. This certificate has been developed to build capacity among educators and anyone interested in responding to the Truth and Reconciliation Commission of Canada's (TRC) calls for action in a meaningful way." Website: <https://continuingeducation.wlu.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=1040446>

The following TRC calls apply to these courses, with specific areas of focus highlighted in red:

### **Health**

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.

22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

23. We call upon all levels of government to: i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

#### **Professional Development and Training for Public Servants**

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants 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. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

#### **Education for Reconciliation**

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.

In addition to leveraging faculty expertise within the School of Social Work, the field of social work has a number of established Indigenous scholars (Cindy Blackstock- McGill, Bonnie Freeman – McMaster, Michael Yellowbird – University of Regina, Raven Sinclair- University of Calgary). Whenever possible we will use the work of Indigenous Social Work scholars for assigned readings.

*Note: The attached learning outcomes for the course include Indigenous peoples and the unique concerns they face in Canada. Please note that all the submitted outcomes were recently reviewed and revised to better address these (and related) issues, and that Social Work will continue to be committed to ongoing improvement. In addition, Learning outcomes related to providing content specific to Indigenous communities have been incorporated in the new proposed courses (SWRK-8630 SWRK-8631 and SWRK-8521)*

## 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.*

No 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.*

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.*

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.*

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 internal reallocation of resources and cost savings 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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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 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.*

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

**MSW Advanced Standing Program (1yr. program) – admitted in Intercession term.**

**New proposed course sequence effective Intercession 2023 and would impact students admitted Intercession 2023**

**Advanced Standing MSW/JD students admitted in Fall would take Social Justice & Social Change in the Inter/Summer term, Year 1 and would take the Challenges course in the Fall term, Year 3.**

<b>Current Course Sequence</b>	<b>New proposed course sequence – effective Inter/Summer 2023</b>
<p><b>Summer – 2 courses</b></p> <p>SWRK-8523, Challenges in Human Behaviour SWRK-8547, Social Work Research: Practice Evaluation</p> <p><b>Fall – 5 courses</b></p> <p>SWRK-8610, Advanced Direct Social Work Practice SWRK-8611, Advanced Indirect Social Work Practice SWRK-8621, Social Justice and Social Change SWRK-8622, Advanced Social Policy Analysis and Development SWRK-8640, Program Design and Evaluation</p> <p><b>Winter – 2 courses</b></p> <p>SWRK-8680, Advanced Internship Seminar SWRK-8681, Advanced Practice Internship</p>	<p><b>Summer – 2 courses</b></p> <p>SWRK-8547, Social Work Research: Practice Evaluation <del>SWRK-8523, Challenges in Human Behaviour</del> <u>SWRK-8621, Social Justice and Social Change (moved from Fall term)</u></p> <p><b>Fall – 5 courses</b></p> <p><u>SWRK-8523, Challenges in Child Welfare OR Challenges in Health and Aging</u> SWRK-8610, Advanced Direct Social Work Practice SWRK-8611, Advanced Indirect Social Work Practice <del>SWRK-8621, Social Justice and Social Change</del> SWRK-8622, Advanced Social Policy Analysis and Development SWRK-8640, Program Design and Evaluation</p> <p><b>Winter – 2 courses - NO CHANGE</b></p> <p>SWRK-8680, Advanced Internship Seminar SWRK-8681, Advanced Practice Internship</p>

**MSW Regular Track (2 yr. program) – admitted in Fall term**

**New proposed course sequence effective Winter 2023. This would impact students admitted in Fall 2022.**

**Regular Track MSW/JD students admitted in Fall would take Social Justice & Social Change in the Winter term, Year 1 and would take the Challenges course in the Fall term, Year 3.**

<b>Current Course Sequence</b>	<b>New proposed course sequence – effective Winter 2023</b>
<p><b>Fall, Year 1 – 4 courses</b>  SWRK-8503, Comprehensive Social Policy Analysis  SWRK-8504, Communication Skills in Social Work Practice  SWRK-8547, Social Work Research: Practice Evaluation  SWRK-8550, Social Work Values, Ethics and Anti-Oppressive Practice</p> <p><b>Winter, Year 1 – 5 courses</b>  SWRK-8523, Challenges in Human Behaviour  SWRK-8531, Social Work Practice with Individuals  SWRK-8532, Social work Practice with Groups  SWRK-8533, Social Work Practice with Families  SWRK-8534, Social Work Practice with Organizations and Communities</p> <p><b>Spring and Summer, Year 1 – 2 courses</b>  SWRK-8570, Field Integration Seminar  SWRK-8571, Master of Social Work Foundation Year Practicum</p> <p><b>Fall, Year 2 – 5 courses</b>  SWRK-8610, Advanced Direct Social Work Practice  SWRK-8611, Advanced Indirect Social Work Practice  SWRK-8621, Social Justice and Social Change  SWRK-8622, Advanced Social Policy Analysis and Development  SWRK-8640, Program Design and Evaluation</p> <p><b>Winter, Year 2 – 2 courses</b>  SWRK-8680, Advanced Internship Seminar  SWRK-8681, Advanced Practice Internship</p>	<p><b>Fall, Year 1 – 4 courses, NO CHANGE</b>  SWRK-8503, Comprehensive Social Policy Analysis  SWRK-8504, Communication Skills in Social Work Practice  SWRK-8547, Social Work Research: Practice Evaluation  SWRK-8550, Social Work Values, Ethics and Anti-Oppressive Practice</p> <p><b>Winter, Year 1 – 5 courses, sequence change only</b>  <del>SWRK-8523, Challenges in Human Behaviour</del>  SWRK-8531, Social Work Practice with Individuals  SWRK-8532, Social work Practice with Groups  SWRK-8533, Social Work Practice with Families  SWRK-8534, Social Work Practice with Organizations and Communities  SWRK-8621, Social Justice and Social Change</p> <p><b>Spring and Summer, Year 1 – 2 courses, NO CHANGE</b>  SWRK-8570, Field Integration Seminar  SWRK-8571, Master of Social Work Foundation Year Practicum</p> <p><b>Fall, Year 2 – 5 courses, sequence change only</b>  <del>SWRK-8523, Challenges in Human Behaviour</del>  <u>SWRK-8523, Challenges in Child Welfare OR Challenges in Health and Aging</u>  SWRK-8610, Advanced Direct Social Work Practice  SWRK-8611, Advanced Indirect Social Work Practice  <del>SWRK-8621, Social Justice and Social Change</del>  SWRK-8622, Advanced Social Policy Analysis and Development  SWRK-8640, Program Design and Evaluation</p> <p><b>Winter, Year 2 – 2 courses, NO CHANGE</b>  SWRK-8680, Advanced Internship Seminar  SWRK-8681, Advanced Practice Internship</p>

**Proposed new course timetable for Winter 2023, Inter/Summer 2023, & Fall 2023 terms\***

*\*These changes would impact the 2022/2023 call for teaching load preferences to be sent to faculty in October or November 2021.*

