NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday, September 13, 2023 at 9:00am-11:00am
Location: Room 209 Assumption Hall or MS Teams

AGENDA

1   Approval of Agenda

2   Minutes of Meeting of May 17, 2023   PDC230517M

3   Business Arising from the Minutes

4   Outstanding Business

5   Reports/New Business

    5.1   Mandate of PDC   **Lionel Walsh**-Information
                                                                           PDC230913-5.1

        5.1.1 Centre for Teaching and Learning Support for PDC Form   **Allyson Skene**-Information
                Learning Outcomes   PDC230913-5.1.1
                                                                          PDC230913-5.1.1a

        5.1.2 Indigenous Question on PDC Forms – Orientation/Review   **Jaimie Kechego**-Information
                (Purpose, how to respond, how to assess, etc.)

    5.2   Management of PDC Business – PDC Subcommittee on Cyclical Program   **Lionel Walsh**-Approval
             Reviews Final Assessment Reports   PDC230913-5.2

    5.3   Certificate in Critical Reasoning, Ethics and Law (Form A)   **Philip Rose**-Approval
                                                                 PDC230913-5.3

    *5.4   Business and Mathematics – Minor Program Changes (Form C)   **Karen Robson**-Approval
                                                            PDC230913-5.4

    *5.5   Business and Political Science – Minor Program Changes (Form C)   **Karen Robson**-Approval
                                                            PDC230913-5.5

    *5.6   Business – International Specialization – Minor Program   **Karen Robson**-Approval
             Changes (Form C)   PDC230913-5.6

    *5.7   Business – Minor Program Changes (Form C)   **Karen Robson**-Approval
                                                            PDC230913-5.7

    *5.8   Computer Science (Graduate) – Minor Program Changes (Form C)   **Ziad Kobti**-Approval
                                                            PDC230913-5.8

    *5.9   Concurrent BA Psychology/Bachelor of Education/ECE – Minor   **Ken Montgomery**-Approval
             Program Changes (Form C)   PDC230913-5.9

*5.10   **Human Kinetics(Movement Science) – Minor Program**   **Sarah Woodruff Atkinson**-Approval
             Changes (Form C)   PDC230913-5.10

*5.11   **Human Kinetics (Honours Sport Management and**   **Sarah Woodruff Atkinson**-Approval
             Leadership) – Minor Program Changes (Form C)   PDC230913-5.11

*5.12   **Political Science with French Specialization – Minor Program**   **John Sutcliffe**-Approval
             Changes (Form C)   PDC230913-5.12

*5.13   **Human Kinetics – New Course Proposals (Form D)**   **Sarah Woodruff Atkinson**-Approval
                                                                                          PDC230913-5.13

*5.14   **Business – Summary of Minor Course and Calendar Changes**   **Karen Robson**-Information
             (Form E)   PDC230913-5.14

*5.15   **Computer Science (Graduate)– Summary of Minor Course**   **Ziad Kobti**-Approval
             and Calendar Changes (Form E)   PDC230913-5.15

*5.16   **Human Kinetics – Summary of Minor Course and Calendar**   **Sarah Woodruff Atkinson**-Information
             Changes (Form E)   PDC230913-5.16

*5.17   **Civil Engineering – Summary of Minor Course and Calendar**   **Edwin Tam**-Information
             Changes (Form E)   PDC230913-5.17

*5.18   **Environmental Engineering – Summary of Minor Course and**   **Edwin Tam**-Information
             Calendar Changes (Form E)   PDC230913-5.18

*5.19   **Mechanical, Automotive and Materials Engineering – Summary of**   **Afsaneh Edrisy**-Information
             Minor Course and Calendar Changes (Form E)   PDC230913-5.19

*5.20   **Electrical and Computer Engineering – Summary of Minor Course**   **Behnam Shahrrava**-Information
             and Calendar Changes (Form E)   PDC230913-5.20

*5.21   **Electrical and Computer Engineering – New Course Proposal**   **Mohammed Khalid**-Approval
             (Form D)   PDC230913-5.21

*5.22   **Visual Arts – Learning Outcomes**   **Nicholas Papador**-Information
                                                                                          PDC230913-5.22

6   **Adjournment**

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

University of Windsor
Program Development Committee

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

Item for: **Information**

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

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

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

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

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

Excerpt from Senate Bylaw 3:

Program Development Committee

1.2.1 Program Development Committee

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

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

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

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

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

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

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

        1.2.1.3.5   reviewing and recommending to Senate, through the calendar approval process, program changes and other major curriculum revisions including proposals for addition, consolidation or deletion of undergraduate or graduate courses and programs;

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

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

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

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

[…]

E-Votes

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

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

University of Windsor
Program Development Committee

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

Item for: **Information**

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

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

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

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

3) Call attention to difficulties created by vague, overly broad, unobservable, or ambiguous wording, and provide suggestions to
   a. make outcomes more concrete, specific, and observable;
   b. employ verbs and phrasing that go beyond simple acquisition of knowledge;
   c. include an active verb, and complete the learning outcome stem to make a sentence;
   d. remove redundant outcomes and indicate when a given outcome is relevant to more than one University of Windsor graduate characteristic.

Program-level Learning Outcomes

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

1) Inform faculty that program outcomes are intended to articulate higher expectations than most course-level learning outcomes, are intended to be more general, and are intended to be the end-point to which course-level outcomes lead – what students are able to know, do, or value once they complete the program;

2) Inform faculty that the same guidelines that apply to course-level learning outcomes apply to program-level learning outcomes (with the caveat expressed in #1 above);

3) Encourage careful, rational alignment between program-level and course-level learning outcomes;

4) Remind faculty that different programs will have different outcomes (even though there may be overlap in some areas);

5) Remind faculty that *sets* of program-level learning outcomes must address each of the University of Windsor graduate characteristics.

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

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

Indigenizing Curriculum: Documentation in the PDC Forms

Jaimie Kechego

September 13, 2023

PDC Question - Context

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

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

PDC Question

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

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

Part of a Journey

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

Or if further along – where are you now?

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

Migizi (Eagle)

Makwa (Bear)

Part of a Journey

In PDC right now, we are looking for:

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

Kayanerenh-kowa
(Trees of Peace)

Some Lessons We Have Learned

- There is not a single right answer

- There is no pan-Indigenous perspective

- Feedback comes from many different people, and committees and membership will change over time – we are all learning and listening

Mang (Loon)

Lessons Learned: Place it in YOUR context

Make it specific:

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

Ginooshe (Fish)

Lessons Learned: Focus on Self-Education

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

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

Jijak
(Crane)

Example of Personal Journey

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

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

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

-Used with permission from Dr. Maureen Sterling, 2023

Lessons Learned: Future planning

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

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

Mahingan (Wolf)

Lessons Learned: Conflation with EDI

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

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

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

Lessons Learned: Watch for language

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

Niwing Wakakeia Wendanimak
(Four Winds)

Lessons Learned: Watch for language

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

Ensure Indigenization capitalized.

Jiiman (Canoe)

Next Steps:

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

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

Practical Next Steps

CTL Web Resources

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

Indigenizing Curriculum Kim Anderson

Review the PDC prompts

Jaimie Kechego Jaimie.Kechego@uwindsor.ca

Wahan (Day)

Miskwanakwad (Cloud)

Questions?

Odjig (Fisher)

Makinak (Turtle)
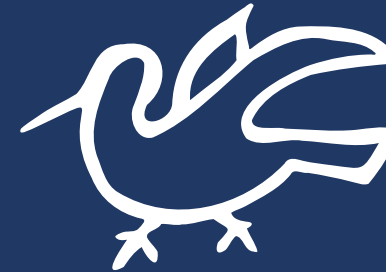
Tchitehwisshiwe (Plover)

Wawashkeshi (Deer)

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

University of Windsor
Program Development Committee

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

Item for: **Approval**

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

Proposal
It is proposed that a Subcommittee be established to conduct the preliminary review of the various Cyclical Program Reviews Final Assessment Reports submitted to PDC.

Proposed Membership
Jeremy Worth (Chair)
Gemma Smyth (Faculty of Law)
Fazle Baki (Odette School of Business)
Harbal Deep Sidhu (Graduate Student Society)
Renée Wintermute, University Secretary

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

University of Windsor
Program Development Committee

5.3 **Certificate in Critical Reasoning, Ethics and Law - (Form A)**

Item for: **Approval**

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

MOTION: **That the Certificate in Critical Reasoning, Ethics and Law be changed approved.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the Department of Philosophy and the Faculty of Arts, Humanities and Social Sciences Council (May 11, 2023) and the Provost.
- The requirement to have no grade below C- (60%) was put in place to signal the integrity of the Certificate (as a 'credential' with some prestige) and to help ensure that students who qualify for the certificate have satisfied the learning outcomes for the courses in question at a reasonably respectable level.
- The target demographic is students who are not doing an Honours Degree in Philosophy, but who might see the Certificate as offering a credential that may be useful for them in their future endeavours, e.g., in the application to Law School, in their Professional degree, and so on. Most of the courses listed have a prerequisite of Semester 3 or above standing and some have no listed prerequisites at all. Some of the upper-level courses have slightly stricter prerequisites, but most of those can be satisfied by taking other 2000-level courses listed in the Certificate. The only course with stricter prerequisites is PHIL 4260 Philosophy of Law, but even that one can be taken "with permission of the Instructor." Further, there are also two other 3000-level courses listed under the Law section that students can take instead of PHIL 4260 (if they have trouble getting permission to take that course) for those who want to focus on that area in the Certificate. The prerequisites would not limit the demographic to Philosophy students only.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

=**New Program Steering Committee/Provost Approval to Develop New Program Proposal**

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

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	10/05/21

A. Basic Program Information

Faculty(ies)	FAHSS
Department(s)/School(s)	Philosophy
Name of Program as it Will Appear on the Diploma (*e.g.,* Bachelor of Arts Honours Psychology with thesis)	Certificate in Critical Reasoning, Ethics and Law
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2024
Mode of Delivery:	
Planned steady-state Student Enrolment (per section B.4.2)	
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

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

Please provide a brief statement about the direction, relevance and importance of the new program. Describe the overall aim and intended impact of the proposed new program.

Describe the consistency of the proposed new program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

The *Certificate in Critical Reasoning, Ethics and Law* is intended to serve as a credential in critical reasoning with a special emphasis on issues that arise in in the areas of ethical, moral, social, political, and legal life. The Certificate is not a stand-alone program that students can obtain independently, but an 'in-Program' Certificate that students can obtain in the normal course of completing a Degree Program (in the same spirit as a Minor, but with greater standing). Students will be required to take *eight* courses covering *three* general areas of philosophical study: 1) 'Reason' (which covers reasoning, logic, and argumentation), 2) 'Ethics' (which covers ethics and morality), and 3) 'Law' (which covers the various approaches to normativity associated with social, political, and legal life). At least two courses must be taken from the section entitled 'Reason', two from the section entitled 'Ethics', and two from the section entitled 'Law'. The idea is to bring the critical lessons learned about 'Reason' (e.g., how to distinguish good from bad reasoning, how to evaluate arguments, and so on) to bear on issues that arise in ethical, moral, social, political, and legal life. The aim is not to indoctrinate students in any particular ethical, moral, social, political, or legal theories, but to educate them in how to best approach issues in these areas of life in a critical, reasoned manner. The relevance and potential importance of this should be fairly apparent. Not only will it provide students with a credential in critical reasoning, but it will also promote the proliferation and exercise of critical reasoning within society in general (though the scope of this proliferation will depend on the number of students who take the program, the extent to which they pass on the lessons they learn to others, and a host of other factors).

The aim and intended impact of the Certificate is sixfold: 1) To provide students with a credential in critical reasoning with a special emphasis on philosophical issues that arise in the areas of ethical, moral, social, political, and legal life,

2) To promote the growth and proliferation of critical reasoning in society in general, 3) To provide students with an opening into existing but sometimes under-utilized resources, courses, and program options in Philosophy, 4) To provide another 'Certificate' option for students in the Liberal Arts and Professional Studies Program, 5) To help introduce and potentially attract students to Philosophy as a special field of study (since most students' first exposure to Philosophy occurs at the university level), and 6) To serve as a test case for the viability of a possible stand-alone *Certificate in Critical Reasoning, Ethics and Law* that might be of interest to professionals, mature students, part-time students, and so on, that we might consider developing in the future.

As a credential in critical reasoning with a special emphasis on philosophical issues in ethics, morality, social life, politics, and law, the Certificate will touch on vital ethical, moral, political, and legal issues across a broad range of fields and areas of concern, including healthcare, the impacts of technologies, Indigenous philosophies, relations to non-human animals, relations to the environment, and so on. It follows that the *Certificate in Critical Reasoning, Ethics and Law* is consistent with the aims of both the Philosophy Department and the University of Windsor, and it also relates directly or indirectly to all the Program Areas of Strength in the SMA: i.e., Business, Communication, Media and Film, Electrical Engineering, Health Sciences, Law, Psychology, and so on.

B.2 Program Content (QAF Section 2.1.2.2)

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

The curriculum used in the Certificate merely draws upon the existing curriculum of the Department of Philosophy, and hence can be presumed to be consistent with the state of the discipline in general.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)

> *State the unique or innovative curriculum, program delivery, or assessment practices distinguishing this proposal from existing programs elsewhere, as appropriate.*

The curriculum for the *Certificate in Critical Reasoning, Ethics and Law* is indeed unique. It will be the first Certificate offered through the Philosophy Department at the University of Windsor and the only Certificate available in the Calendar that is comprised entirely of courses in Philosophy. It is also the only Certificate at the University of Windsor whose curriculum places special emphasis on critical reasoning in its philosophical sense, i.e., where the term 'critical' includes the difficult work of critically examining one's own ethical, political, and other beliefs or theories (as well as those of others) as a vital aspect of the critical reasoning process in general. Finally, it is the only Certificate at the University of Windsor whose curriculum covers the vital areas of ethics, morality, politics, and law, areas of concern that are central to our human form of life.

From what we can tell (our sampling was not exhaustive), the Certificate in Critical Reasoning, Ethics and Law seems to be one of the few available in Canada at the undergraduate, university level. St. Paul University in Ottawa offers a Certificate, and it too has a requirement of eight courses. But the four areas of study there are: 1) Reasoning, 2) Ancient Philosophy, 3) Medieval Philosophy, and 4) Modern and Contemporary Philosophy. This is obviously of a very different character and emphasis than our Certificate. Dominican University College also offers a thirty credit Certificate in Philosophy (a one-year program) as well as thirty credit Certificate in Philosophy and Applied Ethics (fifteen credits in Philosophy, fifteen credits in Applied Ethics). The latter would be the one of the three that is most similar to ours, but its program has a very strong theological (religious) orientation that would make it markedly different from what we are offering here. Given this, we believe that our curriculum is unique indeed (and very topical as well).

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

*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 <u>developing this new program</u>, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [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?*

Included among the disjunctive requirements for the *Certificate in Critical Reasoning, Ethics and Law* are two courses that are explicitly focused on Indigenous topics: 1) PHIL 1350 Culture, Health, and Social Justice on Turtle Island (which is listed among the 'Ethics' disjunctives), and 2) PHIL 2300 Indigenous Philosophies of the Americas (which is listed among the 'Law' disjunctives). Importantly, one of the Philosophy Department's faculty members who has been actively involved in developing the Certificate is Dr. Andrea Sullivan Clarke, one of the scholars hired under the President's Indigenous Peoples Scholars Program at the University of Windsor. Dr. Sullivan-Clarke has not only played a vital role in selecting courses for the Certificate (and the area under which they should be listed), but she will also be directly involved in teaching some of the courses listed among the Program Requirements.

- *What **process** has your department/Faculty used to consider Indigenization?*

We have incorporated two courses in our Certificate requirements that are explicitly focused on Indigenous topics: 1) PHIL 1350 Culture, Health, and Social Justice on Turtle Island (which is listed among the 'Ethics' disjunctives), and 2) PHIL 2300 Indigenous Philosophies of the Americas (which is listed among the 'Law' disjunctives). In addition, we have encouraged all faculty to try to incorporate Indigenous content in their courses/syllabi.

- ***How** have you considered the importance or relevance to the course/program?*

We have tried to ensure the broadest coverage of Indigenous issues by including PHIL 1350 Culture, Health, and Social Justice on Turtle Island among the Certificate's 'Ethics' requirements, and PHIL 2300 Indigenous Philosophies of the Americas among the Certificate's 'Law' requirements. In addition, many Faculty who teach the courses listed in the Certificate (including the section on 'Reason') are also strongly committed to including Indigenous philosophies, perspectives, and so on, among the material covered in their courses.

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- ***How has your department or faculty approached raising awareness for Indigenous knowledges in your area?***

Among the reasons for adding PHIL 2300 Indigenous Philosophies of the Americas to the Philosophy Department's curriculum were: 1) to help introduce students to Indigenous philosophies and Indigenous ways of knowing, and 2) to help create a welcoming environment for Indigenous students who may have an interest in studying philosophy. We remain committed to those goals.

- ***What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?***

By including Indigenous courses in the Certificate requirements we hope to signal: 1) our commitment to providing opportunities for Indigenous students, 2) that we recognize the importance of the indigenization of our curriculum, 3) that we offer a welcoming and respectful learning environment for Indigenous students (and all other students as well), 4) provide an opportunity for dialogue between Indigenous and non-Indigenous students, and 5) that we recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.

- ***What have other similar courses/programs done that might be relevant to your course/program?***

Since our Certificate is unique, we have not compared our approach to that taken in other programs, at least not at this time.

- ***In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?***

As already noted, two of the courses listed among the Certificate requirements already include content relating to Indigenous approaches or knowledges. Most, if not all, of the other courses listed among the Certificate requirements also have enough flexibility to potentially 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?***

Our awareness of the history and background of approaches we are considering varies among our faculty members. Some faculty already have considerable expertise in some of the approaches being considered, while others may still be in the earlier stages of learning about these approaches.

- ***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)***

The literatures and sources consulted in two of our Indigenous courses may vary from year to year, depending on the approaches taken and the issues covered by the Instructor teaching those courses.

- ***Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?***

Critical analysis and critical reflection are *central* to philosophy—it is a large part what we do. Hence, the critical examination of philosophical issues and questions relating to colonialism and decolonization (e.g., upon what philosophical principles, if any, does colonialism rest; how might the principles underlying colonialism differ from the principles that have been operative in other social and cultural traditions, and so on) would be among the many issues with which we engage in a critical manner. This kind of critical work is an essential feature of philosophical inquiry, and so it will always be an integral part of our ongoing work.

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B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)

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

The name was chosen to place special emphasis on critical reasoning as it relates to two easily recognized yet vital areas of social life, i.e., ethics and law. We chose to highlight 'Ethics and Law' instead of 'Morality,' 'Social Life,' and 'Politics' for a number of reasons: 1) The shorter title would be easier to recognize and remember, 2) Ethics and law are areas of normative concern whose significance is easily recognized, and 3) We wanted to highlight those aspects of the Certificate that might be particularly attractive to students interested in applying to Law School, and other programs that might have a strong 'ethical' aspect, e.g., healthcare.

When we originally proposed the Certificate, we used the shorter title, *Certificate in Reason, Ethics, and Law*. While this shorter title may have seemed 'punchier,' subsequent reflection prompted us to revise the title slightly. The justification for changing to the new, yet longer title, is that the reference to 'reason' alone was viewed as too vague and uninformative. Adding the adjective 'critical' helped make the focus of the Certificate clearer and less ambiguous.

As to the moral, social, and political aspects of the Certificate which are not referenced in the title, we note the following: First, while philosophers often distinguish ethics from morality, the two areas of study are so closely associated in most people's minds that we thought it safe to use one term to cover both (and we chose 'Ethics' for its broader scope and syllabic brevity). As for the social and political aspects of the curriculum, it was agreed that adding these to the title would make it so complicated and cumbersome that it might actually deter interest rather than promote it. We chose 'Law' in place of 'Social' or 'Political' for a number of reasons. First, the term 'law' as it is used in a philosophical sense has its origins in the Greek term *nomos*, which refers to the normative conventions that are, or *ought to be*, operative within the conditions of social, political, and legal life. The strong historical association that has come to exist between *nomos*, in its original broad sense, and the term 'law' made *Law* the better term to represent the subject area in question. In addition, it was not lost on us that the term Law might also serve as a signal to students with a potential interest in applying to Law School. To be frank, it was hoped that the reference to Law might be attractive to some students for that reason, at least attractive enough to prompt further investigation into the details and nature of the Certificate. Feedback from Christopher Fredette and Reem Bahdi of the Law School was very helpful in clearing up some potential misconceptions that might result from that association. Fredette noted that the Certificate "sounds interesting and exciting," highlighting that the "explicit inclusion of Indigenous and non-Eurocentric perspectives, in addition to the Feminist and identity-focused courses are very much appreciated." However, both Fredette and Bahdi raised concerns about suggesting that there might be any curriculum connections between our Certificate and the Law School programs. They acknowledged that students who earned a Certificate like this would likely benefit from an education program "steeped in reasoning" (with such students likely having a better chance of performing well in the Law Program, once admitted); nevertheless, they both agreed that we should not make any formal connection between our Certificate and the Law School programs. Therefore, to help alleviate any potential confusion in this regard we plan to make it very clear, e.g., on the Department's website, that the Certificate does not qualify as a 'pre-law' program, and that the reference to law in the title is to the older, more comprehensive sense associated with *nomos*, and the conditions of normative life in its broader senses. We have no desire to mislead students regarding the nature and intention of our Certificate, and so we will take whatever measures are needed to make clear that there are no curriculum connections between our Certificate and the Law School.

The choice of degree designation, i.e., 'certificate', was to help emphasize the distinctness of the credential being offered, i.e., a credential in Critical Reasoning (in Ethics and Law). It is hoped that this will set it apart from both the major and minor in Philosophy, attracting people who may be interested in obtaining that designation for its potential value (as a formal credential), as well as students who may have a strong interest in Philosophy but are already committed to another degree program (giving them a more substantial option beyond the six-course requirement for a minor.

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B.4 DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program, where appropriate. Provide quantitative evidence of student and market demand for the proposed program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the new program, including expert input. Proposers should consider, where appropriate, the:
1) *dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
2) *the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
3) *the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the proposed program within their organization and field of endeavour.

We have not conducted any formal studies regarding the market demand for the Certificate. The main reason for this is the fact that this is not being proposed as a 'stand-alone' Certificate, but as one that a student would obtain in the normal course of completing a degree program (i.e., like a minor). If the Certificate does turn out to be as attractive as we hope, then we may consider converting it to a stand-alone Certificate sometime in the future (with the success of the in-program Certificate being included as evidence of the marketability of a future stand-alone Certificate). Such a stand-alone certificate, if developed, would be promoted as a credential in critical reasoning in the same sense described here, but it would be aimed primarily at people working in such areas as public administration, public education, health care, law, law enforcement, and other areas of professional or working life.

Since this is intended to be a credential in critical reasoning with special emphasis on issues relating to ethics, morality, social life, politics, and law, then it is possible that this could be attractive to international students. While most international students seem to be drawn more towards professional programs, e.g., Engineering, than the study of Philosophy, we do see a Certificate of this sort, as a credential in critical reasoning, being potentially appealing to some international students. However, we can only speculate at best. Hence, we estimate the proportion of domestic to international students to be somewhere between 95/5 - 80/15.

B.4.2 Estimated Enrolments (Senate Co-op Policy)

Provide details on projected enrolment levels for the first five years of operation in the following table.
(If the program is in operation, use actual and projected data.)For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
In the regular program (non-co-op)	1-2		2-4		2-4		3-5		3-5	
In the co-op/ experiential learning stream (if applicable)										

B.4.3 Duplication (Ministry section 3)

> *Indicate whether the program is in a new area of study or delivery for the institution.*
>
> *List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include https://www.ontariouniversitiesinfo.ca/programs and https://www.universitystudy.ca/search-programs/.*
>
> *If the proposed program is similar to others in the Ontario university system, demonstrate that societal need and student/market demand justify the duplication. Identify innovative and distinguishing features of proposed program in comparison to similar programs.*

The Certificate is not in a new area of study since it draws upon Calendar courses that already exist within the Philosophy Department. What is new is the way in which already existing courses are grouped as specified requirements for the Certificate.

A quick survey of other Ontario Universities disclosed only two other Universities offering a Certificate in Philosophy. St. Paul University in Ottawa offers a Certificate, and it too has a requirement of eight courses. But they break down their requirements into courses from four areas of study: 1) Reasoning, 2) Ancient Philosophy, 3) Medieval Philosophy, and 4) Modern and Contemporary Philosophy. This is obviously of a very different character and emphasis than our Certificate. Dominican University College also offers a thirty-credit Certificate in Philosophy (a one-year program) as well as a thirty-credit Certificate in Philosophy and Applied Ethics (fifteen credits in Philosophy, fifteen credits in Applied Ethics). The latter would be the one of the three that is most similar to ours, but its program has a very strong theological (religious) orientation that would make it markedly different from what we are offering here. So, as far as we can tell, our Certificate is unique and there is no duplication.

B.5 RESOURCES
*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the **Budget Summary** (Appendix B) with the new program proposal.]*

The Certificate requires no special faculty, staffing, or other resources. The courses offered for the Certificate are part of the normal cycle of courses offered within the regular operations of the Philosophy Department.

B.5.1 Resources Available

B.5.1.1 Resources In Support of the Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

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

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B.5.1.1a Faculty Expertise Available and Committed to Supporting the New Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the proposed program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program including student mentoring.
Include:
- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the program and faculty will ensure the intellectual quality of the student experience*
Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

Since the Certificate draws upon Calendar courses that already exist within the Philosophy Department, courses which we already offer on a regular, cyclical basis, then the expertise needed to support the Certificate is the same as the expertise that is already present in the Department (i.e., the Faculty members who already teach those courses). No new expertise is required.

B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Program (QAF section 2.1.2.6)

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

N/A

B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

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

N/A

B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

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

N/A

B.5.1.2   Anticipated New Resources (QAF sections 2.1.2.6)

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

No new or additional resources will be required to run this program.

B.5.1.3   Planned Reallocation of Resources and Cost-Savings

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

N/A

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B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

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

Faculty:	No additional resources required.
Staff:	No additional resources required.
GA/TAs:	No additional resources required.

B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

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

Library Resources and Services:	No additional resources required.
Teaching and Learning Support:	No additional resources required.
Student Support Services:	No additional resources required.
Space and Facilities:	No additional resources required.
Equipment (and Maintenance):	No additional resources required.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe
- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

The Certificate is not a stand-alone program that students can obtain independently, but an 'in-Program' Certificate that students can obtain in the normal course of completing a Degree Program.

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

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

The admission requirements for the Certificate are the same as those required for completion of an Honours B.A. or a Combined Honours B.A. in Philosophy. This is sufficient to ensure that students admitted to the Certificate Program are capable of successfully attaining the Learning Outcomes listed.

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

NB: For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course titles.

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Certificate in Critical Reasoning, Ethics and Law

Total courses: Eight

Degree requirements:
a. A total of 8 courses from the following three areas: 1) Reason (critical thinking, logic, argumentation); 2) Ethics (and morality); 3) Law (social, political, and legal philosophy).
b. At least two courses from the section called 'Reason', at least two courses from the section called 'Ethics', and at least two courses from the section called 'Law'.
c. At least two courses at the 3000-4000 level (can be from any areas and can also satisfy the requirements listed in 'b' above).
d. Minimum GPA: B- (70%) with no individual grades below C- (60%).

Certificate Courses by Area (with prerequisites and cross-listing within brackets):

1. Reason
- PHIL 1600: Reasoning Skills (Anti-requisite: PHIL-1620.) (1.5 lecture, 1.5 lab hour per week)
- PHIL 2550: Knowledge, Science and Society (Prerequisite: semester 3 or above standing.)
- PHIL 2610: Argumentation (Prerequisite: PHIL-2600 or PHIL-1600 or PHIL-1620 and semester 3 or above standing; or consent of the instructor.)
- PHIL 2620: Symbolic Logic (Prerequisite: Semester 3 or above standing, or permission of the instructor. Anti-requisite for non-Philosophy majors: COMP-2310, MATH-1020.)
- PHIL 2660: Reasoning About Weird Things (Prerequisite: Semester 3 or above standing; or consent of instructor.)
- PHIL 3590: Women, Knowledge, and Reality (Prerequisites: Two courses at the 2000-level or above from Women's and Gender Studies and/or Philosophy an at least semester 5 standing.) (Also offered as Women's and Gender Studies WGST-3590.)
- PHIL 3600: Theory of Argumentation (Prerequisite: PHIL-2600 or PHIL-2610, or consent of the instructor.)
2. Ethics
- PHIL 1350: Culture, Health, and Social Justice on Turtle Island
- PHIL 2210: Introduction to Ethics
- PHIL 2250: Ethics of Life, Death, and Healthcare
- PHIL 2270: Environmental Ethics
- PHIL 2280: Technology, Human Values, and the Environment
- PHIL 3290: Animals and Ethics (Prerequisites: Semester 3 standing and at least one prior Philosophy course, or permission of the instructor.)
3. Law
- PHIL 2220: Introduction to Social and Political Philosophy (Also offered as POLS-2220.) (Prerequisite: Semester 3 or above standing; or consent of the instructor)
- PHIL 2260: Law, Punishment and Morality (Prerequisite: semester 3 or above standing, or consent of the instructor.)
- PHIL 2300: Indigenous Philosophies of the Americas (Prerequisite: Semester 3 standing.)
- PHIL 2360: Feminist Philosophies (Prerequisite: Semester 3 or above standing; or consent of the instructor. Can be taken as an Arts credit) (Also offered as Women's and Gender Studies WGST-2360)
- PHIL 2380: Social Diversity, Identity, and Race (Prerequisite: semester 3 or above standing.)
- PHIL 3190: Social Pathologies (Prerequisite: PHIL-2210 or permission of the instructor.) (Also offered as POLS-3190.)
- PHIL 3230: Human Rights and Global Justice (Prerequisite: Semester 3 or above standing, or permission of the instructor.) (Also offered as POLS-3620.)
- PHIL 4260 Legal Philosophy (Pre-requisite: Final Year of Honour's B.A. or by instructor permission) (Cross-listed with PHIL-8260.)

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Courses used to calculate the major average are:
All of the eight courses taken to satisfy the Certificate requirements.

Description of thesis option (if applicable):
N/A

C.2.1 Co-op/Experiential Learning Component (if applicable) (QAF section 2.1.2.6)

*Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to. *Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing. For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Students can take the eight courses in whatever order they wish as long as they satisfy the individual pre-requisites for registration in the more advanced course**s.**

C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)

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

The requirement to take at least two courses from each of the sections, Reason, Ethics, and Law, is sufficient to prepare students for successful attainment of the learning outcomes.

C.3.1.1 Normal Duration for Completion

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

The program length is the same as that required for the completion of a 4 year degree because eligible students will be expected to complete the Certificate requirements while they are completing their degree requirements.

C.3.1.2 Program Research Requirements

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

N/A

C.3.1.3 Fields in a Graduate Program (optional)

Where fields are contemplated, provide the following information:
The master's program comprises the following fields: ...[list, as applicable]
The PhD program comprises the following fields: ...[list, as applicable]

N/A

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C.3.2 For All Program Proposals

C.3.2.1   Standing Required for Continuation in Program

Minimum average requirements for continuation in the program
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

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

Minimum 70 GPA in courses taken to satisfy the Program requirements, with no grade in those courses being under 60%.

C.3.2.2   Standing Required for Graduation

Minimum average requirement to graduate in the program. Must conform to the regulations for standing required for continuation in the program as set out in Senate policy. Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.

Minimum 70 GPA in courses taken to satisfy the Program requirements, with no grade in those courses being under 60%.

C.4   LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2)

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the <u>Characteristics of a University of Windsor Graduate"</u> by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]

For programs with an Experiential Learning or Co-op Option: Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. identify, explain, evaluate, and discuss philosophically issues relating to good and bad reasoning, as well as issues that arise in ethics, morality, social life, political life, and legal life.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge

		5. Awareness of Limits of Knowledge
B. access, retrieve, and evaluate sources relevant to philosophical reflection and inquiry; read and interpret philosophical arguments and texts critically; read and interpret non-academic texts and other sources of information critically.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. identify, interpret, evaluate, formulate, and articulate arguments in different forms; recognize and critically assess the limits of different sources of information in carrying out the preceding tasks.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. write critically in both expository and argumentative modes.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. reflect critically on some of the different proposed sources of obligation and their limits.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. argue rationally and respectfully towards a common position.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. independently formulate, advance, and evaluate positions on issues that arise in ethics, morality, social life, politics, and legal life.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. apply different ways of thinking philosophically about ethical, moral, social, political, and legal issues to the various challenges of life.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

Most of our courses are taught face-to-face (with the odd exception being taught online depending on who happens to be teaching the course). The only exceptions are PHIL 1600, which is taught as a hybrid course, PHIL 1350, which is currently being taught online (but whose mode of delivery, as a newly introduced course, is still being worked out),

and any courses assigned to a faculty member who may have been granted special permission to teach Online (e.g., for medical reasons). The modes of delivery for each of the courses listed among the disjunctive requirements are appropriate to satisfy the learning outcomes.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

> *Describe and explain the appropriateness of the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.*

The methods of evaluation for a given course may vary somewhat depending on who happens to be teaching that course in a given year, e.g., some instructors may require more take-home assignments, others more tests and exams, etc. But the methods of evaluation employed are always appropriate to the learning outcomes.

D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)

> *Describe the appropriateness of the plans to monitor and assess:*
> - *the overall quality of the program;*
> - *whether the program is achieving in practice its proposed objectives;*
> - *whether its students are achieving the program-level learning outcomes;*
> - *the perceived student workload and student experience; and*
> - *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

Student performance level in the Certificate is measured by the success of student performance in each of the courses they must take to satisfy the Certificate requirements. The Philosophy Department deems this to be sufficient.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

APPENDIX A

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

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

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A

APPENDIX B – BUDGET SUMMARY SHEET

Contact the Office of Quality Assurance for assistance in completing this form.

Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	1	2	3	4	5	Total
Revenue						
Tuition income*						
Potential Provincial funding**						
Other sources of funding *(please list)*						
Total Revenue						
Expenses						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners *(for graduate programs)*						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses *(please list)*						
Total Expenses						
Net Income						

*Estimate $xxx per full-time equivalent domestic undergraduate student; $xxx per full-time equivalent international undergraduate student; $xxxx per full-time equivalent domestic Masters student; $xxxx per full-time equivalent international Masters student; $xxxx per full-time equivalent domestic doctoral student; $xxxx per full-time equivalent international doctoral student.

**Estimate $xxx per full-time equivalent domestic undergraduate student; $xxx per full-time equivalent international undergraduate student; $xxxx per full-time equivalent domestic Masters student; $xxxx per full-time equivalent international Masters student; $xxxx per full-time equivalent domestic doctoral student; $xxxx per full-time equivalent international doctoral student.

***Estimate $xxx per GA/TA allocation

University of Windsor
Program Development Committee

*5.4:   **Business and Mathematics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the degree requirements for the Honours Business Administration and Mathematics (with/without Thesis) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the Odette School of Business Council .
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Business Administration and Mathematics (with/without thesis) (with/without specialization)
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business / Department of Mathematics and Statistics
FACULTY(IES):	Business / Faculty of Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A.1   PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

Honours Business Administration and Mathematics (with/without Thesis) Degree Requirements
Total courses: forty (120 credits)

a) Business 20 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; five additional business courses OR BUSR-4950 (3 credits), BUSR-4990 (6 credits) and two additional business courses for Thesis Option,
b) Mathematics and Statistics ~~16~~ **14** courses: MATH-1250 or MATH-1260, MATH-1720 or MATH-1760, MATH-1730, MATH-1020, MATH-2780, MATH-2790, MATH-2250, MATH-2251, MATH-3580, MATH-3581, MATH-3590, MATH-3200, STAT-2920, STAT-2950~~.; plus two courses from ACSC-3980, MATH-4960, and STAT-3960.~~
c) Two courses from ACSC-3980, **FINA 4720*, MATH 3960,** MATH-4960, and STAT-3960.
~~c)~~ **d**) Economics 2 courses: ECON-1100, ECON-1110
~~d)~~ **e)** Computer Science 2 courses: COMP-1400, COMP-1410

Note: Those who take FINA 4720 must complete the pre-requisite of FINA 3710 as one of the "five additional business courses" as described in section (a).

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

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

B.   RATIONALE

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

Discussion occurred with among Math chair, Finance chair and Business Associate Dean on May 2, 2023. These changes were agreed upon as MATH 4960 course will not be offered due to a retirement.

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 Odette School of Business has undertaken research to provide information based on which systematic Indigenization can proceed in a transparent and collegial manner to meet the needs of stakeholders. Odette encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that Odette and the University of Windsor sit on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.

The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The election of faculty, students, staff, and a chair is in progress. The EDII Committee will monitor all practices at Odette and educate faculty, students, and staff on EDII. The school most recently revisited the competencies in October 2021, when changes were made to several existing undergraduate competencies. A discussion was initiated on a new competency of EDI in February 2021. On the recommendation of the EDII Committee, the faculty council approved the EDI competency for the Bachelor of Commerce program in May 2022.

The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and some faculty members from outside the Undergraduate Committee attended. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

Some faculty members attended the CTL workshops. Odette's faculty members have obtained Indigenization grants. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative will encompass the entire program, including students, staff, and instructors. It will examine all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It will also provide the foundation for ongoing curriculum review and renewal.

In October 2021, the faculty area groups of Finance, Management Science, Marketing, Accounting, Strategy, and Management met on October 6, 13, 18, 20, 26, and 27, respectively. At these meetings, the faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial technologies might address and/or exacerbate these issues and concerns. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and plans to relaunch this initiative in the near future. Odette has established several endowed scholarships for Indigenous students to provide them with greater opportunities. Odette has been sponsoring a variety of Indigenous activities on campus, including the First Annual Alumni & Student Pow Wow on June 3 and 4, 2022. Odette has also been making annual contributions to the work of the Aboriginal Education Council (AEC).

Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continues to maintain a collaborative and consultative process on the specific needs of Indigenous students. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*

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FORM C

- *equipment,*
- *facilities*
- *GA/TA*

N/A

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

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

N/A

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

If not applicable, write n/a.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

If not applicable, write n/a.