<b>*WINTER 2023 REVISED MSW COURSE TIMETABLE (ADVANCED AND FOUNDATION)</b>					
<i>*MSW API STUDENTS ARE IN FIELD PLACEMENT MONDAYS – THURSDAYS (SWRK 8681)</i>					
<b>TIME</b>	<b>MONDAYS</b>	<b>TUESDAYS</b>	<b>WEDNESDAYS</b>	<b>THURSDAYS</b>	<b>FRIDAYS</b>
8:30 AM -11:20 AM	SWRK 8531-01, SW Practice with Individuals	<del>SWRK 8523-01, Challenges in Human Behaviour</del>  <u>SWRK 8621-02, Social Justice &amp; Social Change</u>	SWRK 8532-01, SW Practice with Groups		SWRK 8680 -92, 93, & 94, Advanced Internship Seminar (8:30 AM – 10:30 AM)
1:00 PM – 3:50 PM	SWRK 8533-01, SW Practice with Families	SWRK 8534-01, SW Practice with Organizations & Communities			



**\*INTER/SUMMER 2023 REVISED MSW COURSE TIMETABLE (ADVANCED AND FOUNDATION)**

*\*MSW FYP STUDENTS ARE IN FIELD PLACEMENT MONDAYS – THURSDAYS (SWRK 8571)*

TIME	MONDAYS	TUESDAYS	WEDNESDAYS	THURSDAYS	FRIDAYS
9:00 AM – 11:50 AM		<del>SWRK 8523-01, Challenges in Human Behaviour</del> <a href="#"><u>SWRK 8621-02, Social Justice &amp; Social Change</u></a>			SWRK 8547-01, Social Work Research: Practice Evaluation  SWRK 8570 -92 & 93 Field Integration Seminar (9:00 AM – 11:00 AM)
1:00 PM – 3:50 PM		<del>SWRK 8523-01, Challenges in Human Behaviour</del> <a href="#"><u>SWRK 8621-02, Social Justice &amp; Social Change</u></a>			SWRK 8547-01, Social Work Research: Practice Evaluation

FALL 2023 REVISED MSW COURSE TIMETABLE (ADVANCED AND FOUNDATION)					
TIME	MONDAYS	TUESDAYS	WEDNESDAYS	THURSDAYS	FRIDAYS
8:30 AM -11:20 AM	<del>SWRK 8621-01, Social Justice &amp; Social Change</del>  SWRK 8611-01, Adv. Indirect Social Work Practice	SWRK 8622-01 Advanced Social Policy Analysis	<del>SWRK 8611-01, Adv. Indirect Social Work Practice</del>  <del>SWRK 8621-02, Social Justice &amp; Social Change</del>  <a href="#">SWRK 8523-01, Challenges in Child Welfare</a>  <a href="#">SWRK 8523-02, Challenges in Health &amp; Aging</a>	SWRK 8611-02, Adv. Indirect Social Work Practice	SWRK 8622-02 Advanced Social Policy Analysis
1:00 PM – 3:50 PM	SWRK 8640-01, Program Design & Evaluation	SWRK 8610-01, Adv. Direct Social Work Practice		SWRK 8640-01, Program Design & Evaluation	SWRK 8610-01, Adv. Direct Social Work Practice

University of Windsor  
Program Development Committee

\*5.9: **Social Work (Graduate) - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Graduate Studies**

**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
N/A				

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 Graduate

**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](http://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**

**SWRK-8621, 8521 Social Justice and Social Change**

This seminar focuses on the critical analysis of systemic injustice. It will consider the history, meaning, consequences and dynamics of barriers that threaten, preclude or compromise the normal participation of selected vulnerable

groups in social, economic and political institutions. It will critically examine concepts such as deviance, dependence, need, social control, and oppression. This critical analysis will form the underpinnings for leadership in the development and implementation of strategies for change.

#### SWRK-8523. Challenges in Human Behaviour

~~This course examines how principle biological, psychological, and social theoretical perspectives differentially explain the etiology, occurrence, and response to common life challenges including physical illness and disability, mental illness and substance abuse, economic adversity, family and community violence, and minority status related to culture, ethnicity, or sexuality. An ecological perspective will be used to understand the individual, family, community, and societal issues related to these challenges. Both the impact of these challenges and strategies responding to these challenges will be appraised and critically analyzed.~~

#### SWRK-8680. Advanced Internship Seminar

This capstone course must be taken concurrently with students' advanced practice internship SWRK-8681. This course provides a structured forum for students to discuss, synthesize and integrate the knowledge they have acquired throughout the program including practice theories, professional ethics, policy development, research and program evaluation. **(Grading scale change from a percentage scale to Pass/Fail).**

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

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

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19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.

22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

23. We call upon all levels of government to: i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on

the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

**Professional Development and Training for Public Servants**

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants 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. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

**Education for Reconciliation**

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.

In addition to leveraging faculty expertise within the School of Social Work, the field of social work has a number of established Indigenous scholars (Cindy Blackstock- McGill, Bonnie Freeman – McMaster, Michael Yellowbird – University of Regina, Raven Sinclair- University of Calgary). Whenever possible we will use the work of Indigenous Social Work scholars for assigned readings.

The attached learning outcomes for the course include Indigenous peoples and the unique concerns they face in Canada. Additional information for how these principles will be explored in the courses are available on the PDC form Ds.

Please note that all the submitted outcomes were recently reviewed and revised to better address these (and related) issues, and that Social Work will continue to be committed to ongoing improvement.

**A.2 Experiential Learning Categories**

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

☒ **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).  
☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>

community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (for visual and performing arts)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

#### B. Learning Outcomes for the Courses Listed Above

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

**COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<del>SWRK-8621.</del> <b>8521</b> Social Justice and Social Change SWRK-8680. Advanced Internship Seminar
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below. ( <i>Submitted through the CUMA database See item 5.12</i> )
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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _

	(check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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University of Windsor  
Program Development Committee

\*5.6: Forensic Science – Summary of Minor Course and Calendar Changes (Form E)

Item for: Information

Forwarded by: Faculty of Science

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
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](http://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**

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 or **BIOL-2063**.)

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

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

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

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

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	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (for visual and performing arts)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>

interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

## B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.** COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	FRSC-3231 Forensic Anthropology (Learning outcomes were last updated September 21, 2018. No changes are being made to the learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	____ 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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	____ 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.	<b><u>__x__</u></b> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <b><u>September 21, 2018</u></b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

University of Windsor  
Program Development Committee

\*5.7: History – 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 Modifying	Body	Reason for Modification
March 1, 2022	History AAU		more appropriate to cover US relations with Global South rather than just Latin America Limiting to 20 <sup>th</sup> century requires updating Expanding reach to Global South makes course teachable by more departmental members

**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
History	Dr. Steven Palmer (Acting Head)	November 8, 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.

Undergraduate  
Fall 2023

**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](http://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**

## HIST-4620. United States-Latin America Relations in the 20<sup>th</sup> Century **Global South Encounters**

The rise and shaping of U.S. power in the hemisphere, with emphasis on Latin American responses. Topics include military, intervention and anti-imperialist movements, cultural and other non-governmental exchanges, and the evolution of inter-American trade. **The expansion of United States' power throughout the Global South (emphases may vary according to the expertise of the professor, but will include consideration of the Americas, Africa, the Indo-Pacific and the Middle East) from the late eighteenth century to the present. Topics will include transcontinental and overseas expansion, colonial warfare and resistance, the construction of racial and national identities, gender in an imperial context, and borderland cultures** (Prerequisite: Restricted to History majors and other students with at least semester 5 and permission of the instructor.) Seminar (3 hours/week).

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

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

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

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

This course will explore the agency and resistance of peoples under US and Western colonial and neo-colonial power and the rise of national liberation, anti-imperialist and post-colonial practices. This course will draw from the works of Indigenous scholars and other members of non-dominant groups.