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

University of Windsor
Program Development Committee

*5.5:   **Business and Political Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the degree requirements for the Honours Business Administration and Political Science (with/without thesis) (with/without specialization) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved by the Odette School of Business Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Business Administration and Political Science (with/without thesis) (with/without specialization)
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business / Department of Political Science
FACULTY(IES):	Business / FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A.1   PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

Example:
Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Honours Business Administration and Political Science (with/without thesis) Degree requirements

Total courses: 40 courses or 120 credits

a. Business - 16 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980.
b. Business Non-Thesis stream: 7 additional Business courses.
OR
Business Thesis stream: BUSR-4950 (3 credits) and BUSR-4990 (6 credits) and 4 additional Business courses.
c. Political Science - ~~8~~ **5** courses: POLS-1000, POLS-1300, POLS-1600, ~~POLS-2200, POLS-2210~~, POLS-2520, **and** POLS-2750~~., and POLS-3230~~
d. ~~Two of POLS-3540, POLS-3550, POLS-3350, POLS-3560~~ **Five Political Science courses, 2000-level or above.**
e. Political Science Non-Thesis stream: ~~Three of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS4640, POLS-4650~~ **Three Political Science courses, 4000-level or above.**
OR
Political Science Thesis Stream*: POLS-4970, POLS-4980, and one ~~of POLS-4110, POLS-4120, POLS4210, POLS-4220, POLS-4640, POLS-4650~~ **Political Science course, 4000-level or above.**
f. Economics 2 courses: ECON-1100, ECON-1110
g. Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents)
h. Statistics 1 course: SOSC-2500 or MSCI-2020 or equivalent

*Students maintaining a minimum cumulative 80% average and a minimum 80% average in Political Science courses upon beginning semester 7 may complete a Political Science undergraduate thesis under the supervision of a faculty member in the department. The thesis requires successful completion of the courses POLS-4970 and POLS-4980 during semesters 7 and 8 of the program.

Students in the Honours Business Administration and Political Science (with/without thesis) may also

choose to specialize in any other Business specialization, but this may require more than 40 courses. Students are advised to see the calendar for specialization requirements and meet a student advisor.

Courses used to calculate the major average are: The courses listed in sections (a)-(e) and any courses taken in the major areas of study will be used to calculate the major average.

Suggested Course Sequencing

YEAR 1

First Term
ECON-1100
MATH-1980/1250/1720/1760 (or equivalents)
POLS-1000
MGMT-1000
STEN-1000

Second Term
ECON-1110
POLS-1600
ACCT-1510
MKTG-1310
MSCI-1000

YEAR 2

First Term
SOSC-2500 or MSCI-2020 or equivalent
ACCT-2550
MGMT-2400
FINA-2700
POLS-1300

Second Term
POLS-2750 or POLS-2520
MGMT-2430
FINA-2710
MSCI-2130
MSCI-2200

YEAR 3

First Term
POLS-2750 or POLS-2520
~~POLS-2200 or POLS-2210 or POLS-3230~~
~~One of POLS-3540, POLS-3550, POLS-3350, POLS-3560~~
Two Political Science Courses, 2000-level or above.
MGMT-3000
STEN-3970

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Second Term
~~Two of POLS-2200 or POLS-2210 or POLS-3230~~
MSCI-3310 or MSCI-3410
One Business course
~~One~~ **Three** Political Science course~~s, 2000-level or above.~~

YEAR 4

First Term
POLS-4970 (if accepted into thesis stream) and one ~~of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650~~ **Political Science Course, 4000-level or above.**
Two ~~of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650~~ **Political Science Courses, 4000-level or above.** (if in non-thesis stream)
Three Business courses

Second Term
STEN-4980
POLS-4980 (if accepted into thesis stream)
One ~~of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650~~ **Political Science Course, 4000-level or above.** (if in non-thesis stream)
Three Business courses

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).

Discussion occurred with Political Science on May 1, 2023. It was agreed that adjusting some of the specific Political Science course requirements to level-specific Political Science course requirements would ease the difficulty of course sequencing for students. This will also reduce the number of course exceptions requested.

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:

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PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

The Odette School of Business has undertaken research to provide information based on which systematic Indigenization can proceed in a transparent and collegial manner to meet the needs of stakeholders. Odette encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that Odette and the University of Windsor sit on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.

The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The election of faculty, students, staff, and a chair is in progress. The EDII Committee will monitor all practices at Odette and educate faculty, students, and staff on EDII. The school most recently revisited the competencies in October 2021, when changes were made to several existing undergraduate competencies. A discussion was initiated on a new competency of EDI in February 2021. On the recommendation of the EDII Committee, the faculty council approved the EDI competency for the Bachelor of Commerce program in May 2022.

The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and some faculty members from outside the Undergraduate Committee attended. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum. Some faculty members attended the CTL workshops. Odette's faculty members have obtained Indigenization grants. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative will encompass the entire program, including students, staff, and instructors. It will examine all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It will also provide the foundation for ongoing curriculum review and renewal.

In October 2021, the faculty area groups of Finance, Management Science, Marketing, Accounting, Strategy, and Management met on October 6, 13, 18, 20, 26, and 27, respectively. At these meetings, the faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial

technologies might address and/or exacerbate these issues and concerns. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and plans to relaunch this initiative in the near future. Odette has established several endowed scholarships for Indigenous students to provide them with greater opportunities. Odette has been sponsoring a variety of Indigenous activities on campus, including the First Annual Alumni & Student Pow Wow on June 3 and 4, 2022. Odette has also been making annual contributions to the work of the Aboriginal Education Council (AEC).

Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continues to maintain a collaborative and consultative process on the specific needs of Indigenous students. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

C.   RESOURCES

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

University of Windsor
Program Development Committee

*5.6:   **Business – International Specialization – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: **That the degree requirements Honours Business Administration with Specialization in International Business (with/without Thesis) (with/without Co-op) be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved by the Odette School of Business Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Business Administration with Specialization in International Business (with/without Thesis) (with/without Co-op)
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A.1   PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, WXYZ-1010, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

Honours Business Administration with Specialization in International Business (with/without Thesis) (with/without Co-op)

Degree Requirements
Total course equivalents: forty (120 credits) or forty-three (129 credits) for Co-op Option

a) Business 17 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2020 or equivalent, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; [BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option]
b) Business 6 courses towards specialization in International Business from 8 courses MGMT-3830, FINA-3710, FINA-3790, MKTG-2320, MKTG-4350, MKTG-4380, STEN-3930, STEN-4900.
c) Business additional 2 courses
d) Economics 2 courses: ECON-1100, ECON-1110
e) Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents)
f) 6 courses from outside Odette School of Business ~~including at least 1 of ECON-3730, ECON-3740, POLS2330, POLS-2490, POLS-3230, POLS-3540, POLS-3550, POLS-3560, POLS-3600, GRMN-3000, ITLN-3000, SPAN-3000, FREN-3170~~
g) 6 courses from any area of study including Business [Students in the Thesis Option will get credit for 3 courses towards (g) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 3 additional courses towards (g)]
h) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: To graduate with the International Business Specialization, students are strongly recommended to take part in a formal exchange program through the Exchange Office at the University of Windsor or International co-op program. Students must receive a minimum grade of 65% in each gate-in course MGMT-2430, and FINA-2700, and MKTG-2320 a minimum average of 67% in 5 courses from MGMT-3830, FINA-3710, FINA-3790, MKTG-4350, MKTG-4380, STEN-3930, and STEN-4900, and a minimum grade of 70% in one of MKTG-4350, MKTG-4380 and STEN-4900. Students may receive a maximum credit of 1 course towards b) for taking a fourth year special topic course with permission from the undergraduate program director. **Students may receive a maximum credit of 1 course towards requirement b) for engaging in an international exchange program, an international co-op program, or an international study tour. Students may receive a maximum credit of 1 course towards requirement b) for taking 1 of ECON-3730, ECON-3740, POLS-2330, POLS-2490, POLS-3230, POLS-3540, POLS-3550, POLS-3560, POLS-3600, GRMN-3000, ITLN-3000, SPAN-3000.**

Courses used to calculate the major average are: The courses listed in section a) and b) and any courses

PROGRAM DEVELOPMENT COMMITTEE
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taken in the major area of study

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

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

B. RATIONALE

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

Deleting the non-Business course requirements from the International Business specialization will ease the difficulty of obtaining the specialization. This change will also align with existing specializations in that only Business courses are required to be taken.

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 Odette School of Business has undertaken research to provide information based on which systematic Indigenization can proceed in a transparent and collegial manner to meet the needs of stakeholders. Odette encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that Odette and the University of Windsor sit on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.

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The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The election of faculty, students, staff, and a chair is in progress. The EDII Committee will monitor all practices at Odette and educate faculty, students, and staff on EDII. The school most recently revisited the competencies in October 2021, when changes were made to several existing undergraduate competencies. A discussion was initiated on a new competency of EDI in February 2021. On the recommendation of the EDII Committee, the faculty council approved the EDI competency for the Bachelor of Commerce program in May 2022.

The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and some faculty members from outside the Undergraduate Committee attended. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum. Some faculty members attended the CTL workshops. Odette's faculty members have obtained Indigenization grants. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative will encompass the entire program, including students, staff, and instructors. It will examine all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It will also provide the foundation for ongoing curriculum review and renewal.

In October 2021, the faculty area groups of Finance, Management Science, Marketing, Accounting, Strategy, and Management met on October 6, 13, 18, 20, 26, and 27, respectively. At these meetings, the faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial technologies might address and/or exacerbate these issues and concerns. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and plans to relaunch this initiative in the near future. Odette has established several endowed scholarships for Indigenous students to provide them with greater opportunities. Odette has been sponsoring a variety of Indigenous activities on campus, including the First Annual Alumni & Student Pow Wow on June 3 and 4, 2022. Odette has also been making annual contributions to the work of the Aboriginal Education Council (AEC).

Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continues to maintain a collaborative and consultative process on the specific needs of Indigenous students. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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

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

the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

N/A

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

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

N/A

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

If not applicable, write n/a.

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

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

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

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

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

*5.5:   **Business and Political Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the degree requirements for the Honours Business Administration and Political Science (with/without thesis) (with/without specialization) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved by the Odette School of Business Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Business Administration and Political Science (with/without thesis) (with/without specialization)
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business / Department of Political Science
FACULTY(IES):	Business / FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with __bolding and underlining__.

Example:
Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the __3000-level or__ 4000-level.

Honours Business Administration and Political Science (with/without thesis) Degree requirements

Total courses: 40 courses or 120 credits

a. Business - 16 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980.
b. Business Non-Thesis stream: 7 additional Business courses.
OR
Business Thesis stream: BUSR-4950 (3 credits) and BUSR-4990 (6 credits) and 4 additional Business courses.
c. Political Science - ~~8~~ __5__ courses: POLS-1000, POLS-1300, POLS-1600, ~~POLS-2200, POLS-2210~~, POLS-2520, __and__ POLS-2750~~., and POLS-3230~~
d. ~~Two of POLS-3540, POLS-3550, POLS-3350, POLS-3560~~ __Five Political Science courses, 2000-level or above.__
e. Political Science Non-Thesis stream: ~~Three of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS4640, POLS-4650~~ __Three Political Science courses, 4000-level or above__.
OR
Political Science Thesis Stream*: POLS-4970, POLS-4980, and one ~~of POLS-4110, POLS-4120, POLS4210, POLS-4220, POLS-4640, POLS-4650~~ __Political Science course, 4000-level or above__.
f. Economics 2 courses: ECON-1100, ECON-1110
g. Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents)
h. Statistics 1 course: SOSC-2500 or MSCI-2020 or equivalent

*Students maintaining a minimum cumulative 80% average and a minimum 80% average in Political Science courses upon beginning semester 7 may complete a Political Science undergraduate thesis under the supervision of a faculty member in the department. The thesis requires successful completion of the courses POLS-4970 and POLS-4980 during semesters 7 and 8 of the program.

Students in the Honours Business Administration and Political Science (with/without thesis) may also

PROGRAM DEVELOPMENT COMMITTEE
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choose to specialize in any other Business specialization, but this may require more than 40 courses. Students are advised to see the calendar for specialization requirements and meet a student advisor.

Courses used to calculate the major average are: The courses listed in sections (a)-(e) and any courses taken in the major areas of study will be used to calculate the major average.

Suggested Course Sequencing

YEAR 1

First Term
ECON-1100
MATH-1980/1250/1720/1760 (or equivalents)
POLS-1000
MGMT-1000
STEN-1000

Second Term
ECON-1110
POLS-1600
ACCT-1510
MKTG-1310
MSCI-1000

YEAR 2

First Term
SOSC-2500 or MSCI-2020 or equivalent
ACCT-2550
MGMT-2400
FINA-2700
POLS-1300

Second Term
POLS-2750 or POLS-2520
MGMT-2430
FINA-2710
MSCI-2130
MSCI-2200

YEAR 3

First Term
POLS-2750 or POLS-2520
~~POLS-2200 or POLS-2210 or POLS-3230~~
~~One of POLS-3540, POLS-3550, POLS-3350, POLS-3560~~
Two Political Science Courses, 2000-level or above.
MGMT-3000
STEN-3970

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Second Term
~~Two of POLS-2200 or POLS-2210 or POLS-3230~~
MSCI-3310 or MSCI-3410
One Business course
~~One~~ **Three** Political Science course~~s~~**, 2000-level or above.**

YEAR 4

First Term
POLS-4970 (if accepted into thesis stream) and one ~~of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650~~ **Political Science Course, 4000-level or above.**
Two ~~of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650~~ **Political Science Courses, 4000-level or above.** (if in non-thesis stream)
Three Business courses

Second Term
STEN-4980
POLS-4980 (if accepted into thesis stream)
One ~~of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650~~ **Political Science Course, 4000-level or above.** (if in non-thesis stream)
Three Business courses

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).

Discussion occurred with Political Science on May 1, 2023. It was agreed that adjusting some of the specific Political Science course requirements to level-specific Political Science course requirements would ease the difficulty of course sequencing for students. This will also reduce the number of course exceptions requested.

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:

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

The Odette School of Business has undertaken research to provide information based on which systematic Indigenization can proceed in a transparent and collegial manner to meet the needs of stakeholders. Odette encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that Odette and the University of Windsor sit on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.

The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The election of faculty, students, staff, and a chair is in progress. The EDII Committee will monitor all practices at Odette and educate faculty, students, and staff on EDII. The school most recently revisited the competencies in October 2021, when changes were made to several existing undergraduate competencies. A discussion was initiated on a new competency of EDI in February 2021. On the recommendation of the EDII Committee, the faculty council approved the EDI competency for the Bachelor of Commerce program in May 2022.

The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and some faculty members from outside the Undergraduate Committee attended. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum. Some faculty members attended the CTL workshops. Odette's faculty members have obtained Indigenization grants. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative will encompass the entire program, including students, staff, and instructors. It will examine all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It will also provide the foundation for ongoing curriculum review and renewal.

In October 2021, the faculty area groups of Finance, Management Science, Marketing, Accounting, Strategy, and Management met on October 6, 13, 18, 20, 26, and 27, respectively. At these meetings, the faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial

technologies might address and/or exacerbate these issues and concerns. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and plans to relaunch this initiative in the near future. Odette has established several endowed scholarships for Indigenous students to provide them with greater opportunities. Odette has been sponsoring a variety of Indigenous activities on campus, including the First Annual Alumni & Student Pow Wow on June 3 and 4, 2022. Odette has also been making annual contributions to the work of the Aboriginal Education Council (AEC).

Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continues to maintain a collaborative and consultative process on the specific needs of Indigenous students. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
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C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

University of Windsor
Program Development Committee

*5.8:   **Computer Science (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the degree requirements for the Master of Science in Computer Science (MSc) and Master of Science in Computer Science (with Co-op) 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 School of Computer Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
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FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Science in Computer Science (MSc) and Master of Science in Computer Science with CO-OP
DEPARTMENT(S)/SCHOOL(S):	School of Computer Science
FACULTY(IES):	Faculty of Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Graduate Calendar Winter 2024

A.1   PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining.

Example:
Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Master of Science in Computer Science (MSc)

Admission Requirements

Graduates of the University of Windsor or of other recognized colleges or universities may be admitted to programs leading to the Master's degree. A student with an honour Bachelor's degree or equivalent with adequate specialization in Computer Science and with at least a 70% average in the major subject may be admitted to a minimum one-year Master's program (II Master's Candidate). A student with an honours Bachelor's degree in a related subject and with at least a 70% average in the major subject may be admitted to a minimum two-year Master's program (I Master's Qualifying followed by II Master's Candidate) or to a minimum two-year II Master's Candidate program depending upon prior qualifications.

Students with deficiencies in some areas of Computer Science may be required to make up those deficiencies by registering in undergraduate courses prior to or as part of their graduate program or by following a program of supervised reading. **These undergraduate courses will be assigned a "Pass" or "Non-Pass" grade. If a non-pass grade is obtained, the student can take the course a second time. If on the second attempt, the student** obtains a non-pass grade they will be required to withdraw from the program.

Students eligible to participate in the proposed co-op education will have successfully completed at least one semester of full-time study at the Master's level in the School of Computer Science at the University of Windsor, which includes fulfilling the requirement of attending regular departmental seminars.

International applicants to graduate programs in Computer Science must demonstrate English proficiency by meeting or exceeding an IELTS overall score of 6.5 (or equivalent), with no more than one band score~~s~~ of 6.0, and no band score below 6.0 (or TOEFL ~~of 92~~ **overall score of** 92~~– no band below 23~~).

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bold** and underlining.*

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

N/A

B. RATIONALE

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

In some cases, a student will have deficiencies in some areas of Computer Science in their undergraduate degree and may be required to complete undergraduate course(s) before or in the first term(s) of their graduate program. These courses have no bearing on the graduate program directly; however, completion of these courses will augment their graduate program success. Unfortunately, many of these incoming students do not have the pre-requisite courses as per our current undergraduate calendar and are therefore, challenged to complete the required conditional undergraduate courses.

Currently, the grades of all courses taken by the graduate student (undergraduate conditional and graduate) are used in the calculation of the GPA for the graduate program. We are therefore requesting that the undergraduate (conditional) courses be considered based on "pass/non-pass", rather than a numerical grade.

A meeting on February 3, 2023, with the Office of the Registrar and the Faculty of Graduate Studies resulted in the confirmation that the Office of the Registrar could provide these grading options for the MSc students. Furthermore, the Faculty of Graduate Studies agreed to support the "pass/non-pass" grade provided the School of Computer Science show evidence that other universities offered alternative grades for course conditions. Proof of several universities – international, in the USA, and within Ontario - using alternate grade options for conditional courses or "discovery" courses, for example, were assembled and presented to the Faculty of Graduate Studies.

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?*

PROGRAM DEVELOPMENT COMMITTEE
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> - *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?*

- **What process has your department/Faculty used to consider Indigenization?**

The School of Computer Science works closely with the Faculty of Science. From our understanding, the Faculty of Science is still trying to find an expert in Indigenous-centred relationships, a recognized Knowledge-Keeper from their community, to build and develop new and innovative initiatives to further Indigenous-focused research co-production and lifelong learning. The Indigenous Knowledge Keeper will provide valuable counsel to the Office of the Dean and the Faculty of Science departments to create opportunities for the enhancement of Indigenous knowledge and partnerships within the Faculty of Science and across the University of Windsor. In addition, the Knowledge Keeper will have the support to establish an Indigenized space for Indigenous students, community members, and allies to engage, learn and create.

- **How have you considered the importance or relevance to the course/program?**

The School of Computer Science acknowledges that this is the beginning of our journey to incorporate engagement and collaboration with the Indigenous community in developing and implementing a suitable curriculum. It is our wish that the knowledge, practices, and values of the Indigenous community will provide important insights into the design and use of information technology which will ensure that the developed technology is culturally appropriate and aligned with the goals and values of the community. The importance of incorporating Indigenous perspectives for promoting diversity, equity, and inclusion in technology development is clearly recognized. This incorporation will lead to more effective and sustainable uses of technologies developed that will address people's needs and challenges by making it more accessible and relevant to society.

- **How has your department or faculty approached raising awareness for Indigenous knowledges in your area?**

The School of Computer Science is actively looking to include in the Colloquium series, speakers who can share their knowledge on topics related to Indigenous approaches and perspectives in the computer science and technology sectors. We have reached out to a UBC computer science undergraduate student, a member of the First Nations Anishinaabe group, with an invitation to present either in the Summer 2023 term or to be the first speaker of our formal Colloquium Series in September 2023 and are waiting for his reply.

The School encourages instructors to include topics/discussions about Indigenous issues where applicable.

The course contents of COMP3057, "Cyber Ethics" is being updated to include topics on Indigenous knowledge and data governance. This course is a required course for the BIT program. In addition, there is discussion within the School Council of having this course a required course in all other UG programs offered by the School of Computer Science.

Course projects related to IT/digitization relevant to local Indigenous cases brought out by the local community can be included in the capstone project (COMP4990) and other upper-level courses.

- **What do the TRC and University Principles documents suggest relevant to your course?**

The School of Computer Science follows the Universities Canada principles, especially the following items:

Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.

Continue to develop resources, spaces, and approaches that promote dialogue between Indigenous and non-Indigenous students.

PROGRAM DEVELOPMENT COMMITTEE
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Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures, and beliefs of Indigenous people in Canada.

- **What have other similar courses/programs done that might be relevant to your course/program?**

Some universities have provided a series of seminars about different aspects of Indigenous research ethics, information technology, and AI. These aspects include sharing and protecting Indigenous knowledge in the digital world and data sovereignty, governance and privacy while designing ethical AI from an Indigenous perspective. Our School is also looking to include some seminars on topics related to Indigenous approaches/perspectives in our departmental colloquium series.

- **In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?**

Some of our IT courses have weekly discussion activities, which makes them flexible to include discussion topics on Indigenous knowledge. For those courses that have a class project, the project can be selected to relate to IT/digitization relevant to local Indigenous cases brought forward by the local community.

- **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?**

The School of Computer Science has not taken the opportunity to embark on these approaches however, is looking forward to working with the Knowledge Keeper for guidance on how to reach out to the local Indigenous community and their IT and digitization department. We will seek their input through membership on advisory committees, collaboration on research and student projects which are relevant to this program.

- 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)

The School of Computer Science is looking forward to engaging with the Knowledge Keeper who will guide the Faculty of Science departments to enhance Indigenous-centred learning and to develop relevant aspects of its curriculum further. We have begun to engage with a CTL Learning Specialist, for guidance in our journey of knowledge.

- **Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?**

The School of Computer Science has not yet begun to engage in a critical analysis of Settler Colonialism and/or Decolonization. We aim to be honest and respectful as we continue our self-reflection of these important issues, recognizing the challenge of incorporating this into an IT curriculum/program.

- **Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?**

The School of Computer Science will include this information in the Learning Outcomes at the next opportunity to update them. We are also in the process of creating a meaningful Land Acknowledgement statement to be included in our course syllabus template.

C. RESOURCES

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

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

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

Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

No additional resources needed.

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

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

N/A

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

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

*5.9:   **Concurrent BA(Psychology)/Bachelor of Education/Diploma in ECE – Minor Program Changes (Form C)**

Item for: **Approval**

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

MOTION: That the degree requirements for Ba Concurrent BA(Psychology)/BED/Diploma in ECE programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the Faculty of Education Council, the Department of Psychology and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Concurrent BA(Psychology)/BED/Diploma in ECE
DEPARTMENT(S)/SCHOOL(S):	Department of Psychology
FACULTY(IES):	FAHSS/Faculty of Education/St. Clair College

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2024

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education

Degree Requirements

All students are required to complete the thirty-course requirement of the University of Windsor General BA in Psychology, in addition to the Education courses: EDUC-5201 (1.5), EDUC-5202 (1.5), EDUC-5203 (3.0), EDUC-5204 (3.0), EDUC-5206 (1.5), EDUC-5207 (3.0), EDUC-5208 (1.5), EDUC-5209 (1.5), EDUC-5210 (1.5), EDUC-5311 (3.0), EDUC-5312 (3.0), EDUC-5313 (3.0), EDUC-5314 (3.0), EDUC-5315 (3.0), 316 (3.0), EDUC-5317 (3.0), 318 (3.0), EDUC-5215 (1.5), EDUC-5411 (1.5), EDUC-5412 (1.5), EDUC-5414 (1.5), EDUC-5499 (12.0). Students planning on teaching in the Roman Catholic School Board must also take EDUC-5200 (1.5). The St. Clair College Early Childhood Education component will consist of ECE courses, including field placements.

Students who successfully complete the ECE program in Year 2 of the Concurrent program will receive 10 transfer credits towards their BA in Psychology. [Please contact the Registrar's Office for the specific course equivalencies.]

Courses used to calculate the Education major average are: All required Education courses.

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

Recommended Course Sequence

FIRST YEAR
Fall Term: five Psychology General BA courses: GART-1500 (3.0), PSYC-1150 (3.0), one Arts/Language (3.0), one Language/Science (3.0), one Social Science (3.0)
Winter Term: five Psychology General BA courses: GART-1510 (3.0), PSYC-1160 (3.0), one Art/Language (3.0), one Language/Science (3.0), one Social Science (3.0)

SECOND YEAR
ECE Program at St. Clair College

THIRD YEAR
In the third year, ~~students will take the entire Year 1 of the BEd program.~~ **students will take the entire Year 3 of the Psychology General BA program.**

PROGRAM DEVELOPMENT COMMITTEE
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FOURTH YEAR
In the fourth year, ~~students will take the entire Year 3 of the Psychology General BA program.~~ **students will take the entire Year 1 of the BEd program.**

FIFTH YEAR
In the fifth year, students will take the entire Year 2 of the BEd program.

*A student may complete the requirements for an honours degree in Psychology by completing additional courses during the summer term and/or completing a Sixth Year.

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

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.*

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

The proposed change does not affect any courses offered in the program. It therefore does not require additional resources and will not affect degree requirements.

B.   RATIONALE

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

The concurrent program BA(Psychology)/BED/Diploma in Early Childhood Education (ECE) is a joint program between the Faculty of Education, the Department of Psychology, and St. Clair College. It is a very popular program, but there is consensus amongst all three partners that the current sequence has caused much difficulty for quality control and administration.

In the current sequence, students spend the 1st year in Psychology, the 2nd year in St. Clair College for ECE, the 3rd year in Education, the 4th year in Psychology, and the 5th year in Education. Students who successfully finish the ECE diploma program can transfer 10 course credits to their BA in psychology. The complexity arises when students fail the ECE program. If students fail some courses for the ECE program, they cannot transfer 10 course credits to the psychology degree. Technically and pedagogically, they do not have enough course credits to start the 3rd year in Education. In the past, the three parties have accommodated these students by allowing them to retake the failed courses in ECE and take psychology courses in the 3rd year, which puts them out of the correct current sequencing. These students end up taking Education years in the 4th and 5th years, which is exactly the change we propose in this form.

The complexity also arises when students do not meet their standing requirements for the concurrent program (60% GPA and 70% major average or above). In the first year, students usually only take two psychology major courses. It is not enough courses to indicate the potential inability students may have in the psychology major. In addition, there is no clearly stated requirement about credit transfer from St. Clair College. In other words, students will get 10 credits if they pass the ECE program, irrespective of whether they have a grade C, B, or A. The transfer credits from St Clair College are not included in the calculation of the student's GPA and major average. Therefore, it is hard to determine whether students are academically qualified to stay in the program in the first two years. Quite often, it is at the end of their 4th year that we find that some students' GPA or major average does not meet the standing requirements. Unfortunately, this is too late and thus unfair to require the student to withdraw from the concurrent program since they have by this time finished one year in Education (3rd year). This creates tremendous difficulty in quality control and program administration.

PROGRAM DEVELOPMENT COMMITTEE
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In summary, the proposed change will not affect the learning outcomes of the program and will not change degree requirements either. However, the change will better streamline the process of curriculum and make it easier for quality control. It will enhance the process for students and also reduce the administration effort.

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 is a minor change to course sequencing that does not impact course descriptions or learning outcomes at either course or program level. We have recently integrated the prompts on this PDC form into the process of pre-service program review, at both pre-service committee and faculty levels. We think this will improve upon our process by facilitating greater attention to Indigenous knowledge and by connecting our curricular development work more intentionally to the TRC and University Principles documents, to Indigenous education, and to the expertise and leadership of Elders, Knowledge Holders, and Indigenous education scholars.

All the three partners involved in this particular concurrent B.Ed. program - the Faulty of Education, the Department of Psychology, and St. Clair College - support the Truth and Reconciliation Commission of Canada's (TRC) Calls For Action and have demonstrated this support in their programming, including the concurrent BA(Psychology) /BED/Diploma in ECE program. For example, in the two years of the BEd program, the Faculty of Education offers two courses that particularly focus on Indigenous ways of knowing (EDUC 5206) and Indigenous culture (EDUC 5207: Beginning Times Teaching). In addition, topics pertaining to decolonization and Indigenization are also embedded in other courses, such as Issues in Education EDUC 5209 and Social Sciences EDUC 5318. The Faculty of Education recognizes that we still have much work to do in relation to demonstrating and fulfilling our commitment to Indigenizing and decolonizing our teacher education program. Our B.Ed. programs are currently being reviewed in preparation for an Ontario College of Teachers (OCT) accreditation process that begins in 2024. We plan to place

greater emphasis on decolonization and Indigeneity through this process to participate in early conversations with CTL to ensure that the program revision work can be done in a good way.

C.   RESOURCES

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

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

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

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

The proposed change does not change the courses offered in the program. It therefore will not require any extra resources from the three partners of the program.

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

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

The proposed change does change course offerings in the program and it therefore will not change the extent of reliance on adjunct, limited-term, and sessional instructors.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

The proposed change does not require extra resources from the three partners.

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C.5 Planned Reallocation of Resources and Cost-Savings

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

The proposed change does not require extra financial and human resources from the three partners.

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

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

Faculty:	n/a
Staff:	n/a
GA/TAs:	n/a

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

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

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

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

*5.10:   **Kinesiology (Movement Science) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: **That the Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) 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 Faculty of Human Kinetics Council.
▪ *See attached.*

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics (Honours Kinesiology – Movement Science)
DEPARTMENT(S)/SCHOOL(S):	Department of Kinesiology
FACULTY(IES):	Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

[…]

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science)

[…]

Kinesiology-Movement Science Course (SELECT 10 COURSES):

- o KINE-3010. The Use and Abuse of Drugs
- o KINE-3020. Exercise and Fitness Psychology
- o KINE-3030. Imagery Effects on Performance
- o KINE-3060. Obesity and Eating Disorders
- o KINE-3100. Motor Learning and Control
- o KINE-3330. Applied Sport Psychology
- o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
- o KINE-3600. Physiology of Exercise and Respiration
- o KINE-3610. Musculoskeletal Physiology
- o KINE-3620. Human Factors and Performance
- o KINE-3630. Cognitive Ergonomics
- o KINE-3700. Scientific Basis of Conditioning
- o KINE-4000. Human Movement and Aging
- o KINE-4040. Population Health
- o KINE-4080. Dynamics of Skill Acquisition
- o KINE-4100. Physical Activity for Special Populations
- o KINE-4150. Exercise Prescription for Athletic Populations
- o **KINE-4330. Selected Topics in Sport Leadership**
- o KINE-4530. Perceptual-Motor Development
- o KINE-4580. The Endocrine System in Sport, Exercise and Health
- o KINE-4600. Cardiovascular Physiology
- o KINE-4610. Chronic Disease and Exercise Rehabilitation
- o KINE-4620. Exercise in Extreme Environments
- o KINE-4630. Applied Neurophysiology
- o KINE-4640. The Pathophysiology of Pain
- o KINE-4650. Ergonomics and Injury-Prevention
- o KINE-4660. Cardiac Rehabilitation
- o KINE-4670. User Experience
- o KINE-4710. Physiological Basis of Sports Therapy
- o KINE-4750. Individual Studies
- o KINE-4760. Principles of Coaching

o KINE-4770. Outdoor Recreation

o KINE-4780. Undergraduate Thesis* (6 credits)

o KINE-4800. Advanced Biomechanics

o KINE-4850. Group Dynamics in Sport

o KINE-4900. Special Topics in Kinesiology-Movement Science

o KINE-4980. Internship (4 months)

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 addition of KINE 4330: Selected Topics in Sport Leadership to the list of elective Kinesiology-Movement Science courses provides students with an additional course option to meet the degree requirements. With the recent changes to the undergraduate degree options in the Department of Kinesiology (Approved April 2020), this course was mistakenly removed from the list of elective courses for Kinesiology-Movement Science students. This minor program changes corrects that mistake and will allow students in both the Kinesiology-Movement Science and Sport Management and Leadership programs to enrol in this course for credit towards their degree.

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?*

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- *Which [literatures](), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

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

The Faculty of Human Kinetics recognizes the importance of indigenization of curricula. The following is a list of undergraduate courses that have been identified as having Indigenous content:

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

Note: See Appendix A for a more detailed response pertaining to the process by which the Faculty of Human Kinetics is working on incorporating Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material in the curriculum, etc.

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C.   RESOURCES

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

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

KINE 4330: Selected Topics in Leadership has been offered on a regular basis by a tenured faculty member. The addition of this course to the list of elective Kinesiology – Movement Science courses will have no direct impact on the planned utilization of existing human, physical, and financial resources from within or outside of the unit.

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

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

None. KINE 4330: Selected Topics in Leadership has been offered on a regular basis by a tenured faculty member.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

The addition of KINE 4330: Selected Topics in Leadership will allow students from both the Kinesiology – Movement Science and Sport Management and Leadership programs to count this course towards their degree requirements. This will result in more efficient course scheduling as the course will serve all students in Human Kinetics.

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

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

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

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

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

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

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

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APPENDIX A

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

1. What process has your department/Faculty used to consider Indigenization?

In 2020, under the direction of the previous Associate Dean – Academic Programs, Kinesiology undertook a scan of Indigenous/EDI content with courses. All faculty were asked several prompted questions, including:

a) In developing this course, has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

b) If yes to [the above], please describe "how" has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

c) Have you faced any challenges or barriers when attempting to incorporate Indigenous (First Nations, Métis, or Inuit) or other EDI-related content into the curriculum? If yes to [the above], please describe these challenges and/or barriers.

Among 48 reviewed courses, 22 include content and/or perspectives specific to Indigenous Peoples. Instructors reported teaching about the social determinants of health, history of sport and policy development, incorporating images and readings (re Indigenous content and written by Indigenous scholars), consultations (with J Kechego and others), and seeking out specific information. Instructors report several barriers, including no funding for renumeration of Indigenous guests, comfort level with content (incorporating a deeper, genuine discussion rather than surface level content based on their identity), diversity in the classroom, lack of information/examples, and how to choose appropriate and authentic content.

Based on this scan, several Indigenous recommendations were made to instructors:

➤ Instructors are strongly encouraged to highlight where EDI content is found in their courses.
- Several courses noted EDI content that is not indicated on course syllabi. It is important for an inclusive curriculum that this content/discussion/assignment be visible to students taking the course.

➤ Instructors are strongly encouraged to Include a land acknowledgement and some form of commitment to EDI practices on course syllabi.
- UWindsor land acknowledgement (https://www.uwindsor.ca/indigenous-peoples/)
- There are several examples of statements online, but instructors are encouraged to include their own that are genuine to their course/themselves.

➤ Instructors with considerable Indigenous content or assignments in their courses should strongly consider updating their course learning outcomes to better reflect the expectations of students.
- Establishing course learning outcomes around Indigenous peoples are meaningful sustainable changes to course delivery and reflect a commitment to including this content in our program.
- [The Associate Dean – Academic Programs] can help with the necessary PDC forms to complete.

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

➤ Instructors are encouraged to read and incorporate some of the suggestions from the "inclusive teaching syllabus"

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➢ Instructors are encouraged to use the following institutional and/or other resources to find diverse subject experts and/or for help with course design (please note that this list is not the only place to find information and instructors are encouraged to actively seek out diverse researchers and content in their subject areas). [At this time, it is difficult to know exactly how many instructors have used any/all of these materials]

- UWindsor - Indigenous Knowledges   (contact: Jamie Kechego)
- UWindsor - Aboriginal Education Centre   (contact: Russell Nahdee)
- UWindsor - Anti-Black Racism Resources   (contact: Marium Tolson-Murtty)
- UWindsor - Anti-Black Racism Teaching and Learning (contact: Dr. Andrew Allen)
- UWindsor - EDI Office   (contact: Dr. Clinton Beckford)
- Sport Information Resource Centre (SIRC)
- Black Scientists and Inventors | Black History Month (nationalgeographic.com)
- HOME | Canadian Black Scientists
- Indigenous History-Makers (rcaanc-cirnac.gc.ca)
- Indigenous Sport and Wellness Ontario
- Ontario Federation of Indigenous Friendship Centres - OFIFC
- Indigenous Sport for Life
- North American Indigenous Games (naigcouncil.com)
- Closeted discoverers: Lesbian, gay, bisexual, and transgender scientists | Science | AAAS (sciencemag.org)
- LGBTQ Student Athletes - NCAA
- Canadian Women & Sport | Powering Better Sport Through Gender Equity (womenandsport.ca)
- Leadership Through Sport #STRONGERTOGETHER | Leadership à Travers Le Sport #FORTENSEMBLE (thebcca.com)
- 100 Women - BBC News
- Canadian Journal for Women in Coaching | Coach
- Rick Hansen Foundation

2. **How have you considered the importance or relevance to the course/program?**
   See response to the question above.

3. **How has your department or faculty approached raising awareness for Indigenous knowledges in your area?**
   See response to question #1 above, in addition to other specific events including, but not limited to:
   - Lacrosse is Medicine event given by Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, who also provided a guest lecture in our Ethics in Sport and Physical Activity course before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance. (https://windsorstar.com/news/local-news/lacrosse)
   - Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200).
     (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
   - Lancer Hockey providing support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
   - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
   - The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
   - Hosting Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
   - Hosted a traditional Blanket Exercise for all Faculty and staff guided by local Indigenous friends.

- Supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

4. **What do the TRC and University Principles documents suggest relevant to your course?**
   Truth and Reconciliation Commission's Calls to Action 87 to 91:
   - 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
     - In addition to #3 above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
   - 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
     - See #3 above re Lancer Hockey
   - 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
   - 90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
     - I. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
     - II. An elite athlete development program for Aboriginal athletes.
     - III. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
     - IV. Anti-racism awareness and training programs.
   - 91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

5. **What have other similar courses/programs done that might be relevant to your course/program?**
   See #6 below.

6. **In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?**
   This is something that has been discussed in both the working group on EDI in the curriculum and our EDI committee. Our faculty generally seems open to this inclusion. For example, after feedback from the Centre for Teaching and Learning, Indigenous Curriculum and Pedagogy Project Coordinator, and Anti-Racism Pedagogies Teaching Leadership Chair at the University of Windsor, the following program learning outcomes were proposed at a Human Kinetics Faculty Council in 2022:

   - **Recognize the value of diversity** across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
   - Recognize the historical, systemic, and structural roots of social injustice and **identify strategies to redress inequity in our communities**.
   - **Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers** in their professional and personal lives.

   While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving these forward.