### A.2 Experiential Learning Categories

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

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

☒ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input checked="" type="checkbox"/>	<input type="checkbox"/>

capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit ( <i>for visual and performing arts</i> )	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

#### B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.**

**COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	HIST 4620: United States - Global South Encounters
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _(check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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## LEARNING OUTCOMES TABLE

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> <li>- Evaluate, analyze and synthesize historical materials (primary and secondary sources).</li> <li>- Recognize and explain the historical development of their own and other cultures.</li> <li>- Evaluate and recognize different schools of historical thought.</li> <li>- Identify the role of theory and methodology in the production of historical knowledge.</li> </ul>	A. the acquisition, application and integration of knowledge
<ul style="list-style-type: none"> <li>- Identify the extent and nature of primary and secondary sources available/needed to research a particular topic.</li> <li>- Access historical materials efficiently and effectively.</li> </ul>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> <li>- Apply a sense of “historical mindedness” by analyzing issues in a historical context with specific attention to the lived experiences of racialized peoples throughout colonial and postcolonial societies.</li> <li>- Identify the way history is produced and used to justify social, cultural, economic, and political ends.</li> <li>- Examine current issues from a historical perspective.</li> </ul>	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> <li>- Articulate arguments clearly.</li> <li>- Organize and present evidence in a coherent manner.</li> </ul>	D. literacy and numeracy skills
<ul style="list-style-type: none"> <li>- Explain cultural, ethical, social, legal, and political issues surrounding the use of historical materials.</li> </ul>	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> <li>- Express ideas and arguments of the discipline clearly and persuasively in written and oral form.</li> </ul>	F. interpersonal and communications skills
<ul style="list-style-type: none"> <li>- Employ skills to design, organize and implement group projects (oral presentations or collective written submissions).</li> <li>- Demonstrate an ability to work with others toward a common goal.</li> </ul>	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> <li>- Demonstrate creative interpretation of historical materials.</li> </ul>	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> <li>- Apply research, critical thinking, writing and organizational skills to new tasks.</li> </ul>	I. the ability and desire for continuous learning



**University of Windsor  
Program Development Committee**

**\*5.12 Social Work (Graduate) – Learning Outcomes**

Item for: **Information**

Forwarded by: **School of Social Work**

This package contains the following learning outcomes:

Master of Social Work (MSW)  
 SWRK-8503. Comprehensive Social Policy Analysis  
 SWRK-8504. Communication Skills in Social Work Practice  
 SWRK-8523. Challenges in Health and Gerontology  
 SWRK-8523. Challenges in Child Welfare  
 SWRK-8531. Social Work Practice with Individuals  
 SWRK-8532. Social Work Practice with Groups  
 SWRK-8533. Social Work Practice with Families  
 SWRK-8534. Social Work Practice with Organizations and Communities  
 SWRK-8547. Advanced Social Work Research: Practice Evaluation  
 SWRK-8550. Social Work Values, Ethics and Anti-Oppressive Practice  
 SWRK-8570. Field Integration Seminar  
 SWRK-8571. Master of Social Work Foundation Year Practicum  
 SWRK-8610. Advanced Direct Social Work Practice  
 SWRK-8611. Advanced Indirect Social Work Practice  
 SWRK-8621. Social Justice and Social Change  
 SWRK-8622. Advanced Social Policy Development and Analysis  
 SWRK-8640. Program Design and Evaluation  
 SWRK-8680. Advanced Internship Seminar  
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 Master of Social Work Curriculum Map



## Master of Social Work

### Program Learning Outcomes

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:	<b>OCGS-approved Graduate Degree Level Expectations</b>
<p>Assess and apply the unique characteristics of social work as a profession, including its history, theoretical foundations, values, roles, code of ethics, and current issues faced by the profession. (Also applies to C, E, G, H, I.)</p> <hr/> <p>Analyze and develop policies that promote the wellbeing and inclusion of individuals, families, and communities. (Also applies to B, C, G.)</p>	<b>A.</b> the acquisition, application and integration of knowledge	<ol style="list-style-type: none"><li>1. Depth and breadth of knowledge</li><li>2. Research and scholarship</li><li>3. Level of application of knowledge</li><li>6. Awareness of limits of knowledge</li></ol>
<p>Apply, participate in, and critique, social work research to advance professional practice, policy development, and service provision. (Also applies to D.)</p>	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	<ol style="list-style-type: none"><li>2. Research and scholarship</li><li>3. Level of application of knowledge</li><li>6. Awareness of limits of knowledge</li></ol>

<p>Identify social inequalities, injustices, and barriers through an intersectional lens particularly when working with equity-seeking populations including Indigenous Peoples, Francophone Peoples and communities, and African Caribbean and Black communities.</p> <p>(Also applies to E, I.)</p> <hr/> <p>Develop interventions and engage in advocacy to address structural sources of injustice and inequities including economic, political, historical, cultural, social, and professional issues that impact social policy, social interventions and human behaviours.</p> <p>(Also applies to E, G, H, I.)</p> <hr/> <p>Critically reflect on the complex nature of their own social locations, identities, personal biases, and preferences.</p> <p>(Also applies to E.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Research and scholarship</li> <li>3. Level of application of knowledge</li> <li>4. Professional capacity/autonomy</li> <li>6. Awareness of limits of knowledge</li> </ol>
<p>Communicate effectively verbally, non-verbally, and in writing in both scholarly and reflective manner.</p> <p>(Also applies to E, F.)</p>	<p><b>D.</b> literacy and numeracy skills</p>	<ol style="list-style-type: none"> <li>2. Research and scholarship</li> <li>5. Level of communication skills</li> </ol>
<p>Engage ethically with individuals, families, groups, and/or communities across the levels of social work practice from an ecological systems perspective with special attention to the contexts of health, gerontology, and child protection.</p> <p>(Also applies to F, I.)</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> <li>4. Professional capacity/autonomy</li> <li>6. Awareness of limits of knowledge</li> </ol>
	<p><b>F.</b> interpersonal and communications skills</p>	<ol style="list-style-type: none"> <li>5. Level of communication skills</li> </ol>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>	<ol style="list-style-type: none"> <li>4. Professional capacity/autonomy</li> <li>5. Level of communication skills</li> </ol>

	<b>H.</b> creativity and aesthetic appreciation	2. Research and scholarship 4. Professional capacity/autonomy 6. Awareness of limits of knowledge
	<b>I.</b> the ability and desire for continuous learning	4. Professional capacity/autonomy

## SWRK-8503. Comprehensive Social Policy Analysis

Formerly known as: 47-503

### Learning Outcomes

Last Updated: August 05, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Describe the historical development of the Canadian welfare state and the major approaches to social policy analysis.	<b>A.</b> the acquisition, application and integration of knowledge
Identify strategies to advocate for marginalized individuals, groups, and communities, and formulate policy recommendations that promote equity.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess the implications of social policies on individuals, families, organizational infrastructures, service delivery systems, and network linkages, especially in relation to anti-oppressive efforts with Indigenous Peoples and equity-seeking populations (e.g. Francophone communities, and African, Caribbean, and Black communities).	<b>C.</b> critical thinking and problem-solving skills
Critically analyze the economic, political, cultural, and social forces, that impact social policy, and related professional issues (e.g. social work values, conflicting value systems, and ethical dilemmas) in the pursuit of social justice.	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