   Moreover, if/when these program learning outcomes were introduced, preliminary searches with other non-HK faculty members to research and ultimately designate courses to fulfil the program learning outcomes above. This includes selection from the following list, but would require more vetting/discussion with Indigenous leaders, and various department/faculty administration be incorporated properly (potential Indigenous content **BOLDED**):

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GART-1210	**An Introduction into Indigenous Topics**
POLS-1709	Introduction to Diaspora Studies: There's No Place Like Home
SJST-1400	Queer Activism
SOSC-1210	**An Introduction into Indigenous Topics**
WGST-1000	Women in Canadian Society
WGST-1400	Queer Activism
CMAF-2700	Speaking Truth to Power: Voice and Activism
DISB-2010	Disability Studies: Theory and Culture
ENGL-2330	Gender and Literature
HIST-2460	**Aboriginal Peoples in Canadian History: Beginnings to Mid-Nineteenth Century**
HIST-2470	**Aboriginal Peoples in Canadian History: Mid-Nineteenth Century to the Present**
HIST-2500	Women in Canada and the United States, 1870-Present
PHIL 2300	Indigenous Philosophy of the Americas
PHIL-2380	Social Identity, Diversity and Race
POLS 2000	**Indigenous Policy and Constitutional Relationships**
POLS-2110	Women and Politics
PSYC-2400	Psychology of Sex and Gender
SACR-2100	Gender, Sexuality and Social Justice
SACR-2400	Introduction to Race and Ethnicity
WGST-2100	Gender, Sexuality and Social Justice
WGST-2200	Women, Race, and Social Justice
WORK-2600	Women and Globalization
HIST-3200	Africa and the Atlantic System
HIST-3610	Slavery In North America, 1600-1877
HIST-3620	African Americans/Canadians After Emancipation, 1877 to the Present
POLS-3620	Human Rights and Global Justice
HIST-4630	History of Gender and Sexuality
POLS-4000	**Indigenous Nation-Building: Traditional Governance in a Modern Era**

7. **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?**
This varies by faculty member from, presumably, no awareness to very much aware. As a program, we rely on institutional guidance (administration as well as specific Indigenous leadership), community outreach, and individual research. We have benefitted from having an active scholar and advocate (Dr. Victoria Paraschak) for Indigenous Peoples and Knowledge in our program and a positive relationship with members of AEC and CTL.

8. **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). Details are important. If allowed please share names of whose been consulted or the literature used, etc.**

This has taken many forms and includes the following:
- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- KINE-2250 has included several Indigenous guest lecturers (e.g., lectures on Lacrosse as Medicine given by an Indigenous guest speaker) and made use of Nanadagikenim-Seek to Know Grants in guest speaker invitation and course preparation.
- Several faculty have relied on literature searches for Indigenous-related content. For example,
- KINE-1000 has used literature search, consultation, and discussion related to teachings about the social determinants of health and the Medicine Wheel.
- KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268 for the sport-/physical activity-related Calls to Action.
- KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.

- KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
- KINE-4610 has used literature review and consultation with medical and chronic disease management specialists.
- KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

9. **Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?**
   Has Kinesiology done this yet? If not, always provide details as to why not.
   As a program, no. Within some courses, yes. For example, see KINE-2300 above.

University of Windsor
Program Development Committee

*5.11:   **Human Kinetics (Honours Sport Management and Leadership) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the Bachelor of Human Kinetics (Honours Sport Management and Leadership) be renamed *Honours Bachelor of Sport Management and Leadership in* accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by Faculty of Human Kinetics Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Human Kinetics (Honours Sport Management and Leadership)**
DEPARTMENT(S)/SCHOOL(S):	**Department of Kinesiology**
FACULTY(IES):	**Faculty of Human Kinetics**

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A.1   PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, WXYZ-1010, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

[...]

Honours Bachelor of Sport Management and Leadership Bachelor of Human Kinetics (Honours Sport Management and Leadership)

The Honours Bachelor of **Sport Management and Leadership** Human Kinetics (Honours Sport Management and Leadership) prepares students to be managers and leaders in the contemporary sport industry, with an understanding of the social, historical, and cultural influences of and in sport. Graduates typically assume positions with government agencies, municipal recreation units, public and private sport organizations, public and private sport and recreation facilities, and amateur or professional sports organizations. Graduates also are prepared to enter graduate school or a Faculty of Education.

[...]

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

Admission Requirements
A student may enter the **Honours** Bachelor of **Sport Management and Leadership** Human Kinetics (Honours Sport Management and Leadership major) program after completing the three-year Diploma in Sports and Recreation Management with a cumulative average equivalent to a 70% (B- or 3.0/4) or better.

[...]

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

Admission Requirements
A student may enter the **Honours** Bachelor of **Sport Management and Leadership** Human Kinetics (Honours Sport Management and Leadership) after completing the three-year Advanced Diploma in Sport Management with a cumulative average equivalent to a 70% (B- or 3.0/4 or better.

[...]

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

Admission Requirements
Students may enter the **Honours** Bachelor of **Sport Management and Leadership** Human Kinetics (Honours Sport Management and Leadership) after completing the three-year Diploma in Sport and Recreation Management with a cumulative average equivalent to a 70% (B- or 3.0/4) or better.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.*

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

N/A

B.   RATIONALE

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

The proposed change in degree name will more appropriately represent the degree granted to students in this program. With current degree requirements, the Bachelor of Human Kinetics designation no longer best depicts the degree being granted. The change to an Honours Bachelor of Sport Management and Leadership will provide students with a degree designation reflective of the degree itself, will allow for more streamlined and clear communication and recruitment into undergraduate programs in the Department of Kinesiology, and will provide students with a degree designation recognized within the industry.

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?*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

> - *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, 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. Within this program, BSML students are encouraged to apply Indigenous content, perspectives, and materials throughout the curriculum. Specifically, as the sport system seeks to address the TRC Calls to Action (#87-91), students have the potential to engage in that work firsthand and further their understanding of Indigenous practices and teachings of sport and physical activity.

The Faculty of Human Kinetics recognizes the importance of Indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:
https://www.uwindsor.ca/kinesiology/sites/uwindsor.ca.kinesiology/files/kine_course_guide_courses_with_indigenous_content_winter_2023.pdf

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

Note: See Appendix A for a more detailed response pertaining to the process by which the Faculty of Human Kinetics is working on incorporating Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material in the curriculum, etc.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.   RESOURCES

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

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

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

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

The change in degree name from Bachelor of Human Kinetics (Honours Sport Management and Leadership) to Honours Bachelor of Sport Management and Leadership will have no direct impact on the planned utilization of existing human, physical, or financial resources from within or outside of the unit. The proposed change does not involve any changes to the program offering or degree requirements, it is solely a change to the name of the degree.

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

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

The proposed degree name change will not require any additional reliance on adjunct, limited-term, and/or sessional faculty in order to offer the program.

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

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

N/A

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FORM C

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
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APPENDIX A

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

1. What process has your department/Faculty used to consider Indigenization?

In 2020, under the direction of the previous Associate Dean – Academic Programs, Kinesiology undertook a scan of Indigenous/EDI content with courses. All faculty were asked several prompted questions, including:

a) In developing this course, has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

b) If yes to [the above], please describe "how" has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

c) Have you faced any challenges or barriers when attempting to incorporate Indigenous (First Nations, Métis, or Inuit) or other EDI-related content into the curriculum? If yes to [the above], please describe these challenges and/or barriers.

Among 48 reviewed courses, 22 include content and/or perspectives specific to Indigenous Peoples. Instructors reported teaching about the social determinants of health, history of sport and policy development, incorporating images and readings (re Indigenous content and written by Indigenous scholars), consultations (with J Kechego and others), and seeking out specific information. Instructors report several barriers, including no funding for renumeration of Indigenous guests, comfort level with content (incorporating a deeper, genuine discussion rather than surface level content based on their identity), diversity in the classroom, lack of information/examples, and how to choose appropriate and authentic content.

Based on this scan, several Indigenous recommendations were made to instructors:

➤ Instructors are strongly encouraged to highlight where EDI content is found in their courses.
  • Several courses noted EDI content that is not indicated on course syllabi. It is important for an inclusive curriculum that this content/discussion/assignment be visible to students taking the course.
➤ Instructors are strongly encouraged to Include a land acknowledgement and some form of commitment to EDI practices on course syllabi.
  • UWindsor land acknowledgement (https://www.uwindsor.ca/indigenous-peoples/)
  • There are several examples of statements online, but instructors are encouraged to include their own that are genuine to their course/themselves.
➤ Instructors with considerable Indigenous content or assignments in their courses should strongly consider updating their course learning outcomes to better reflect the expectations of students.
  • Establishing course learning outcomes around Indigenous peoples are meaningful sustainable changes to course delivery and reflect a commitment to including this content in our program.
  • [The Associate Dean – Academic Programs] can help with the necessary PDC forms to complete.
➤ Instructors are strongly encouraged to increase the diversity of imagery, examples, cases, etc. used in their courses, while staying away from stereotypical imagery (e.g., female nurses, etc.).
  • At a minimum, this type of change better reflects the diversity of the world in which we live.
  • It is important to note, however, that there are other ways of introducing diversity that can be quite rewarding to the course and students who take them, but also encourage a greater degree of learning. For example:
    i. Ensure that course readings come from a diverse group of authors.
    ii. Move from imagery to discussion or higher-level pedagogy (e.g., debate, reflection, critical evaluation, etc.)
    iii. Invite diverse speakers into classes and consult with community members
    iv. Consult with experts or members of underrepresented groups for course content
    v. Ensure that students can work interactively in diverse and mixed groups
    vi. Ensure that students are encouraged to share diverse perspectives and interpretations of course material
➤ Instructors are encouraged to read and incorporate some of the suggestions from the "inclusive teaching syllabus"
➤ Instructors are encouraged to use the following institutional and/or other resources to find diverse subject experts and/or for help with course design (please note that this list is not the only place to find information and instructors are

encouraged to actively seek out diverse researchers and content in their subject areas). [At this time, it is difficult to know exactly how many instructors have used any/all of these materials]

- UWindsor - Indigenous Knowledges   (contact: Jamie Kechego)
- UWindsor - Aboriginal Education Centre   (contact: Russell Nahdee)
- UWindsor - Anti-Black Racism Resources   (contact: Marium Tolson-Murtty)
- UWindsor - Anti-Black Racism Teaching and Learning (contact: Dr. Andrew Allen)
- UWindsor - EDI Office   (contact: Dr. Clinton Beckford)
- Sport Information Resource Centre (SIRC)
- Black Scientists and Inventors | Black History Month (nationalgeographic.com)
- HOME | Canadian Black Scientists
- Indigenous History-Makers (rcaanc-cirnac.gc.ca)
- Indigenous Sport and Wellness Ontario
- Ontario Federation of Indigenous Friendship Centres - OFIFC
- Indigenous Sport for Life
- North American Indigenous Games (naigcouncil.com)
- Closeted discoverers: Lesbian, gay, bisexual, and transgender scientists | Science | AAAS (sciencemag.org)
- LGBTQ Student Athletes - NCAA
- Canadian Women & Sport | Powering Better Sport Through Gender Equity (womenandsport.ca)
- Leadership Through Sport #STRONGERTOGETHER | Leadership à Travers Le Sport #FORTENSEMBLE (thebcca.com)
- 100 Women - BBC News
- Canadian Journal for Women in Coaching | Coach
- Rick Hansen Foundation

2. **How have you considered the importance or relevance to the course/program?**
   See response to the question above.

3. **How has your department or faculty approached raising awareness for Indigenous knowledges in your area?**
   See response to question #1 above, in addition to other specific events including, but not limited to:
   - Lacrosse is Medicine event given by Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, who also provided a guest lecture in our Ethics in Sport and Physical Activity course before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance. (https://windsorstar.com/news/local-news/lacrosse)
   - Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
   - Lancer Hockey providing support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
   - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
   - The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
   - Hosting Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
   - Hosted a traditional Blanket Exercise for all Faculty and staff guided by local Indigenous friends.
   - Supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).

- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

4. **What do the TRC and University Principles documents suggest relevant to your course?**

Truth and Reconciliation Commission's Calls to Action 87 to 91:

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
  - o In addition to #3 above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
  - o See #3 above re Lancer Hockey
- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
- 90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
  - I. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
  - II. An elite athlete development program for Aboriginal athletes.
  - III. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
  - IV. Anti-racism awareness and training programs.
- 91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

5. **What have other similar courses/programs done that might be relevant to your course/program?**

See #6 below.

6. **In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?**

This is something that has been discussed in both the working group on EDI in the curriculum and our EDI committee. Our faculty generally seems open to this inclusion. For example, after feedback from the Centre for Teaching and Learning, Indigenous Curriculum and Pedagogy Project Coordinator, and Anti-Racism Pedagogies Teaching Leadership Chair at the University of Windsor, the following program learning outcomes were proposed at a Human Kinetics Faculty Council in 2022:

- **Recognize the value of diversity** across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- Recognize the historical, systemic, and structural roots of social injustice and **identify strategies to redress inequity in our communities**.
- **Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers** in their professional and personal lives.

While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving these forward.

Moreover, if/when these program learning outcomes were introduced, preliminary searches with other non-HK faculty members to research and ultimately designate courses to fulfil the program learning outcomes above. This includes selection from the following list, but would require more vetting/discussion with Indigenous leaders, and various department/faculty administration be incorporated properly (potential Indigenous content **BOLDED**):

GART-1210   **An Introduction into Indigenous Topics**
POLS-1709   Introduction to Diaspora Studies: There's No Place Like Home

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SJST-1400	Queer Activism
SOSC-1210	**An Introduction into Indigenous Topics**
WGST-1000	Women in Canadian Society
WGST-1400	Queer Activism
CMAF-2700	Speaking Truth to Power: Voice and Activism
DISB-2010	Disability Studies: Theory and Culture
ENGL-2330	Gender and Literature
HIST-2460	**Aboriginal Peoples in Canadian History: Beginnings to Mid-Nineteenth Century**
HIST-2470	**Aboriginal Peoples in Canadian History: Mid-Nineteenth Century to the Present**
HIST-2500	Women in Canada and the United States, 1870-Present
PHIL 2300	Indigenous Philosophy of the Americas
PHIL-2380	Social Identity, Diversity and Race
POLS 2000	**Indigenous Policy and Constitutional Relationships**
POLS-2110	Women and Politics
PSYC-2400	Psychology of Sex and Gender
SACR-2100	Gender, Sexuality and Social Justice
SACR-2400	Introduction to Race and Ethnicity
WGST-2100	Gender, Sexuality and Social Justice
WGST-2200	Women, Race, and Social Justice
WORK-2600	Women and Globalization
HIST-3200	Africa and the Atlantic System
HIST-3610	Slavery In North America, 1600-1877
HIST-3620	African Americans/Canadians After Emancipation, 1877 to the Present
POLS-3620	Human Rights and Global Justice
HIST-4630	History of Gender and Sexuality
POLS-4000	**Indigenous Nation-Building: Traditional Governance in a Modern Era**

7. **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?**
This varies by faculty member from, presumably, no awareness to very much aware. As a program, we rely on institutional guidance (administration as well as specific Indigenous leadership), community outreach, and individual research. We have benefitted from having an active scholar and advocate (Dr. Victoria Paraschak) for Indigenous Peoples and Knowledge in our program and a positive relationship with members of AEC and CTL.

8. **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). Details are important. If allowed please share names of whose been consulted or the literature used, etc.**

This has taken many forms and includes the following:
- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- KINE-2250 has included several Indigenous guest lecturers (e.g., lectures on Lacrosse as Medicine given by an Indigenous guest speaker) and made use of Nanadagikenim-Seek to Know Grants in guest speaker invitation and course preparation.
- Several faculty have relied on literature searches for Indigenous-related content. For example,
- KINE-1000 has used literature search, consultation, and discussion related to teachings about the social determinants of health and the Medicine Wheel.
- KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524405883755/1557512006268 for the sport-/physical activity-related Calls to Action.
- KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
- KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, has relied mostly on

sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.

- KINE-4610 has used literature review and consultation with medical and chronic disease management specialists.
- KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

9. **Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?**
   Has Kinesiology done this yet? If not, always provide details as to why not.
   As a program, no. Within some courses, yes. For example, see KINE-2300 above.

University of Windsor
Program Development Committee

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

Item for: **Approval**

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

MOTION: **That the degree requirements for Honours Political Science with French Specialization (with and without thesis) be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the Department of Political Science and the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Political Science with French Specialization (with and without thesis)
DEPARTMENT(S)/SCHOOL(S):	Political Science
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A.1   PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.
*Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

Honours Political Science with French Specialization

Total courses: forty.

(a) University of Windsor [14 courses]:
   (i) POLS-1000, POLS-1300, POLS-1600 and POLS-2750;
   (ii) ~~two of~~ POLS-2035, ~~POLS-2045 or~~ POLS-2055 [French];
   (iii) one of POLS-2510 or POLS-2520 [to be taken in Semester 3,4 or 5]
   (iv) seven additional Political Science courses, including at least two at the 3000-level and three at the 4000-level.

(b) University of Ottawa [5 courses]: POL2507. Introduction à la pensée politique POL3514. Vie politique en Asie POL3525. Pouvoir municipal au Canada POL3526. Les femmes et la politique POL3533. Politique et médias POL3540. Vie politique aux États-Unis POL3542. Vie politique en Europe occidentale POL3544. Vie politique en Afrique Or other approved course at the 2000-level or above OR Five Political Science Courses in French taken on exchange or a letter of permission at a French- speaking university with the advanced approval of the department.

(c) two courses from Arts;

(d) two courses from Languages or Science;

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

(f) GART-1500, GART-1510, SOSC-2500;

(g) FREN-1210, FREN-1220, FREN-2210, FREN-2220 and FREN-2700;

(h) one of FREN-2530, FREN-2600**, FREN-2810** or~~FREN-2830~~;

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

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

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

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

If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

*cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.*

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

N/A

B. RATIONALE

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

- We want to remove POLS-2045 Issues in Quebec Politics because of its similarity with POLS-2035 Quebec Politics and Society. Since these two courses are at the same level and on the same topic, we don't see the value in keeping both. POLS-2045 will be deleted in a PDC Form E.
- As a result of the previous change, POLS-2045 Issues in Quebec Politics and POLS-2055 Contemporary Canadian Political Issues become mandatory as opposed to optional under the (a)(ii) requirement.
- POLS-2035 Quebec Politics and Society and POLS-2055 Contemporary Canadian Political Issues, which are taught in French, will be included in the French Studies BA in a separate PDC form. We believe this will increase enrolment and permit us to keep these courses on our roster.
- We want to add FREN-2810 Introduction to the Culture of Sub-Saharan Francophone Africa as an option for our students. This course is similar in terms of level and content to the other optional courses being offered for the (h) requirement. This will provide more flexibility for our students when they do their courses selection. In addition, there is growing interest in our student body for courses on decolonisation and black history.

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?*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

> - *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 Political Science department looks at different ways to include Indigenous voice and perspective. This process includes training and looking to resources to ensure Indigenous materials and methods are used in the classroom. The Indigenous Minor and Indigenous-based classes were added to various degree programs, in addition to encouraging faculty to attend public talks and workshops that develop their own learning in Indigenous knowledge and worldviews.

The changes proposed in this form are positive with respect to the inclusion of Indigenous content and perspectives in the overall program. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in the courses that are part of this PDC form.
- POLS-2035 Quebec Politics and Society contains significant material on on the relationship between Indigenous Peoples in Quebec and the province of Quebec.
- FREN-2700 Introduction to the Cultural Heritage of French Canada examines the francophone cultural experience in Canada, including the cultural symbols and traditions of the Métis Nation as well as cultural exchanges with the Indigenous Peoples of Canada.
- The inclusion of FREN-2810 Introduction to the Culture of Sub-Saharan Francophone Africa in this degree program will allow our students to engage in critical analysis of Settler Colonialism and Decolonization. As it stands, our program already touches on these topics with the inclusion of FREN-2830 Introduction to Francophone Culture of the Maghreb and the Middle East.