## SWRK-8504. Communication Skills in Social Work Practice

Formerly known as: 47-504

### Learning Outcomes

Last Updated: August 05, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Describe interviewing skills used by social workers including conceptual models of communication, phases of interviewing, interviewer roles, communication skills, and methods for recording interview content.	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess the impact of social and cultural diversity, value conflicts, and ethical responsibilities on communication, with specific attention to social inequities and injustices when working with Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities.  (Also applies to E.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
Demonstrate verbal and non-verbal communications skills that match phase of interview, client context, and interview context.	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Display self-awareness and professional use of self through an intersectional lens.	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8523. Challenges in Health and Gerontology**

Formerly known as: 47-523

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Evaluate methods for addressing challenges at individual, family, organizational, community, systemic, and policy levels.	<b>A.</b> the acquisition, application and integration of knowledge
Critically analyze and reflect on health and gerontology from different biopsychosocial considerations and theoretical perspectives with consideration of social work values and implications for ethical practice. (Also applies to C, E.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Recognize and incorporate unique perspectives and challenges relating to the disparate experiences of diverse groups, with a particular focus on Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities in the context of health and gerontology. (Also applies to E.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8523. Challenges in Child Welfare**

Formerly known as: 47-523

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Reflect on and attend to the disparate experiences of diverse groups, with a particular focus on Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities in the context of child welfare.  (Also applies to E.)	<b>A.</b> the acquisition, application and integration of knowledge
Critically analyze and reflect on child welfare/child protection from different biopsychosocial lenses and theoretical perspectives with consideration of social work values and implications for ethical practice.  (Also applies to C, E.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Evaluate methods for addressing challenges at individual, family, organizational, community, systemic, and policy levels.	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8531. Social Work Practice with Individuals**

Formerly known as: 47-531

**Learning Outcomes**

Last Updated: August 05, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Describe critically the major historical developments, current trends, and professional issues in the various practice theories of direct practice.  (Also applies to C.)	<b>A.</b> the acquisition, application and integration of knowledge
Assess and select appropriate interventions using holistic assessments and empirical evidence for individuals from diverse populations, including Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
Engage reflexively to develop self-awareness and professional use of self in verbal, non-verbal, and written communication.  (Also applies to H.)	<b>E.</b> responsible behaviour to self, others and society
Apply a range of social work theoretical perspectives while demonstrating care and consideration of individual and cultural circumstances.	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning



**SWRK-8532. Social Work Practice with Groups**

Formerly known as: 47-532

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Describe group work theory, dynamics, and roles across the stages of group formation, processes, and development, and related social policy. (Also applies to C.)	<b>A.</b> the acquisition, application and integration of knowledge
Design, implement, and facilitate groups within an ecological perspective to advance change with clients and client systems, including consideration of structural inequalities, social work tenets, and social work values. (Also applies to F.)  Analyze and evaluate group processes and interventions, attending to the needs of diverse populations (e.g., Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities) and reflect on the professional use of self in group work practice. (Also applies to E.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Apply group procedures to therapy and task groups. (Also applies to G.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8533. Social Work Practice with Families**

Formerly known as: 47-533

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
<p>Explore major theoretical approaches for family assessment and intervention.</p> <p style="text-align: right;">(Also applies to H.)</p> <hr/> <p>Critically analyze social work practice with families, including diverse family structures and dynamics, life cycles, and evolving cultural and societal contexts, with attention to social inequities related to diverse groups such as Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities.</p> <p style="text-align: right;">(Also applies to C, E.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Demonstrate fundamental skills for engaging and effectively communicating with families by identifying presenting problems and strengths, assessing dynamics, developing goals and interventions, and evaluating effectiveness of family intervention.</p> <p style="text-align: right;">(Also applies to F.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Engage in a critical use of self verbally and in writing with a focus on the impact of the social worker's family of origin and professional use of self.</p> <p style="text-align: right;">(Also applies to I.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**SWRK-8534. Social Work Practice with Organizations and Communities**

Formerly known as: 47-534

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically analyze the political forces, cultural forces, social forces, and professional issues that impact working with organizations and diverse communities such as Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. (Also applies to C, E.)	<b>A.</b> the acquisition, application and integration of knowledge
Critically analyze, compare, and apply key theories and approaches of organizational and community assessment and development with particular attention to issues of social justice, human diversity, and human oppression (Also applies to E, G.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8547. Advanced Social Work Research: Practice Evaluation**

Formerly known as: 02-47-547

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically analyze existing research to identify its methodological rigor, knowledge claims, and implications for social work practice or policy. (Also applies to B, C.)	<b>A.</b> the acquisition, application and integration of knowledge
Articulate the ideological assumptions underlying both qualitative and quantitative research methods.  Conduct a literature review, identify a research problem relevant for diverse populations, formulate a research question and, when appropriate, formulate hypotheses, develop an appropriate design and methodology (considering both quantitative and qualitative options), and indicate appropriate analytical methods. (Also applies to D, H.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Identify and address ethical issues in conducting research with diverse populations, with special attention to Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. (Also applies to E.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8550. Social Work Values, Ethics and Anti-Oppressive Practice**

Formerly known as: 47-550

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically assess the history of social welfare and social work with particular attention to social work's theoretical foundations, roles, values, code of ethics, and approaches to direct and indirect practice (Also applies to C.)	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
Articulate social work values, how they differ from other professions' values, how they relate to oppression, and how they are affected by changes in political, economic, and social contexts (Also applies to H.)  Describe dilemmas that social workers face as they strive for the pursuit of justice and apply anti-oppressive practice solutions with diverse populations, especially in relation to Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. (Also applies to F, H.)	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8570. Field Integration Seminar**

Formerly known as: 47-570

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and articulate the social work roles in professional relationships with agency supervisors, staff, peers, and clients that affect their practice.  (Also applies to E, F, G, I.)	<b>A.</b> the acquisition, application and integration of knowledge
Consider and integrate the disparate experiences of Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. (Also applies to E, I.)	
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Articulate critical linkages between “use of self”, personal experience, prior and concurrent learning, and “real-life” field situations from an ecological systems perspective. (Also applies to E, F, H.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8571. Master of Social Work Foundation Year Practicum**

Formerly known as: 47-571

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
<p>Demonstrate knowledge of an agency's mission, policies, goals, procedures and governance by:</p> <ul style="list-style-type: none"><li>• Adhering to agency policies regarding professionalism and integrity in relation to colleagues, clients and practice.</li><li>• Explaining how agency policies and services meet client needs.</li><li>• Employing professional behaviour.</li><li>• Establishing appropriate communication with agency personnel.</li></ul> <p>(Also applies to E, F, G.)</p> <hr/> <p>Assess client needs and capacities, determining intervention and implementing multi-level practice approaches that fit client system, problem, and diverse social work roles.</p> <p>(Also applies to C.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Evaluate the impact of community characteristics by:</p> <ul style="list-style-type: none"><li>• Identifying an agency's role and function within a community.</li><li>• Determining and utilizing indirect strategies to respond to issues.</li><li>• Analyzing the impact of oppression and discrimination.</li></ul> <hr/> <p>Articulate how research, literature and best/promising practices inform practice.</p> <p>(Also applies to C.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Explain how the ecological perspective informs social work practice.</p> <hr/> <p>Utilize self-reflection, critical thinking, and creative problem solving to inform and evaluate social work practice.</p> <p>(Also applies to D, H.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>

<p>Express in practice/intervention, behaviour, writing and oral presentations, social work's mission, values and ethics in all field related experiences.</p> <p>(Also applies to E.)</p> <hr/> <p>Articulate and analyze personal biases and values when working with diverse populations (e.g., Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities) and future learning needs.</p> <p>(Also applies to E, H, I.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
	<p><b>E.</b> responsible behaviour to self, others and society</p>
<p>Articulate the unique role of social workers within the agency and the helping professions.</p> <p>(Also applies to H.)</p>	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>



**SWRK-8610. Advanced Direct Social Work Practice**

Formerly known as: 47-610

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
<p>Critically analyze the evidence-based literature, and the application of and theoretical basis of a range of advanced professional social work models to direct practice with diverse populations.</p> <p style="text-align: right;">(Also applies to B, C.)</p> <hr/> <p>Engage in direct practice interventions while demonstrating interpersonal and cultural awareness, respect, openness, and empathy using both verbal and non-verbal communication skills.</p> <p style="text-align: right;">(Also applies to D, F, G, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Examine how social work values, ethical considerations, and one's personal standpoint influence the creation, implementation and sustainability of interventions developed for diverse populations.</p> <p style="text-align: right;">(Also applies to E, H.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Develop sustainable interventions for diverse populations, including Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities.</p> <p style="text-align: right;">(Also applies to E, F.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
	<p><b>D.</b> literacy and numeracy skills</p>
<p>From a strengths perspective, analyze client empowerment and constructive transactions with the environment.</p> <p style="text-align: right;">(Also applies to G.)</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**SWRK-8611. Advanced Indirect Social Work Practice**

Formerly known as: 47-611

**Learning Outcomes**

Last Updated: August 05, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critique and assess the social, political, and economic conditions affecting diverse populations within the context of the communities and the organizations that impact those populations. (Also applies to C.)	<b>A.</b> the acquisition, application and integration of knowledge
Utilize evidence-based research and knowledge of advanced indirect theories of community and organizational practice. (Also applies to H.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critique and develop strategies and models for advanced community and organizational practice in areas such as community development, organizational behaviour and structure, and leadership. (Also applies to G.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8621. Social Justice and Social Change**

Formerly known as: 47-621

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Articulate the history, meaning, consequences and dynamics of barriers that threaten, preclude or compromise the participation of diverse groups including Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities in Canadian social, economic and political institutions. (Also applies to E.)	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Integrate a social justice lens across various levels of practice (individuals and families, groups, communities, and organizations). (Also applies to E, G, H.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
Identify and articulate anti-oppressive practice values and the role these values play in leadership, and the development and implementation of strategies for change (Also applies to F, G.)	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8622. Advanced Social Policy Development and Analysis**

Formerly known as: 47-622

**Learning Outcomes**

Last Updated: August 05, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically analyze social policies, consider implementation challenges, and evaluate recommendations for change to promote equity. (Also applies to C.)	<b>A.</b> the acquisition, application and integration of knowledge
Develop and plan social policies that strive to reduce oppression and discrimination among diverse populations, including Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. (Also applies to E, F, G.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

## SWRK-8640. Program Design and Evaluation

Formerly known as: 02-47-640

### Learning Outcomes

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and assess theories and program evaluation strategies, and their implications for diverse populations (including Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities), as well as agency and social contexts. (Also applies to B, C, E.)	<b>A.</b> the acquisition, application and integration of knowledge
Design a program evaluation using appropriate evaluation tools and ethical strategies for program evaluation with consideration of diverse stakeholders, agency, and social context. (Also applies to C, G, H, I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8680. Advanced Internship Seminar**

Formerly known as: 47-680

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Integrate and apply knowledge of multi-level social work theories and interventions, professional ethics, the professional use of the self, and critical evaluation of best practices with diverse populations, including Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities. (Also applies to C, E, G, H, I.)	<b>A.</b> the acquisition, application and integration of knowledge
Articulate the agency/community contexts and policies affecting identified needs, and formulate evidence-based solutions within the ecological perspectives. (Also applies to C, D, H.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
Demonstrate effective, professional and interpersonal functioning in organizations within established agency protocols, structures and internal communication networks. (Also applies to G.)	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-8681. Advanced Practice Internship**

Formerly known as: 47-681

**Learning Outcomes**

Last Updated: August 06, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Engage in ongoing critical analysis of how agency mission, goals, procedures, communication channels and collaboration with colleagues effectively prepares for advanced micro, mezzo and macro social work practice.  (Also applies to C.)  Integrate theoretical perspectives within social work practice assessment, prevention, and evaluation.  (Also applies to C, D, F, G.)	<b>A.</b> the acquisition, application and integration of knowledge
Initiate social work practice that: <ul style="list-style-type: none"><li>• Articulates and demonstrates how research, literature and best/promising practices inform practice.</li><li>• Utilizes research, evidence-based practice, and policy to inform advocacy for social and economic justice for diverse groups, with special attention to Indigenous Peoples and equity-seeking groups such as Francophone communities, and African, Caribbean, and Black communities.</li></ul> (Also applies to E, H.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze how agency policy advances social well-being and describe how various community contexts, including forms of oppression and discrimination, influence indirect practice interventions.  (Also applies to E, F, G, H, I.)  Critically analyze interventions and mobilize effective networks and resources to advance social and economic well-being and effective social work practice.  (Also applies to E.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills

<p>Integrate a professional social work identity by:</p> <ul style="list-style-type: none"> <li>• Managing personal values in a way that professionally guides practice.</li> <li>• Applying ethical reasoning strategies to arrive at principled decisions.</li> <li>• Tolerating ambiguity in resolving ethical conflicts.</li> <li>• Assessing how changing locales, populations, scientific and technological developments and emerging societal trends influence relevant and applicable services.</li> <li>• Describing and formulating plans for their continuous learning.</li> </ul>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>



**Courses to Program Outcomes: Master of Social Work (all courses)**

Course	A C E G H I PLO 1	A B C G PLO 2	E F I PLO 3	B D PLO 4	C E I PLO 5	D E F PLO 6	C E G H I PLO 7	C E PLO 8
SWRK-8503	I	I		I	I	I	I	I
SWRK-8504	I		I		I	I		I
SWRK-8547	I	I		I	I	I	I	I
SWRK-8550	I	I	I		I	I	I	I
SWRK-8621	R	R	R		R	R	R	R
SWRK-8531	R		R	R	R	R	R	R
SWRK-8532	R	R	R			R	R	R
SWRK-8533	R		R	R	R	R		R
SWRK-8534	R	R	R		R		R	
SWRK-8570	R	R	R		R	R		R
SWRK-8571	R	R	R	R	R	R	R	R
SWRK-8610	M		M	M	M	M	M	M
SWRK-8611	M	M	M	M	M	M	M	
SWRK-8622	M	M	M		M	M	M	M
SWRK-8523	M	M	M	M	M	M		M
SWRK-8523	M	M	M	M	M	M		M
SWRK-8640	M	M		M	M	M	M	
SWRK-8680	M	M	M		M	M	M	M
SWRK-8681	M	M	M	M	M	M	M	M