As part of bringing awareness to ways students can engage with Indigenous knowledge in the department, the Indigenous courses are promoted, along with the Indigenous Minor the University offers. During a 2023 open house, the Indigenous courses and programs were highlighted to demonstrate the importance of developing competencies within our student body. Additionally, the department is considering a mandatory introduction to Indigenous Studies course should this compulsory element not develop in FAHSS.

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 examined our responsibilities in relation to TRC Calls to Action. We are committed to academic study about and engagement with Indigenous communities, while acknowledging that there is significant room for growth in this area within our unit. As a commitment to TRC specifically, our department made changes to remove barriers to faculty and students that include following Call to Action 86 targeted at media and journalism students, ensuring our students received education on the topics listed in the Call to Action.

Political Science courses within the program help students develop an understanding of the diversity of Indigenous experiences and the complex history of Indigenous relations with the Canadian government. By doing this, the Political Science degree can better equip students to understand the Canadian political system and its relationship with Indigenous peoples. In line with the Canadian Political Science Association, faculty are encouraged to include resources recommended to all Canadian Political Science departments by the CPSA Reconciliation Committee. In this way, the discipline is supported so Political Science programs move forward.

The program has flexibility to include new ways of learning by incorporating Indigenous pedagogies such as storytelling, experiential learning, relational teaching, and oral histories within the classes in the program. The program already includes Indigenous approaches or knowledges by incorporating Indigenous authors and texts into the curriculum, as well as engaging with Indigenous communities to gain an understanding of their unique perspectives.

The Department of Political Sciences is aware of the importance of land acknowledgements as a way of recognizing Indigenous peoples as the traditional custodians of the land and as a sign of respect. Land acknowledgements are made at the beginning of some courses and students are asked to reflect on the meaning of such acknowledgements.

Scholars have developed awareness by reading a variety of sources, including books, articles, and personal stories, as well as engaging in conversations with Indigenous scholars and community members. Additionally, members of the department have participated in land ceremonies and have attended events and workshops related to Indigenous lived experience. Through this, faculty can gain an understanding of the past and present impact of colonization on Indigenous peoples and the importance of education and self-reflections part of the reconciliation process.

Political Science scholars engage in critical analysis of Settler Colonialism and Decolonization. This includes examining texts that provide an in-depth look at the history of Settler Colonialism and Decolonization in Canada, as well as the current impacts of these systems. Additionally, professors discuss these topics with Indigenous scholars and community members to gain a better understanding of their perspectives. Through this, faculty and students can develop a more critical approach to the subject matter and strive to challenge the status quo. Two specific classes with Indigenous content are POLS-2000 Indigenous Policy and Constitutional Relationships and POLS-3000 Indigenous Treaties and Land Claims.

Dr. Rebecca Major, one of the University's President's Indigenous Peoples Scholars, has been involved in the drafting and has approved this PDC form.

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

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

The proposed changes will not impact the resources within the Department of Political Science. There is no need to teach additional courses. We anticipate that POLS-2035 Quebec Politics and Society and POLS-2055 Contemporary Canadian Political Issues will receive higher enrollments which will be easily manageable for the instructor. These courses have not required a graduate assistant, and we do not expect this to change.

For the Department of Languages, Literatures, and Cultures, there will not be a significant impact on the resources either. Not many students register in the Honours Political Science with French Specialization (about two per year). These students will not occupy many seats in FREN-2810 Introduction to the Culture of Sub-Saharan Francophone Africa.

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

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

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Not applicable. All the courses mentioned here are taught by full-time faculty.

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

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

Not applicable.

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

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

Not applicable.

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

Not applicable.

C.5 Planned Reallocation of Resources and Cost-Savings

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

Not applicable

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

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
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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
7 March 2023		Changes based on consultation with and feedback from LLC

University of Windsor
Program Development Committee

*5.13: **Human Kinetics – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: **That the following courses be approved:^**
        KINE-3540. Sales Management
        KINE-3530. Sport Facility Management
        KINE-4420. Sport Sponsorship
        KINE-4430. Social Responsibility in Sport
        KINE-4440. Consumer Behaviour

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved by the Department of Human Kinetics Council.
▪ *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A. NEW COURSE PROFILE

Course # and Title: KINE-3540. Sales Management

A.1 Calendar Description

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

This course focuses on the process and management of selling sport properties, including ticket sales, media rights, sponsorship agreements, and memberships. Adopting a multi-sectoral understanding of the sport system, this course provides students with an understanding of the role of sales in commercial, public, and private sport entities. An emphasis will be placed on the development, activation, and management of sales in these contexts.

A.2 Experiential Learning Categories

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

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit
- [ ] labs
- [x] No experiential learning in this course

- [ ] field work
- [ ] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [ ] research project
- [ ] study abroad

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				3.0			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
None	None	None	None	No	N/A

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

B. RATIONALE

B.1 Course Goal(s)

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

This course will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. This course addresses an area of study that is integral to understanding the broader landscape of the sport industry and will provide students with knowledge and skills relevant to working in all levels of sport upon graduation. This course will be added into the rotation of 3000-level elective course options to students in the Sport Management and Leadership program.

This course has been offered in the past (most recently in Winter 2021 and Winter 2017) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

(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. Within this course, students are encouraged to apply Indigenous content, perspectives, and materials gained throughout the curriculum within a professional work setting. Specifically, as the sport system seeks to address the TRC Calls to Action (#87-91), students have the potential to engage in that work firsthand and further their understanding of Indigenous practices and teachings of sport and physical activity.

The Faculty of Human Kinetics recognizes the importance of indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:
https://www.uwindsor.ca/kinesiology/sites/uwindsor.ca.kinesiology/files/kine_course_guide_courses_with_indigenous_content_winter_2023.pdf

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

Note: See Appendix A for a more detailed response pertaining to the process by which the Facutly of Human Kinetics is working on incorporating Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material in the curriculum, etc.

B.3 LEARNING OUTCOMES (QAF section 2)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

PROGRAM DEVELOPMENT COMMITTEE
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Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Assess the elements involved in the sales process in a variety of sectors. (Also relevant to B, C, D, F). Discuss the role of sales and revenue generation in overall organizational performance. (Also relevant to B, C, D).	A. the acquisition, application and integration of knowledge
B. Assess market demands, consumer interests, and product placement in relation to selling sport properties. (Also relevant to A, C, E).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critique the fundamentals of sales theory and management. (Also relevant to A, B, D).	C. critical thinking and problem-solving skills
D. Analyze various sales strategies as they relate to commercial, public, and private sport entities. (Also relevant to A, B, C).	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.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected enrolment levels for the first 5 years of the new course.	30	30	40	40	60

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

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

This offering will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. No negative impact will be felt on other courses as far as enrolment is concerned as it will be added into the rotation of 3000-level courses available to students. This course has been offered in the past (most recently in Winter 2021 and Winter 2017) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

C.   RESOURCES

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

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

The Department of Kinesiology' sport management and leadership (SML) faculty have expertise and industry experience that are central to this course offering. The utilization of human, physical, and financial resources will not impact other units within or outside of the Department. This course does not rely on other campus units. The course will be offered on a rotational basis allowing students to have access to the course during their degree and for instructors to rotate teaching responsibilities in order to maintain current course offerings.

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

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

None.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

Describe all (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.

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

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

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

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A. NEW COURSE PROFILE

Course # and Title: KINE-3530. Sport Facility Management

A.1 Calendar Description

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

This course introduces students to the planning, design, and management of sport and recreation facilities and to the principles and techniques of facility development and operation. The course will cover topics related to the organization and management of sport and recreation facilities, legal and financial considerations in facility management, and risk management. The course will also explore the social, political, and psychological factors that make facility management such an important part of the sport delivery equation.

A.2 Experiential Learning Categories

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

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

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experienti al learning
3.0	36	X				3.0			

PROGRAM DEVELOPMENT COMMITTEE
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Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
None	None	None	None	No	N/A

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. This course addresses an area of study that is integral to understanding the broader landscape of the sport industry and will provide students with knowledge and skills relevant to working in all levels of sport upon graduation. This course will be added into the rotation of 3000-level elective course options to students in the Sport Management and Leadership program.

This course has been offered in the past (most recently in Winter 2018 and Fall 2021) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

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?*

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The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, 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. Within this course, students are encouraged to apply Indigenous content, perspectives, and materials gained throughout the curriculum within a professional work setting. Specifically, as the sport system seeks to address the TRC Calls to Action (#87-91), students have the potential to engage in that work firsthand and further their understanding of Indigenous practices and teachings of sport and physical activity.

The Faculty of Human Kinetics recognizes the importance of indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:
https://www.uwindsor.ca/kinesiology/sites/uwindsor.ca.kinesiology/files/kine_course_guide_courses_with_indigenous_content_winter_2023.pdf

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behavior	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

B.3 LEARNING OUTCOMES (QAF section 2)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

PROGRAM DEVELOPMENT COMMITTEE
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*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe operational and structural concepts associated with the management of sport and recreation facilities. Explain the importance of risk management in the planning and on-going operations of sport and recreation facilities.	B. the acquisition, application and integration of knowledge
B. Analyze major trends and issues impacting the planning, designing, and construction of sport and recreation facilities. (Also relevant to F)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critique the social, political, and psychological factors that influence the planning, designing, and operations of sport and recreation facilities. (Also relevant to B, E)	C. critical thinking and problem-solving skills
D. Critique the various funding sources for sport and recreation facilities. (Also relevant to A, B, F) Apply principles of financing and budgeting to the management of sport and recreation facilities. (Also relevant to A, B)	D. literacy and numeracy skills
E. Integrate principles of inclusive and accessible design into the planning, operations, and management of sport and recreation facilities. (Also relevant to A, B, C, G)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
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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	40	40	60

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

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

This offering will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. No negative impact will be felt on other courses as far as enrolment is concerned as it will be added into the rotation of 3000-level courses available to students. This course has been offered in the past (most recently in Winter 2018 and Fall 2021) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

C.   RESOURCES

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

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

The Department of Kinesiology' sport management and leadership (SML) faculty have expertise and industry experience that are central to this course offering. The utilization of human, physical, and financial resources will not impact other units within or outside of the Department. This course does not rely on other campus units. The course will be offered on a rotational basis allowing students to have access to the course during their degree and for instructors to rotate teaching responsibilities in order to maintain current course offerings.

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

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

None.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics (Sport Management and Leadership)
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Faculty of Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2024

A. NEW COURSE PROFILE

Course # and Title: KINE-4420. Sport Sponsorship

A.1 Calendar Description

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

This course is focused on the process of developing sponsorship programs for sport organizations and brands, including market research, sponsorship valuation and analysis, and creating leveraging strategies. The course provides students the opportunity to analyze existing sponsorship agreements, as well as apply their knowledge by engaging in the process of creating sponsorships. The course also integrates theoretical and critical examinations of sponsorship, with emphasis on applying consumer and sociological theories to the sponsorship context.

A.2 Experiential Learning Categories

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

☐ applied research
☐ capstone
☐ clinic
☐ co-op
☐ community service learning
☐ creative performance or exhibit (*for visual and performing arts*)
☐ entrepreneurship
☐ field experience or site visit
☐ labs
☒ No experiential learning in this course

☐ field work
☐ industry/community consulting project
☐ interactive simulations
☐ internship – full-time
☐ internship – part-time
☐ professional practicum
☐ research project
☐ study abroad

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				3.0			

PROGRAM DEVELOPMENT COMMITTEE
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Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
None	None	None	None	No	N/A

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

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

B. RATIONALE
B.1 Course Goal(s)

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

This course will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. This course addresses an area of study that is integral to understanding the broader landscape of the sport industry and will provide students with knowledge and skills relevant to working in all levels of sport upon graduation. This course will be added into the rotation of 4000-level elective course options to students in the Sport Management and Leadership program.

This course has been offered in the past (most recently in Winter 2018 and Winter 2023) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

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?*

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> - *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. Within this course, students are encouraged to apply Indigenous content, perspectives, and materials gained throughout the curriculum within a professional work setting. Specifically, as the sport system seeks to address the TRC Calls to Action (#87-91), students have the potential to engage in that work firsthand and further their understanding of Indigenous practices and teachings of sport and physical activity.

The Faculty of Human Kinetics recognizes the importance of indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:
https://www.uwindsor.ca/kinesiology/sites/uwindsor.ca.kinesiology/files/kine_course_guide_courses_with_indigenous_content_winter_2023.pdf

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

B.3 LEARNING OUTCOMES (QAF section 2)

> *Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*

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Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.**

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply key concepts and objectives of sponsorship in the sport context. (Also relevant to B).	C. the acquisition, application and integration of knowledge
B. Develop sport sponsorship strategies for sport organizations (Also relevant to A, C, H, F, G).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply theoretical foundations of sport sponsorship to relevant sport industry situations (Also relevant to A).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Critically analyse ethical dimensions of sport sponsorship (Also relevant to A, B, C).	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.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected enrolment levels for the first 5 years of the new course.	30	30	40	40	60

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

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

This offering will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. No negative impact will be felt on other courses as far as enrolment is concerned as it will be added into the rotation of 4000-level courses available to students. This course has been

PROGRAM DEVELOPMENT COMMITTEE
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offered in the past (most recently in Winter 2018 and Winter 2023) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

C. RESOURCES

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

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

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

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

The Department of Kinesiology' sport management and leadership (SML) faculty have expertise and industry experience that are central to this course offering. The utilization of human, physical, and financial resources will not impact other units within or outside of the Department. This course does not rely on other campus units. The course will be offered on a rotational basis allowing students to have access to the course during their degree and for instructors to rotate teaching responsibilities in order to maintain current course offerings.

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

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

None.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A. NEW COURSE PROFILE

Course # and Title: KINE-4430. Social Responsibility in Sport

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.

Sport has the potential to realize positive impacts within society. There is a need for socially responsible sport managers and organizations with regard to their communities, formalized partnerships, and overall role in society. This course will give a broad overview of social responsibility practices and pillars. A major part of this course is an experiential learning activity called the "Make A Difference" project.

A.2 Experiential Learning Categories

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

- [ ] applied research
- [ ] capstone
- [ ] clinic
- [ ] co-op
- [ ] community service learning
- [ ] creative performance or exhibit (*for visual and performing arts*)
- [ ] entrepreneurship
- [ ] field experience or site visit
- [ ] labs
- [ ] No experiential learning in this course

- [ ] field work
- [x] industry/community consulting project
- [ ] interactive simulations
- [ ] internship – full-time
- [ ] internship – part-time
- [ ] professional practicum
- [ ] research project
- [ ] study abroad

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				3.0			

PROGRAM DEVELOPMENT COMMITTEE
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Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
None	None	None	None	No	N/A

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

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

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 bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. This course addresses an area of study that is integral to understanding the broader landscape of the sport industry and will provide students with knowledge and skills relevant to working in all levels of sport upon graduation. This course will be added into the rotation of 4000-level elective course options to students in the Sport Management and Leadership program.

This course has been offered in the past (most recently in Fall 2021) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
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> - *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. Within this course, students have an opportunity to choose to work with an Indigenous sport entity (team/league/event/athlete), if they wish. Students are encouraged to apply Indigenous content, perspectives, and materials gained throughout the curriculum as part of their experiential learning activity.

The Faculty of Human Kinetics recognizes the importance of indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:
https://www.uwindsor.ca/kinesiology/sites/uwindsor.ca.kinesiology/files/kine_course_guide_courses_with_indigenous_content_winter_2023.pdf

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

B.3 LEARNING OUTCOMES (QAF section 2)

> *Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*

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*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply key concepts and issues of social responsibility in and through sport. (Also related to B) Apply a theoretical approach to conducting social responsibility in a real world context. (Also related to E)	D. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critique cause-related marketing and corporate social responsibility initiatives. (Also related to E) Create and lead a social responsibility project with a sport entity (team, league, event or athlete).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Collaborate with a community sport entity (team/league/event/athlete) in an ethical and professional manner. (Also related to F) Draw connections between their personal and social development with the common good. (Also related to I)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Apply their leadership and communication skills. (Also related to F)	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Engage in meaningful civic responsibility to strengthen local communities. (Also related to E)	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
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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	40	40	60

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

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

This offering will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. No negative impact will be felt on other courses as far as enrolment is concerned as it will be added into the rotation of 4000-level courses available to students. This course has been offered in the past (most recently in Fall 2021) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

C.   RESOURCES

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

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

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

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

The Department of Kinesiology' sport management and leadership (SML) faculty have expertise and industry experience that are central to this course offering. The utilization of human, physical, and financial resources will not impact other units within or outside of the Department. This course does not rely on other campus units. The course will be offered on a rotational basis allowing students to have access to the course during their degree and for instructors to rotate teaching responsibilities in order to maintain current course offerings.

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

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

None.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics (Sport Management and Leadership)
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Faculty of Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Winter 2024

A. NEW COURSE PROFILE

Course # and Title: KINE-4440. Consumer Behaviour

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 examine consumer behaviour in the context of sport by integrating theories from various disciplines, including psychology and marketing. Areas of study will include fan socialization, fan identification, organizational constraints, demographics, and theories of consumer behaviour. A particular emphasis will be placed on the internal and external influences of consumer behaviour on sport organizations.

A.2 Experiential Learning Categories

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

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

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36	X				3.0			

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Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
None	None	None	None	No	N/A

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

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

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 bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. This course addresses an area of study that is integral to understanding the broader landscape of the sport industry and will provide students with knowledge and skills relevant to working in all levels of sport upon graduation. This course will be added into the rotation of 4000-level elective course options to students in the Sport Management and Leadership program.

This course has been offered in the past (most recently in Fall 2020) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

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?*

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The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, 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. Within this course, students are encouraged to apply Indigenous content, perspectives, and materials gained throughout the curriculum within a professional work setting. Specifically, as the sport system seeks to address the TRC Calls to Action (#87-91), students have the potential to engage in that work firsthand and further their understanding of Indigenous practices and teachings of sport and physical activity.

The Faculty of Human Kinetics recognizes the importance of indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:
https://www.uwindsor.ca/kinesiology/sites/uwindsor.ca.kinesiology/files/kine_course_guide_courses_with_indigenous_content_winter_2023.pdf

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
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KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML
KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

Note: See Appendix A for a more detailed response pertaining to the process by which the Faculty of Human Kinetics is working on incorporating Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material in the curriculum, etc.

B.3 LEARNING OUTCOMES (QAF section 2)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the

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Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Delineate theoretical terms, concepts, and philosophies related to sport consumer behaviour (Also relevant to B, C).	E. the acquisition, application and integration of knowledge
B. Synthesize research and knowledge as it relates to sport consumer behaviour (Also relevant to A, C).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Compare theoretical approaches to sport consumer behaviour (Also relevant to A, B). Create strategies for sport organizations to influence consumer behaviour (Also relevant to A, B, E).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Critically reflect on one's own consumer behaviour, as well as others in their relevant social groups (Also relevant to A, C, I).	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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	40	40	60

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

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

This offering will bolster the list of course offerings for students enrolled in the Bachelor of Human Kinetics – Sport Management and Leadership program. No negative impact will be felt on other courses as far as enrolment is concerned as it will be added into the rotation of 4000-level courses available to students. This course has been offered in the past (most recently in Fall 2020) as a Special Topics course (KINE 4890) with strong enrolment and student reviews.

C.   RESOURCES

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

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

The Department of Kinesiology' sport management and leadership (SML) faculty have expertise and industry experience that are central to this course offering. The utilization of human, physical, and financial resources will not impact other units within or outside of the Department. This course does not rely on other campus units. The course will be offered on a rotational basis allowing students to have access to the course during their degree and for instructors to rotate teaching responsibilities in order to maintain current course offerings.