**Legends**

**Courses**

SWRK-8503	Comprehensive Social Policy Analysis
SWRK-8504	Communication Skills in Social Work Practice
SWRK-8547	Advanced Social Work Research: Practice Evaluation
SWRK-8550	Social Work Values, Ethics and Anti-Opressive Practice
SWRK-8621	Social Justice and Social Change
SWRK-8531	Social Work Practice with Individuals
SWRK-8532	Social Work Practice with Groups
SWRK-8533	Social Work Practice with Families
SWRK-8534	Social Work Practice with Organizations and Communities
SWRK-8570	Field Integration Seminar


SWRK-8571	Master of Social Work Foundation Year Practicum
SWRK-8610	Advanced Direct Social Work Practice
SWRK-8611	Advanced Indirect Social Work Practice
SWRK-8622	Advanced Social Policy Development and Analysis
SWRK-8523	Challenges in Child Welfare
SWRK-8523	Challenges in Health and Gerontology
SWRK-8640	Program Design and Evaluation
SWRK-8680	Advanced Internship Seminar
SWRK-8681	Advanced Practice Internship

### Program Learning Outcomes (PLOs)

PLO 1	Assess and apply the unique characteristics of social work as a profession, including its history, theoretical foundations, values, roles, code of ethics, and current issues faced by the profession.
PLO 2	Analyze and develop policies that promote the wellbeing and inclusion of individuals, families, and communities.
PLO 3	Engage ethically with individuals, families, groups, and/or communities across the levels of social work practice from an ecological systems perspective with special attention to the contexts of health, gerontology, and child protection.
PLO 4	Apply, participate in, and critique, social work research to advance professional practice, policy development, and service provision.
PLO 5	Identify social inequalities, injustices, and barriers through an intersectional lens particularly when working with equity-seeking populations including Indigenous Peoples, Francophone Peoples and communities, and African Caribbean and Black communities.
PLO 6	Communicate effectively verbally, non-verbally, and in writing in both scholarly and reflective manner.
PLO 7	Develop interventions and engage in advocacy to address structural sources of injustice and inequities including economic, political, historical, cultural, social, and professional issues that impact social policy, social interventions and human behaviours.
PLO 8	Critically reflect on the complex nature of their own social locations, identities, personal biases, and preferences.

### Cell Values

I	Introduction
R	Reinforcement
M	Mastery

<sup>A</sup> (superscript) assessments indicated

<sup>H</sup> (superscript) high-impact assessments indicated

### University Graduate Attributes

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

University of Windsor  
Program Development Committee

\*5.13: Human Kinetics - Summary of Minor Course and Calendar Changes

Item for: Information

Forwarded by: *The 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](http://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****

The following minor course changes are for the courses:

- KINE-3060. Obesity and Eating Disorders

- KINE-4040. Population Health
- KINE-4080. Dynamics of Skill Acquisition
- KINE-4580. The Endocrine System in Sport, Exercise and Health

#### KINE-3060. Obesity and Eating Disorders

This course will provide a multidisciplinary approach to understanding of the current epidemic of obesity and eating disorders in Canada and its impact on disease development throughout the lifespan. Particular emphasis will be on translating basic science findings related to body weight to intervention and prevention strategies.

~~(Open to Kinesiology students in the Sport Studies and Movement Science streams; open to Kinesiology students in the Sport Management stream provided they have at least 3rd year standing; also open to all other students provided they have at least 3rd year standing and permission of instructor.) (Credit may not be obtained for KINE-3060 and Special Topics courses covering the same content.)~~

**(Prerequisites: Open to 3rd and 4th year Kinesiology majors.) (Open to non-majors if there is enrolment space.)**

#### KINE-4040. Population Health

This course will examine the factors that aim to (1) improve health of the entire population and (2) reduce health inequalities among population groups. Particular emphasis will be on the Canadian health care system and the determinants of health, in addition to personal health practices and health knowledge, health policy, and behaviour change theory as it applies to the health of our society.

~~(Prerequisite: Open to Kinesiology students in the Sport Studies stream; open to Kinesiology students in the Movement Science and Sport Management streams provided they have at least 3rd year standing; also open to all other students provided they have at least 3rd year standing and permission of instructor) (Credit may not be obtained for KINE-3040 and Special Topics courses covering the same content.)~~ **(Prerequisites: Open to 3rd and 4th year Kinesiology majors.) (Open to non-majors in semester 5 and above if there is enrolment space.)**

#### KINE-4080. Dynamics of Skill Acquisition

This course will introduce students to the theoretical and empirical data underlying dynamic systems “theory”. Specifically, it will examine the notion of “self-organization”; individual and environmental constraints on action and the evolution of skilled motor behaviour; and discuss practical applications of this theory to normal and pathological motor activity. ~~(Prerequisite: Open to Kinesiology students in the Movement Science and Sport Studies streams; open to Kinesiology students in the Sport Management stream provided they have at least 3rd year standing; also open to all other students provided they have at least 3rd year standing and permission of instructor)~~

**(Prerequisites: Open to 3rd and 4th year Kinesiology majors.) (Open to non-majors in semester 5 and above if there is enrolment space.)**

#### KINE-4580. The Endocrine System in Sport, Exercise and Health

The endocrine system, in close association with the nervous system, is an important regulator of physiological homeostasis. Various components of the “milieu interieur” or internal environment must be maintained for a “free and independent life”. Exercise induces several metabolic and physiological challenges to which the endocrine system must respond in order to maintain this internal environment. Thus, this course will introduce students to the mammalian endocrine system and then examine how exercise and health affect and are affected by the endogenous hormones and chemical messengers of the human body. ~~(Prerequisite: Open to Kinesiology students in the Movement Science stream; open to Kinesiology students in the Sport Studies and Sport Management streams provided they have at least 3rd year standing; also open to all other students provided they have at least 3rd year standing and permission of instructor)~~ **(Prerequisites: Open to 3rd and 4th year Kinesiology majors.) (Open to non-majors in semester 5 and above if there is enrolment space.)**

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

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

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

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

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

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

The 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 Aboriginal 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 examples to the courses in this document include:

In KINE-3060, obesity and eating disorders are both health outcomes with etiology's rooted in genetics and physical and mental health lifestyle behaviours. As such, literature has been sought out specific to different perspectives (e.g., Indigenous Peoples, Black, and other marginalized groups) on topics throughout the course (e.g., fat acceptance, weight stigma). Given the societal stigma of weight deviation at either end of the weight spectrum, topics and discussions throughout most of the class topics are included.

In KINE-4040, the social determinants of health (SDH; non-medical factors that influence health outcomes) are a foundation for each theme throughout the course. The SDH are the conditions upon which humans are born, raised, live, work, and age; all of which can have a profound impact on health outcomes. Research indicates that the SDH have a greater influence over health outcomes than do lifestyle-type factors. Specific to the Canadian health care system, health policy, and health promotion units, topics such as understanding how the SDH intersects with the four-domain health and wellness model based on the Medicine Wheel (<https://www.mdpi.com/1660-4601/19/5/2836>) and health inequities (<https://www.liebertpub.com/doi/full/10.1089/heq.2019.0041> and <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2818%2930177-6>) are discussed. Moreover, as part of the fieldwork project, students have the option to choose from many different topics and are encouraged to highlight inequities among different racialized groups.

In KINE-4580, endocrine disorders that may be more common in specific groups of people are presented and assessed.

## A.2 Experiential Learning Categories

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

- ☒ **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).  
☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (for visual and performing arts)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

## KINE-4040: Population Health

- ☐ **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).  
☒ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (for visual and performing arts)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input checked="" type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>

industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

## B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.** COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>KINE-3060: Obesity and Eating Disorders</b> (Last Updated November 12, 2010. These are revised learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:  _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

Course Learning Outcomes      KINE-3060: Obesity and Eating Disorders <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Describe and explain the current epidemic of obesity and eating disorders in Canada. (Also relevant to B,C, and D)	A. the acquisition, application and integration of knowledge
B. Identify healthy living strategies for body weight maintenance. (Also relevant to C, E, and I)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Translate scientific research findings related to body weight management into prevention and intervention strategies (Also relevant to A and E)	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	KINE-4040: Population Health (Last Updated November 12, 2010. These are revised learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.



IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<p>_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:</p> <p>_____</p> <p>(check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a>)</p>
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#### LEARNING OUTCOMES TABLE

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe, explain, and critique the principles/theories of population health.	A. the acquisition, application and integration of knowledge
B. Collect, analyze, and evaluate fieldwork and literature relevant to a specific population health strategy. (Also relevant to A, C, D, F, G, H, and I)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify high risk behaviour(s) and its detrimental effect on individual and population health and wellbeing. (Also relevant to A, B, and D)	C. critical thinking and problem-solving skills
D. Develop academic writing and presentation skills. (Also relevant to A, C, F, and H)	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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	KINE-4080: Dynamics of Skill Acquisition (Last Updated November 12, 2010. These are revised learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

#### LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Use basic dynamic systems theory to recognize the unique contribution individual differences play in skill acquisition, and to formulate ways to modify the environmental context to optimize motor skill acquisition with these differences in mind.	A. the acquisition, application and integration of knowledge
Perform a task analysis of a specific motor skill, and relate the information to individuals based on their intrinsic characteristics to demonstrate appropriate understanding of dynamic systems theory.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Evaluate both performer and environmental constraints and develop a training program that optimizes motor skill acquisition based on those constraints.	C. critical thinking and problem-solving skills
Generate laboratory reports dealing with various dynamic systems constructs, such as attractors, order and control parameters, attractors, phase shifts.	D. literacy and numeracy skills

Recognize and describe the importance that individual differences play in motor skill acquisition.	E. responsible behaviour to self, others and society
Work independently and collaboratively in laboratory settings to identify individual differences in motor skill; and discuss in the context of traditional and dynamic systems theories.	F. interpersonal and communications skills
Work collaboratively in the collection and analysis of data, the generation of laboratory reports, and the presentation of findings.	G. teamwork, and personal and group leadership skills
Explore and develop the unique characteristics each individual possesses with respect to motor skill capability.	H. creativity and aesthetic appreciation
Apply the principles and concepts underlying motor skill in general, and dynamic systems theory in particular to activities of daily living.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	KINE-4580: The Endocrine System in Sport, Exercise, and Health (Last Updated November 12, 2010. These are revised learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:  (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

## LEARNING OUTCOMES TABLE

<p><b>Course Learning Outcomes</b>  <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <p><del>Name, and</del> Identify the major endocrine organs, their anatomical locations, <del>their</del> major endocrine cells, <del>and</del> the hormones they produce, <b>and associated pathophysiology.</b></p> <hr/> <p><del>Describe the major diseases/disorders associated with dysfunction of each endocrine system.</del></p> <hr/> <p><del>Define and categorize hormones according to their major hormone families.</del></p> <hr/> <p><del>Describe the various components of a model homeostatic system and explain how this applies to endocrine action.</del></p> <hr/> <p>Describe <b>important characteristics of typical</b> hormone-receptor action <b>within a homeostatic system</b> including receptor specificity, affinity, binding, signal transduction, amplification, and desensitization.</p> <hr/> <p><del>Describe the role of second messengers in endocrine signal transduction and characterize the major hormone-related second messengers.</del></p> <hr/> <p><del>Describe the general adaptation syndrome to stress as outlined by Dr. Hans Selye and explain how physical exercise fits into this model.</del></p> <hr/> <p>Describe how exercise modifies various physiological variables that are regulated by endocrine function and how the endocrine system causes both acute and adaptive responses that are characteristic of a trained individual.</p> <hr/> <p><del>Describe how the endocrine related adaptations associated with a trained individual are beneficial to the health of the human body.</del></p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>B.</p> <p><del>Critically review refereed literature and relate information to topics in endocrinology.</del></p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

<p>C.</p> <p><b><u>Propose solutions to endocrine-related problems. (Also relevant to B, D, E, and F)</u></b></p> <p>Explain the general properties of an unknown hormone given only its family or chemical structures (e.g. steroid or modified amino acid).</p> <hr/> <p>Identify the likely endocrine site of dysfunction given only the symptoms associated with a certain disease.</p> <hr/> <p>Modify or design exercise training regimens to specifically alter certain endocrine systems.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <p>Critically review and evaluate literature in the field of exercise endocrinology and the endocrine system in general. (Also relevant to B and F)</p> <hr/> <p><b><u>Produce laboratory reports related to the application of endocrine function. (Also relevant to B, C, E, F, and I)</u></b></p> <p>Explain the meaning of numbers and variable associated with the chemical kinetics of hormone receptor interaction (e.g. dissociation constant, <math>K_d</math>).</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p> <p>Adhere to accepted principles of academic integrity in designing, and conducting, <b><u>and/or reporting on</u></b> research in endocrinology.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p> <p>Participate in critical discussion of peer reviewed literature.</p> <hr/> <p>Compose and write solutions to various endocrine related problems.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p> <p>Use networking with other health professionals to promote knowledge and healthy lifestyle practices.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p> <p><b><u>Demonstrate an awareness of the ubiquity and importance of endocrine function to human performance and health. (also relevant to E and F)</u></b></p> <p>Use knowledge of the endocrine system and its importance in homeostasis as the basis for further study in the broad field of physiology and health and wellness.</p>	<p>I. the ability and desire for continuous learning</p>

**University of Windsor  
Program Development Committee**

\*5.14:     **Kinesiology – New Course Proposal (Form D)**

Item for:   **Approval**

**MOTION: That the following courses be approved: ^**

**KINE-4410: Sport in**

**America**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This course has been approved by the Faculty of Human Kinetics.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Bachelor of Human Kinetics – Sport Management and Leadership</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Kinesiology</b>
<b>FACULTY(IES):</b>	<b>Faculty of Human Kinetics</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A. NEW COURSE PROFILE

**Course # and Title:** KINE-4410: Sport in America

### 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.*

Legendary Ohio State football coach Woody Hayes once said, “Anyone who will tear down sports will tear down America. Sports and religion have made America what it is today.” While perhaps an oversimplification, Hayes’ statement reflects the fundamental role of sport in American society. This course provides students with a chronological and thematic approach to understanding sport in the United States, paying attention to the development of race, class, and gender structures, as well as the country’s obsession with professional sport and its unique approach to college athletics.