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

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

None.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

PROGRAM DEVELOPMENT COMMITTEE
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Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

1. **What process has your department/Faculty used to consider Indigenization?**

In 2020, under the direction of the previous Associate Dean – Academic Programs, Kinesiology undertook a scan of Indigenous/EDI content with courses. All faculty were asked several prompted questions, including:

    a) In developing this course, has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

    b) If yes to [the above], please describe "how" has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

    c) Have you faced any challenges or barriers when attempting to incorporate Indigenous (First Nations, Métis, or Inuit) or other EDI-related content into the curriculum? If yes to [the above], please describe these challenges and/or barriers.

Among 48 reviewed courses, 22 include content and/or perspectives specific to Indigenous Peoples. Instructors reported teaching about the social determinants of health, history of sport and policy development, incorporating images and readings (re Indigenous content and written by Indigenous scholars), consultations (with J Kechego and others), and seeking out specific information. Instructors report several barriers, including no funding for renumeration of Indigenous guests, comfort level with content (incorporating a deeper, genuine discussion rather than surface level content based on their identity), diversity in the classroom, lack of information/examples, and how to choose appropriate and authentic content.

Based on this scan, several Indigenous recommendations were made to instructors:

➢ Instructors are strongly encouraged to highlight where EDI content is found in their courses.
- Several courses noted EDI content that is not indicated on course syllabi. It is important for an inclusive curriculum that this content/discussion/assignment be visible to students taking the course.

➢ Instructors are strongly encouraged to Include a land acknowledgement and some form of commitment to EDI practices on course syllabi.
- UWindsor land acknowledgement (https://www.uwindsor.ca/indigenous-peoples/)
- There are several examples of statements online, but instructors are encouraged to include their own that are genuine to their course/themselves.

➢ Instructors with considerable Indigenous content or assignments in their courses should strongly consider updating their course learning outcomes to better reflect the expectations of students.
- Establishing course learning outcomes around Indigenous peoples are meaningful sustainable changes to course delivery and reflect a commitment to including this content in our program.
- [The Associate Dean – Academic Programs] can help with the necessary PDC forms to complete.

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

➢ Instructors are encouraged to read and incorporate some of the suggestions from the "inclusive teaching syllabus"

➢ Instructors are encouraged to use the following institutional and/or other resources to find diverse subject experts and/or for help with course design (please note that this list is not the only place to find information and instructors are encouraged to actively seek out diverse researchers and content in their subject areas). [At this time, it is difficult to know exactly how many instructors have used any/all of these materials]

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

- UWindsor - Indigenous Knowledges   (contact: Jamie Kechego)
- UWindsor - Aboriginal Education Centre   (contact: Russell Nahdee)
- UWindsor - Anti-Black Racism Resources   (contact: Marium Tolson-Murtty)
- UWindsor - Anti-Black Racism Teaching and Learning (contact: Dr. Andrew Allen)
- UWindsor - EDI Office   (contact: Dr. Clinton Beckford)
- Sport Information Resource Centre (SIRC)
- Black Scientists and Inventors | Black History Month (nationalgeographic.com)
- HOME | Canadian Black Scientists
- Indigenous History-Makers (rcaanc-cirnac.gc.ca)
- Indigenous Sport and Wellness Ontario
- Ontario Federation of Indigenous Friendship Centres - OFIFC
- Indigenous Sport for Life
- North American Indigenous Games (naigcouncil.com)
- Closeted discoverers: Lesbian, gay, bisexual, and transgender scientists | Science | AAAS (sciencemag.org)
- LGBTQ Student Athletes - NCAA
- Canadian Women & Sport | Powering Better Sport Through Gender Equity (womenandsport.ca)
- Leadership Through Sport #STRONGERTOGETHER | Leadership à Travers Le Sport #FORTENSEMBLE (thebcca.com)
- 100 Women - BBC News
- Canadian Journal for Women in Coaching | Coach
- Rick Hansen Foundation

2. **How have you considered the importance or relevance to the course/program?**
   See response to the question above.

3. **How has your department or faculty approached raising awareness for Indigenous knowledges in your area?**
   See response to question #1 above, in addition to other specific events including, but not limited to:
   - Lacrosse is Medicine event given by Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, who also provided a guest lecture in our Ethics in Sport and Physical Activity course before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance. (https://windsorstar.com/news/local-news/lacrosse)
   - Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
   - Lancer Hockey providing support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
   - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
   - The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
   - Hosting Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
   - Hosted a traditional Blanket Exercise for all Faculty and staff guided by local Indigenous friends.
   - Supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
   - Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

4. **What do the TRC and University Principles documents suggest relevant to your course?**

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Truth and Reconciliation Commission's Calls to Action 87 to 91:

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
  - o In addition to #3 above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
  - o See #3 above re Lancer Hockey
- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
- 90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
  - I. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
  - II. An elite athlete development program for Aboriginal athletes.
  - III. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
  - IV. Anti-racism awareness and training programs.
- 91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

5. **What have other similar courses/programs done that might be relevant to your course/program?**
See #6 below.

6. **In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?**
This is something that has been discussed in both the working group on EDI in the curriculum and our EDI committee. Our faculty generally seems open to this inclusion. For example, after feedback from the Centre for Teaching and Learning, Indigenous Curriculum and Pedagogy Project Coordinator, and Anti-Racism Pedagogies Teaching Leadership Chair at the University of Windsor, the following program learning outcomes were proposed at a Human Kinetics Faculty Council in 2022:

- **Recognize the value of diversity** across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- Recognize the historical, systemic, and structural roots of social injustice and **identify strategies to redress inequity in our communities**.
- **Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers** in their professional and personal lives.

While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving these forward.

Moreover, if/when these program learning outcomes were introduced, preliminary searches with other non-HK faculty members to research and ultimately designate courses to fulfil the program learning outcomes above. This includes selection from the following list, but would require more vetting/discussion with Indigenous leaders, and various department/faculty administration be incorporated properly (potential Indigenous content **BOLDED**):

GART-1210	**An Introduction into Indigenous Topics**
POLS-1709	Introduction to Diaspora Studies: There's No Place Like Home
SJST-1400	Queer Activism
SOSC-1210	**An Introduction into Indigenous Topics**
WGST-1000	Women in Canadian Society
WGST-1400	Queer Activism
CMAF-2700	Speaking Truth to Power: Voice and Activism
DISB-2010	Disability Studies: Theory and Culture

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

ENGL-2330	Gender and Literature
HIST-2460	**Aboriginal Peoples in Canadian History: Beginnings to Mid-Nineteenth Century**
HIST-2470	**Aboriginal Peoples in Canadian History: Mid-Nineteenth Century to the Present**
HIST-2500	Women in Canada and the United States, 1870-Present
PHIL 2300	Indigenous Philosophy of the Americas
PHIL-2380	Social Identity, Diversity and Race
POLS 2000	**Indigenous Policy and Constitutional Relationships**
POLS-2110	Women and Politics
PSYC-2400	Psychology of Sex and Gender
SACR-2100	Gender, Sexuality and Social Justice
SACR-2400	Introduction to Race and Ethnicity
WGST-2100	Gender, Sexuality and Social Justice
WGST-2200	Women, Race, and Social Justice
WORK-2600	Women and Globalization
HIST-3200	Africa and the Atlantic System
HIST-3610	Slavery In North America, 1600-1877
HIST-3620	African Americans/Canadians After Emancipation, 1877 to the Present
POLS-3620	Human Rights and Global Justice
HIST-4630	History of Gender and Sexuality
POLS-4000	**Indigenous Nation-Building: Traditional Governance in a Modern Era**

7. **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?**
This varies by faculty member from, presumably, no awareness to very much aware. As a program, we rely on institutional guidance (administration as well as specific Indigenous leadership), community outreach, and individual research. We have benefitted from having an active scholar and advocate (Dr. Victoria Paraschak) for Indigenous Peoples and Knowledge in our program and a positive relationship with members of AEC and CTL.

8. **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). Details are important. If allowed please share names of whose been consulted or the literature used, etc.**

This has taken many forms and includes the following:
- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- KINE-2250 has included several Indigenous guest lecturers (e.g., lectures on Lacrosse as Medicine given by an Indigenous guest speaker) and made use of Nanadagikenim-Seek to Know Grants in guest speaker invitation and course preparation.
- Several faculty have relied on literature searches for Indigenous-related content. For example,
- KINE-1000 has used literature search, consultation, and discussion related to teachings about the social determinants of health and the Medicine Wheel.
- KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268 for the sport-/physical activity-related Calls to Action.
- KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
- KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
- KINE-4610 has used literature review and consultation with medical and chronic disease management specialists.
- KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine

Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

9. **Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?**
   Has Kinesiology done this yet? If not, always provide details as to why not.
   As a program, no. Within some courses, yes. For example, see KINE-2300 above.

University of Windsor
Program Development Committee

*5.14:   **Business – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Odette School of Business**

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 Calendar, Winter 2024

A.   Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining.
Example: **CHEM-1001. University Senates** ~~– Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. ~~(Also offered as BIOC-1001.)~~ (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

MGMT-2400. ~~**Management and Organizational Life**~~ **Organizational Behaviour**
This course provides an overview of the basics of management theory, coupled with a more applied view

of how that theory may work in an organizational setting. It will build upon the understanding of strategic positioning and context provided by its new prerequisite Introduction to Business (STEN-1000) where stakeholders, the environment, and business issues provide the background for understanding the
challenges facing today's manager. The course will provide some experiential opportunities to develop
team and leadership skills, while looking at what affects the role of the individual and the group within
the structure of the organization. An understanding of the influences upon and ways to motivate
behaviour in organizations will be developed. (Prerequisite: STEN-1000. Business students must also have
completed MGMT-1000)

MSCI-4310. Operations and Supply Chain Management II
The course explores other substantive and analytical issues in the planning and control of operations and supply chain management. Topics include: **supply chain drivers and metrics, designing distribution networks and applications to online sales, designing global supply chain networks,** sales and operations scheduling, and supply chain decisions such as **transportation, sourcing, pricing, and revenue management.** Team or individual presentations on selected topics may be required. (Prerequisite: MSCI-3310 or MSCI-3410.)

MSCI-4240. Financial Technologies
This course examines the business opportunities, challenges, and risks presented by current and emerging financial technologies (FinTech) **and how these technologies are reshaping the global financial order.** An emphasis is placed on understanding the nature of ~~these~~ **financial** technologies and their implications for finance and for other disciplines being impacted by the growing importance of FinTech. Students will be challenged to explore course topics in some depth, develop their capacity to explain the nature of financial technologies, and improve their ability to guide **international** organizations in the use of FinTech. (Prerequisite: one of MSCI-2230, FINA-3710, MSCI-3110, MSCI-3120, or MSCI3230.) (Cross-listed with FINA-4240)

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

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

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

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

> - *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 Odette School of Business has undertaken research to provide information based on which systematic Indigenization can proceed in a transparent and collegial manner to meet the needs of stakeholders. Odette encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that Odette and the University of Windsor sit on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.

The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The election of faculty, students, staff, and a chair is in progress. The EDII Committee will monitor all practices at Odette and educate faculty, students, and staff on EDII. The school most recently revisited the competencies in October 2021, when changes were made to several existing undergraduate competencies. A discussion was initiated on a new competency of EDI in February 2021. On the recommendation of the EDII Committee, the faculty council approved the EDI competency for the Bachelor of Commerce program in May 2022.

The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and some faculty members from outside the Undergraduate Committee attended. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum. Some faculty members attended the CTL workshops. Odette's faculty members have obtained Indigenization grants. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative will encompass the entire program, including students, staff, and instructors. It will examine all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It will also provide the foundation for ongoing curriculum review and renewal.

In October 2021, the faculty area groups of Finance, Management Science, Marketing, Accounting, Strategy, and Management met on October 6, 13, 18, 20, 26, and 27, respectively. At these meetings, the faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial technologies might address and/or exacerbate these issues and concerns. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and plans to relaunch this initiative in the near future. Odette has established several endowed scholarships for Indigenous students to provide them with greater opportunities. Odette has been sponsoring a variety of Indigenous activities on campus, including the First Annual Alumni & Student Pow Wow on June 3 and 4, 2022. Odette has also been making annual contributions to the work of the Aboriginal Education Council (AEC).

Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continues to maintain a collaborative and consultative process on the specific needs of Indigenous students. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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

A.2 Experiential Learning Categories

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

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

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

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

B.   Learning Outcomes for the Courses Listed Above

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

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

<table>
<tr><td colspan="2">COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.</td></tr>
<tr>
<td>COURSE NUMBER AND TITLE:</td>
<td>MGMT-2400. <s>Management and Organizational Life</s> Organizational Behavior
(Learning outcomes were last updated May 24, 2019)
MSCI-4310. Operations and Supply Chain Management II
(Learning Outcomes were last updated: September 20, 2021)
MSCI-4240. Financial Technologies Also known as: FINA-4240
(Learning outcomes were Last Updated: April 08, 2022)</td>
</tr>
<tr><td colspan="2">SELECT ONE OF THE FOLLOWING:</td></tr>
<tr>
<td>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/)</td>
<td>_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td>
</tr>
<tr>
<td>II.   There are changes to the course learning outcomes</td>
<td>_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td>
</tr>
<tr>
<td>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/)</td>
<td>_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td>
</tr>
<tr>
<td>IV.   Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.</td>
<td>__x__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:
_May 24, 2019_____
(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)</td>
</tr>
</table>

University of Windsor
Program Development Committee

*5.15:   **Computer Science (Graduate) – Summary of Minor Course and Calendar Changes (Form E)**

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.	Graduate calendar – Winter 2024.

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with __bolding and underlining__. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with __bolding and underlining__.
Example: **CHEM-1001. University Senates** ~~– Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. ~~(Also offered as BIOC-1001.)~~ (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

COMP-8720. Topics in Artificial Intelligence
Students will study in depth selected fundamental topics in artificial Intelligence. The focus will be on theories, techniques and algorithms. **Topics and contents of this course may differ from term to term depending on the instructor. Students may repeat this course once for credit if the topics are different (maximum two times), with the permission of the SCS Graduate Coordinator.**

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(Rationale: The School of Computer Science recently had a student who had taken 8720; however, when their advisor was teaching the course (with totally different subject matter which would have augmented their thesis research) their request to repeat the course with their advisor as instructor was denied. As we have several faculty presenting different topics related to AI, this will give future students the opportunity to take the course twice).

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

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

What process has your department/Faculty used to consider Indigenization?

The School of Computer Science works closely with the Faculty of Science. The Faculty of Science is still trying to find an expert in Indigenous-centred relationships, a recognized Knowledge-Keeper from their community, to build and develop new and innovative initiatives to further Indigenous-focused research co-production and lifelong learning. The Indigenous Knowledge Keeper will provide valuable counsel to the Office of the Dean and the Faculty of Science departments to create opportunities for the enhancement of Indigenous knowledge and partnerships within the Faculty of Science and across the University of Windsor. In addition, the Knowledge Keeper will have the support to establish an Indigenized space for Indigenous students, community members, and allies to engage, learn and create.

How have you considered the importance or relevance to the course/program?

The School of Computer Science acknowledges that this is the beginning of our journey to incorporate engagement and collaboration with the Indigenous community in developing and implementing a suitable curriculum. It is our wish that the knowledge, practices, and values of the Indigenous community will provide important insights into the design and use of information technology which will ensure that the developed technology is culturally appropriate and aligned with the goals and values of the community. The importance of incorporating Indigenous perspectives for promoting diversity, equity, and inclusion in technology development is clearly recognized. This incorporation will lead to more effective and sustainable uses of technologies developed that will address people's needs and challenges by making it more accessible and relevant to society.

How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

The School of Computer Science is actively looking to include in the Colloquium series, speakers who can share their knowledge on topics related to Indigenous approaches and perspectives in the computer science and technology sectors. We have reached out to a UBC computer science undergraduate student, a member of the Anishinaabe First Nation, with an invitation to present either in the Summer 2023 term or to be the first speaker of our formal Colloquium Series in September 2023 and are waiting for his reply.

The School encourages instructors to include topics/discussions about Indigenous issues where applicable.

The course contents of COMP3057, "Cyber Ethics" is being updated to include topics on Indigenous knowledge and data governance. This course is a required course for the BIT program. In addition, there is discussion within the School Council of having this course a required course in all other UG programs offered by the School of Computer Science.

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Course projects related to IT/digitization relevant to local Indigenous cases brought out by the local community can be included in the capstone project (COMP4990) and other upper-level courses.

- *What do the TRC and University Principles documents suggest relevant to your course?*

The School of Computer Science follows the Universities Canada principles, especially the following items:
Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
Continue to develop resources, spaces, and approaches that promote dialogue between Indigenous and non-Indigenous students.
Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures, and beliefs of Indigenous people in Canada.

- *What have other similar courses/programs done that might be relevant to your course/program?*

Some universities have provided a series of seminars about different aspects of Indigenous research ethics, information technology, and AI. These aspects include sharing and protecting Indigenous knowledge in the digital world and data sovereignty, governance and privacy while designing ethical AI from an Indigenous perspective. Our School is also looking to include some seminars on topics related to Indigenous approaches/perspectives in our departmental colloquium series.

- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*

Some of our IT courses have weekly discussion activities, which makes them flexible to include discussion topics on Indigenous knowledge. For those courses that have a class project, the project can be selected to relate to IT/digitization relevant to local Indigenous cases brought forward by the local community.

- *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?*

The School of Computer Science has not taken the opportunity to embark on these approaches however, is looking forward to working with the Knowledge Keeper for guidance on how to reach out to the local Indigenous community and their IT and digitization department. We will seek their input through membership on advisory committees, collaboration on research and student projects which are relevant to this program.

- *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)*

The School of Computer Science is looking forward to engaging with the Knowledge Keeper who will guide the Faculty of Science departments to enhance Indigenous-centred learning and to develop relevant aspects of its curriculum further. We have begun to engage with a CTL Learning Specialist, for guidance in our journey of knowledge.

- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*

The School of Computer Science has not yet begun to engage in a critical analysis of Settler Colonialism and/or Decolonization. We aim to be honest and respectful as we continue our self-reflection of these important issues, recognizing the challenge of incorporating this into an IT curriculum/program.

- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Computer Science will include this information in the Learning Outcomes at the next opportunity to update them. We are also in the process of creating a meaningful Land Acknowledgement statement to be included in our course syllabus template.