### 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>*

- |   |  |
|---|--|
| <input type="checkbox"/> applied research   | <input type="checkbox"/> field work                            |
| <input type="checkbox"/> capstone   | <input type="checkbox"/> industry/community consulting project |
| <input type="checkbox"/> clinic   | <input type="checkbox"/> interactive simulations               |
| <input type="checkbox"/> co-op  | <input type="checkbox"/> internship – full-time                |
| <input type="checkbox"/> community service learning                                       | <input type="checkbox"/> internship – part-time                |
| <input type="checkbox"/> creative performance or exhibit (for visual and performing arts) | <input type="checkbox"/> professional practicum                |
| <input type="checkbox"/> entrepreneurship   | <input type="checkbox"/> research project                      |
| <input type="checkbox"/> field experience or site visit                                   | <input type="checkbox"/> study abroad                          |
| <input type="checkbox"/> labs   |  |
| <input checked="" type="checkbox"/> 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				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
none	none	none	none	n/a	This course replaces a "Special Topics in Sport Management" course on the same subject (KINE-4890) that was taught previously. Students should not be able to receive credit for this course and the special topics course it replaces.

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	NA
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This course replaces a "Special Topics in Sport Management" course on the same subject (KINE-4890) that was taught previously. Students should not be able to receive credit for this course and the special topics course it replaces.

## **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.*

Students that graduate from the sport management and leadership stream must have a comprehensive understanding of sport's past, present (and future) in order to prepare them for industry. This course allows students to build upon their analytical and writing skills through a lecture-based offering that emphasizes critical thinking and this discussion of key social dimensions that create an active and engaged citizenry.

This course also serves as a complement to KINE 4400, and other Canadian-focused sociocultural courses, by allowing students an opportunity to explore convergences and divergences between Canadian and American sport. Indeed, American society has much influence over occurrences in Canada, including matters of athletics and the social elements that orbit sport (e.g. athlete activism), but there are also stark contrasts that need to be explored and the reasons for the difference closely examined.

The creation/inclusion of this type of course (its objectives, content and assessments) and its complementary dimension will assist our students on their road to "mastery" over sociocultural subject matter.

### **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.

This course includes Indigenous-focused readings and lecture material – including discussions around controversial team names (e.g. Washington’s NFL team temporarily renamed Washington Football Team and now the Commanders) and the challenges of athletes and their willingness to act as agents of change and engage in athlete activism. The work of Indigenous scholars/authors/content creators/storytellers, as well as those non-Indigenous scholars that study the area, have been and will continue to be consulted. These contributions inform lectures and appear on student reading lists and speak to important aspects such as de-centring the narrative and recognizing Indigenous agency in shaping experiences. Beyond that, racialized scholars have been consulted and will continue to be consulted to ensure the best outcomes for students, particularly those from racialized communities. For example, Elizabeth Stordeur Pryor’s correspondence and input has informed the approach of this course on how to appropriately integrate historical and modern racialized language and terminology.

### 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Assess the influence of sport on American society.	A. the acquisition, application and integration of knowledge
B. Access and evaluate literary works pertaining to sport in America. (also applicable to A, C, D, E, and F)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critique the role of sport in American society – past, present, and future. (also applicable to D, F, and I)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### **B.4 Demand for Course**

*Please provide as much information on projected enrolment as possible.*

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	20	25	30	30

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

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

There will be no negative effect on existing courses by offering this course.

Perhaps the addition of this course will add to kinesiology student numbers by attracting students from FAHSS.

## 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
1	Independent Study
3	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
2	Studying for tests/examinations
	Other: <u>[specify]</u>
How does the student workload for this course compare with other similar courses in the department/program area?	
Comparable	

## 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 Department of Kinesiology's faculty has expertise in the subject matter that is central to this offering, with research published in leading national and international journals.

#### 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.

There will be no reliance on this type of personnel.

### 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 course does not rely on other campus units.

### 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.

The program relies on internal resources and the existing complement.

### 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.).

No streamlining or deletion of programs or courses will result from this proposed course

**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.

<b>Faculty:</b>	NA
<b>Staff:</b>	NA
<b>GA/TAs:</b>	NA

**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.

<b>Library Resources and Services:</b>	NA
<b>Teaching and Learning Support:</b>	NA
<b>Student Support Services:</b>	NA
<b>Space and Facilities:</b>	NA
<b>Equipment (and Maintenance):</b>	NA

**University of Windsor  
Program Development Committee**

**\*5.15: LLC – Request for Waiver of Course Deletions**

Item for: **Approval**

**MOTION: That the Request for Waiver of Course Deletions for the following courses be approved:\***

**ARAB-1110. Introduction to Arabic II**

**FREN-1140. Preparatory French: Intermediate Level II**

**JWST-1100. Hebrew for Beginners I**

**Rationale/Approvals:**

- This proposal was approved by the Department of LLC Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.

**Request for Waiver of Course Deletion**

**1. Faculty, Department, and Program Title**

Faculty of Arts Humanities and Social Sciences, Department of Languages, Literatures, and Cultures/French Studies Courses, Minor in Jewish Studies, Minor in Arabic Studies

**2. Course Number and Title**

ARAB-1110. Introduction to Arabic II

FREN-1140. Preparatory French: Intermediate Level II

JWST-1100. Hebrew for Beginners I

**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)**

**ARAB-1110. Introduction to Arabic II**

This course is the continuation of "Introduction to Arabic I". It is designed to increase vocabulary, enhance knowledge of the elements of Arabic language structure and provide additional oral (listening and speaking) and written (reading and writing) communication skills. (Prerequisite: ARAB-1100 or permission of instructor.)

**FREN-1140. Preparatory French: Intermediate Level II**

Further training in grammar. Reading and writing skills. Additional aural comprehension and oral practice. Laboratory work. This course is equivalent to Grade 12 "U" French or equivalent. (Antirequisite: Grade 12 "U" French or equivalent, or higher.) (Prerequisite: Grade 11 French, or equivalent.)

### **JWST-1100. Hebrew for Beginners I**

A brief introduction to the Semitic languages of which Hebrew is a prominent member, including a survey of the main epochs of the Hebrew language such as Biblical Hebrew, the Hebrew of medieval Spain, the renaissance of Hebrew in the 19th century and modern Hebrew. Elements of the language to be covered include the printed alphabet, the roots of Hebrew words, basic vocabulary and the structures of sentences. Assignments will include writing basic words and reading elementary texts. No previous knowledge of Hebrew is required.

### **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.**

Our Arabic expert tends to teach mostly in the Cultural component of the Arabic minor because of his research interests. Before the pandemic, the Department was looking into finding appropriate funding for the Arabic language training. Some good developments could come from the University partnership with the University of Strasbourg. One instructor was willing to come to UWindsor but was unable to do so due to the pandemic.

The French course is a double-credit course created at the behest of the upper Administration before the pandemic. It is offered to students who do not have Ontario 12 French. The first part of the course was offered once, but the second did not have sufficient enrolments. The situation could change if there is a sustained funding flow from the upper Administration.

All Jewish Studies courses are paid by external community donors. Eliminating the course might put us in an awkward position because future funding is quite likely.

#### **6.2 Student Demand for Course - a clear statement on the student demand for the course.**

ARAB-1110 had 25 the last time it was taught.

FREN-1140 had 15 the last time it was taught.

JWST-1100 had 16 the last time 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. The courses support and help build communities.

#### **6.4 Explanation of why the course has not been offered over the past years.**

Funding and availability of course instructor. See 6.1 above.

#### **6.5 Whether the course will be offered in Fall 2022. If not, why will it not be offered?**

The courses will not be offered in Fall 2022. Efforts will be made to offer them in the near future.

### **7. RESOURCE IMPLICATIONS**

ARAB-1110. Awaiting outcome of partnership with University of Strasbourg.

FREN-1140. May require funding in the form of a sessional stipend.

JWST-1100. Will require funding from external donors.