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A.2 Experiential Learning Categories

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

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

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

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

B.   Learning Outcomes for the Courses Listed Above

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

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	COMP-8720 Topics in Artificial Intelligence

SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__X__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____**2021-09-20.** __ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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University of Windsor
Program Development Committee

*5.16   **Human Kinetics – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

ALL SECTIONS OF THIS FORM *MUST* BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE**:
  I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)
OR
  II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**
OR
  III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST** SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***. *(subject to timely and clear submission)* These changes require no new resources.**	Undergraduate Winter 2024

A.   Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining.

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining.
Example: **CHEM-1001. University Senates – Role and Power** This course explores the history, role, and power of Senates in Canadian universities. (Also offered as BIOC-1001.) (Prerequisite: CHEM-1000.) 2 lecture hours and 1 tutorial hour per week **3 lecture hours/week**

KINE-1000. Health and Wellness
This introductory course will examine health and wellness from both a local and global perspective. Personal health and wellness will be evaluated from a physical, mental, spiritual and social perspective. Behavioural change and

~~motivational techniques will be explored to aid in achieving a healthier lifestyle. This course will introduce various topics that impact the health and wellness of an individual including physical activity, nutrition,~~ **~~psychosocial wellness and~~** ~~obesity, stress, disease prevention, high risk behaviour, health care systems, alternative medicine, relationships. violence in society and the environment. Current health and wellness issues within the community and media will also be presented. (Open to Kinesiology majors only).~~ **This introductory course examines health and wellness from both a local and global perspective. An emphasis is placed on physical activity, nutrition, psychosocial wellness and stress, and disease prevention behaviours.**

KINE-3600. **Respiratory** Physiology ~~of Exercise and Respiration~~
This course explores the physiology of breathing at rest, during exercise, and in disease. This course also examines the interaction of metabolism, ventilation, and kidney function during rest/exercise. Physiologic challenges, in particular acid-base balance at sea level and altitude, are explored. ~~(3 lecture hours/week.)~~

KINE-4600. Cardiovascular Physiology.
The study of the cardiovascular system, anatomy, electrophysiology, mechanics, and responses to stressors. ~~(2 lectures/wk) 2 laboratory hours a week~~.). **This course provides an advanced foundation of cardiovascular physiology with an emphasis on circulatory control. The basic and novel concepts related to regulatory mechanisms of the cardiovascular and cerebrovascular systems are explored. Clinical aspects of cardiovascular physiology are also introduced.**

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

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

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

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

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The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, 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.

KINE-1000. Health and Wellness
Specific to this course, 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. As such, Indigenous content specifically (along with other racialized groups) is covered with the two introductory lectures (e.g., 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 then is woven throughout the course as appropriate. There is course material devoted to cultural competency (includes religion, race, and ethnicity) within the health care and health promotion professions.

KINE-3600. **Respiratory** Physiology ~~of Exercise and Respiration~~
Within this course, respiratory health implications (risk stratification) of Indigenous populations in Canada will be discussed (e.g., research indicates Canadian Indigenous populations have a higher incidence of chronic obstructive pulmonary disease (COPD)).

KINE-4600. Cardiovascular Physiology.
Within this course, cardiovascular health implications (risk stratification) of Indigenous populations in Canada will be outlined (e.g., research indicates Canadian Indigenous populations have a higher incidence of hypertension and type 2 diabetes, which puts them at a greater risk of heart disease and stroke).

The Faculty of Human Kinetics recognizes the importance of indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:

Course Code and Title	Major
KINE 1000: Health and Wellness	SML/KMS
KINE 1200: Introduction to the Sport Industry	SML
KINE 1400: Historical Perspectives on Physical Activity and Sport in Western Civilization	SML
KINE 1500: Principles of Sport Management	SML
KINE 2250: Ethics in Sport and Physical Activity	SML/KMS
KINE 2300: Sociology of Sport and Physical Activity	SML
KINE 2450: Sport Marketing	SML
KINE 2500: Organizational Behaviour	SML
KINE 3400: History of the Modern Olympic Movement	SML
KINE 3600: Physiology of Exercise and Respiration	KMS
KINE 4040: Population Health	SML/KMS
KINE 4400: History of Sport in Canada	SML
KINE 4410: Sport in America	SML
KINE 4500: Human Resources in Sport Management	SML
KINE 4520: Sport Policy and Governance	SML
KINE 4550: Global Issues in Sport Management	SML
KINE 4560: Sport Communication	SML

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KINE 4570: Hockey in Canada	SML
KINE 4580: The Endocrine System in Sport, Exercise, and Health	KMS
KINE 4590: Sport Media	SML
KINE 4600: Cardiovascular Physiology	KMS
KINE 4610: Chronic Disease and Exercise Rehabilitation	KMS
KINE 4620: Exercise in Extreme Environments	KMS
KINE 4660: Cardiac Rehabilitation	KMS

Note: See Appendix A for a more detailed response pertaining to the process by which the Faculty of Human Kinetics is working on incorporating Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material in the curriculum, etc.

A.2 Experiential Learning Categories

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

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

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

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project **(KINE-1000)**	☐	☐
interactive simulations **(KINE-4600)**	☒	☐
internship – full-time	☒	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

B.   Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

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*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with <u>bolding and underlining</u>.

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE 1000. Health and Wellness

SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__X_ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. ~~Understand the factors associated with health and wellness.~~ ~~Employ health and wellness principles to evaluate daily living practices.~~ **Assess the factors, behaviours, and barriers associated with health for lifelong wellbeing (Also relevant to A, C, D, I)**	A. the acquisition, application and integration of knowledge

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Evaluate the scientific literature surrounding health and wellness principles and concepts (Also relevant to B, C, D, G, I) **Translate knowledge of health and wellness principles using written, verbal, and video/graphic material (relevant to all outcomes)** **Explain how the social determinants of health and health inequities reinforce health outcomes among Canadians (Also relevant to A, C, E, I)**	
B. ~~Collect, analyze and evaluate health and wellness information to make comparisons to healthy living practices.~~ ~~Develop basic research questions in the area of health and wellness.~~ ~~Illustrate the different health and wellness issues from a local and global perspective.~~ **Reflect on how health and wellness concepts as they relate to personal health practices (Also relevant to B, C, D, E, H, I)**	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. ~~Identify the potential barriers for individuals trying to achieve and maintain a healthy lifestyle.~~ ~~Design and employ interventions to help individuals adopt a healthier lifestyle.~~ ~~Identify high risk behaviour and its detrimental affect on health and wellness.~~	C. critical thinking and problem-solving skills
D. ~~Read and interpret literature in the area of health and wellness.~~ ~~Compose clear and concise written work to describe problems and solutions to current health and wellness issues.~~ ~~Use a variety of multimedia tools in presenting ideas, theories, principles and research results in the area of health and wellness.~~	D. literacy and numeracy skills
E. ~~Demonstrate proper ethical behaviour when asking human subjects about their personal health and wellness.~~	E. responsible behaviour to self, others and society

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
~~Adhere to accepted principles of academic integrity.~~	
F. ~~Explain health and wellness principles and concepts, using effective and accurate written, verbal, and graphic material.~~ ~~Be a positive role model in the community and represent the Department of Kinesiology and University of Windsor with enthusiasm and distinction.~~	F. interpersonal and communications skills
G. ~~Work in teams to complete class assignments.~~ ~~Perform their role within the team independently.~~ ~~Take charge when necessary to lead the group within the assignment.~~	G. teamwork, and personal and group leadership skills
H. ~~Recognize the various dimensions of health and wellness and articulate the importance and integration of each independent factor to the overall health and wellness of an individual.~~ ~~Understand an individual's intrinsic and extrinsic motivation to achieving and maintaining a healthy lifestyle.~~	H. creativity and aesthetic appreciation
I. ~~Explain the principles and concepts of Health and Wellness and how they relate to the 3 different majors in Kinesiology.~~ ~~Demonstrate the ability to apply their skills beyond the classroom and into their personal lives and the community.~~	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3600. Physiology of Exercise and Respiration
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. **Describe the basics of ventilation, pulmonary blood flow, and blood gas transport at rest and during exercise** **Describe acid base balance in health, disease and during exercise**	A. the acquisition, application and integration of knowledge
B. **Apply concepts of respiratory physiology to tangible applications and daily experiences in humans (Also relevant to I)**	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. **Analyze how environmental stress (e.g., altitude) and exercise impacts respiratory function** **Utilize principles of respiratory measurement techniques to compare respiratory pathologies** **Evaluate the coordination of neural reflexes that control respiratory function**	C. critical thinking and problem-solving skills
D. **Interpret figures depicting complex respiratory and pulmonary concepts.**	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N/A	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4600. Cardiovascular Physiology
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**_X__** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **_____** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. **Describe the basics of circulation and cardiovascular physiology** **Describe special circulations, including the microvascular, coronary, and cerebral circulation**	A. the acquisition, application and integration of knowledge

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
B. **Apply concepts of cardiovascular physiology to tangible applications and experiences in healthy humans (Also relevant to I)** **Apply concepts of cardiovascular physiology to pathological conditions and chronic disease (Also relevant to I)** **Evaluate the coordination of neural reflexes that control cardiac output and blood pressure**	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. **Utilize principles of electrophysiology to compare cardiac pathologies**	C. critical thinking and problem-solving skills
D. **Interpret special case studies in cardiovascular physiology, and present your interpretation to the class (Also relevant to B, F, G)** **Critique figures depicting complex cardiac, venous, and ventricular flow outputs.**	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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APPENDIX A

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

1. What process has your department/Faculty used to consider Indigenization?
In 2020, under the direction of the previous Associate Dean – Academic Programs, Kinesiology undertook a scan of Indigenous/EDI content with courses. All faculty were asked several prompted questions, including:

a) In developing this course, has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

b) If yes to [the above], please describe "how" has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? (e.g., consultation with Indigenous organizations/people, literature review, etc.)

c) Have you faced any challenges or barriers when attempting to incorporate Indigenous (First Nations, Métis, or Inuit) or other EDI-related content into the curriculum? If yes to [the above], please describe these challenges and/or barriers.

Among 48 reviewed courses, 22 include content and/or perspectives specific to Indigenous Peoples. Instructors reported teaching about the social determinants of health, history of sport and policy development, incorporating images and readings (re Indigenous content and written by Indigenous scholars), consultations (with J Kechego and others), and seeking out specific information. Instructors report several barriers, including no funding for renumeration of Indigenous guests, comfort level with content (incorporating a deeper, genuine discussion rather than surface level content based on their identity), diversity in the classroom, lack of information/examples, and how to choose appropriate and authentic content.

Based on this scan, several Indigenous recommendations were made to instructors:
- Instructors are strongly encouraged to highlight where EDI content is found in their courses.
  - Several courses noted EDI content that is not indicated on course syllabi. It is important for an inclusive curriculum that this content/discussion/assignment be visible to students taking the course.
- Instructors are strongly encouraged to Include a land acknowledgement and some form of commitment to EDI practices on course syllabi.
  - UWindsor land acknowledgement (https://www.uwindsor.ca/indigenous-peoples/)
  - There are several examples of statements online, but instructors are encouraged to include their own that are genuine to their course/themselves.
- Instructors with considerable Indigenous content or assignments in their courses should strongly consider updating their course learning outcomes to better reflect the expectations of students.
  - Establishing course learning outcomes around Indigenous peoples are meaningful sustainable changes to course delivery and reflect a commitment to including this content in our program.
  - [The Associate Dean – Academic Programs] can help with the necessary PDC forms to complete.
- Instructors are strongly encouraged to increase the diversity of imagery, examples, cases, etc. used in their courses, while staying away from stereotypical imagery (e.g., female nurses, etc.).
  - At a minimum, this type of change better reflects the diversity of the world in which we live.
  - It is important to note, however, that there are other ways of introducing diversity that can be quite rewarding to the course and students who take them, but also encourage a greater degree of learning. For example:
    i. Ensure that course readings come from a diverse group of authors.
    ii. Move from imagery to discussion or higher-level pedagogy (e.g., debate, reflection, critical evaluation, etc.)
    iii. Invite diverse speakers into classes and consult with community members
    iv. Consult with experts or members of underrepresented groups for course content
    v. Ensure that students can work interactively in diverse and mixed groups
    vi. Ensure that students are encouraged to share diverse perspectives and interpretations of course material
- Instructors are encouraged to read and incorporate some of the suggestions from the "inclusive teaching syllabus"
- Instructors are encouraged to use the following institutional and/or other resources to find diverse subject experts and/or for help with course design (please note that this list is not the only place to find information and instructors are

encouraged to actively seek out diverse researchers and content in their subject areas). [At this time, it is difficult to know exactly how many instructors have used any/all of these materials]

- UWindsor - Indigenous Knowledges   (contact: Jamie Kechego)
- UWindsor - Aboriginal Education Centre   (contact: Russell Nahdee)
- UWindsor - Anti-Black Racism Resources   (contact: Marium Tolson-Murtty)
- UWindsor - Anti-Black Racism Teaching and Learning (contact: Dr. Andrew Allen)
- UWindsor - EDI Office   (contact: Dr. Clinton Beckford)
- Sport Information Resource Centre (SIRC)
- Black Scientists and Inventors | Black History Month (nationalgeographic.com)
- HOME | Canadian Black Scientists
- Indigenous History-Makers (rcaanc-cirnac.gc.ca)
- Indigenous Sport and Wellness Ontario
- Ontario Federation of Indigenous Friendship Centres - OFIFC
- Indigenous Sport for Life
- North American Indigenous Games (naigcouncil.com)
- Closeted discoverers: Lesbian, gay, bisexual, and transgender scientists | Science | AAAS (sciencemag.org)
- LGBTQ Student Athletes - NCAA
- Canadian Women & Sport | Powering Better Sport Through Gender Equity (womenandsport.ca)
- Leadership Through Sport #STRONGERTOGETHER | Leadership à Travers Le Sport #FORTENSEMBLE (thebcca.com)
- 100 Women - BBC News
- Canadian Journal for Women in Coaching | Coach
- Rick Hansen Foundation

2. **How have you considered the importance or relevance to the course/program?**
   See response to the question above.

3. **How has your department or faculty approached raising awareness for Indigenous knowledges in your area?**
   See response to question #1 above, in addition to other specific events including, but not limited to:
   - Lacrosse is Medicine event given by Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, who also provided a guest lecture in our Ethics in Sport and Physical Activity course before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance. (https://windsorstar.com/news/local-news/lacrosse)
   - Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
   - Lancer Hockey providing support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
   - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
   - The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
   - Hosting Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
   - Hosted a traditional Blanket Exercise for all Faculty and staff guided by local Indigenous friends.
   - Supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).

- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

4. **What do the TRC and University Principles documents suggest relevant to your course?**
   Truth and Reconciliation Commission's Calls to Action 87 to 91:
   - 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
     - In addition to #3 above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
   - 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
     - See #3 above re Lancer Hockey
   - 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
   - 90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
     - I. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
     - II. An elite athlete development program for Aboriginal athletes.
     - III. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
     - IV. Anti-racism awareness and training programs.
   - 91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.
5. **What have other similar courses/programs done that might be relevant to your course/program?**
   See #6 below.
6. **In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?**
   This is something that has been discussed in both the working group on EDI in the curriculum and our EDI committee. Our faculty generally seems open to this inclusion. For example, after feedback from the Centre for Teaching and Learning, Indigenous Curriculum and Pedagogy Project Coordinator, and Anti-Racism Pedagogies Teaching Leadership Chair at the University of Windsor, the following program learning outcomes were proposed at a Human Kinetics Faculty Council in 2022:
   - **Recognize the value of diversity** across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
   - Recognize the historical, systemic, and structural roots of social injustice and **identify strategies to redress inequity in our communities**.
   - **Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers** in their professional and personal lives.

   While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving these forward.

   Moreover, if/when these program learning outcomes were introduced, preliminary searches with other non-HK faculty members to research and ultimately designate courses to fulfil the program learning outcomes above. This includes selection from the following list, but would require more vetting/discussion with Indigenous leaders, and various department/faculty administration be incorporated properly (potential Indigenous content **BOLDED**):

   GART-1210   An Introduction into Indigenous Topics
   POLS-1709   Introduction to Diaspora Studies: There's No Place Like Home

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SJST-1400	Queer Activism
SOSC-1210	**An Introduction into Indigenous Topics**
WGST-1000	Women in Canadian Society
WGST-1400	Queer Activism
CMAF-2700	Speaking Truth to Power: Voice and Activism
DISB-2010	Disability Studies: Theory and Culture
ENGL-2330	Gender and Literature
HIST-2460	**Aboriginal Peoples in Canadian History: Beginnings to Mid-Nineteenth Century**
HIST-2470	**Aboriginal Peoples in Canadian History: Mid-Nineteenth Century to the Present**
HIST-2500	Women in Canada and the United States, 1870-Present
PHIL 2300	Indigenous Philosophy of the Americas
PHIL-2380	Social Identity, Diversity and Race
POLS 2000	**Indigenous Policy and Constitutional Relationships**
POLS-2110	Women and Politics
PSYC-2400	Psychology of Sex and Gender
SACR-2100	Gender, Sexuality and Social Justice
SACR-2400	Introduction to Race and Ethnicity
WGST-2100	Gender, Sexuality and Social Justice
WGST-2200	Women, Race, and Social Justice
WORK-2600	Women and Globalization
HIST-3200	Africa and the Atlantic System
HIST-3610	Slavery In North America, 1600-1877
HIST-3620	African Americans/Canadians After Emancipation, 1877 to the Present
POLS-3620	Human Rights and Global Justice
HIST-4630	History of Gender and Sexuality
POLS-4000	**Indigenous Nation-Building: Traditional Governance in a Modern Era**

7. **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?**
This varies by faculty member from, presumably, no awareness to very much aware. As a program, we rely on institutional guidance (administration as well as specific Indigenous leadership), community outreach, and individual research. We have benefitted from having an active scholar and advocate (Dr. Victoria Paraschak) for Indigenous Peoples and Knowledge in our program and a positive relationship with members of AEC and CTL.

8. **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). Details are important. If allowed please share names of whose been consulted or the literature used, etc.**

This has taken many forms and includes the following:
- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- KINE-2250 has included several Indigenous guest lecturers (e.g., lectures on Lacrosse as Medicine given by an Indigenous guest speaker) and made use of Nanadagikenim-Seek to Know Grants in guest speaker invitation and course preparation.
- Several faculty have relied on literature searches for Indigenous-related content. For example,
- KINE-1000 has used literature search, consultation, and discussion related to teachings about the social determinants of health and the Medicine Wheel.
- KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268 for the sport-/physical activity-related Calls to Action.
- KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
- KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, has relied mostly on

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sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.

- KINE-4610 has used literature review and consultation with medical and chronic disease management specialists.
- KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

9. **Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?**
    Has Kinesiology done this yet? If not, always provide details as to why not.
    As a program, no. Within some courses, yes. For example, see KINE-2300 above.

University of Windsor
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*5.17:   **Civil Engineering – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Engineering**

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.**	Winter 2024

A.   Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining.

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining.

Example: **CHEM-1001. University Senates — Role and Power** This course explores the history, role, and power of Senates in Canadian universities. (Also offered as BIOC-1001.) (Prerequisite: CHEM-1000.) 2 lecture hours and 1 tutorial hour per week **3 lecture hours/week**

CIVL-2200. Civil Engineering Information Systems
A course in information systems in civil engineering including Surveying, GPS, GIS and Graphic communication. Surveying: Distance measurements; Leveling theory of differential leveling, curvature and refraction, types of surveying levels,

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leveling rods, benchmark leveling, profile and cross-section leveling; Angles and Theodolites: reference directions for vertical angles, meridians, horizontal angles, Total Station: reference directions for vertical angles, meridians, horizontal angles; Transverses Survey and Computations: balancing field angles, meridians, bearings, azimuths, latitude departures; Curves: circular curves, vertical curves, spiral curves. Introduction to GPS and GIS; applications of GIS and GPS in surveying. Graphic communication using AutoCAD. ~~Required field trip*. (one week; immediately following the final examination period.) *Note: There will be no additional fees for the field camp course.~~ **(3 lecture, 3 laboratory hours a week.)**

CIVL-3510. Fluid Mechanics
Continuity, energy, momentum concepts. Boundary layers. Pipe flow including network installations. Rotodynamic pumps, system curves. Irrotational flow, flownets. Introduction to open channel flow: specific energy, flow regimes; uniform, (Prerequisite: ~~GENG-1200~~ **PHYS-2100** and MATH-2790.) (3 lecture, 2 laboratory hours a week.)

CIVL-3530. Structural Analysis
Stability and determinacy of trusses and frames; analysis of statically determinate trusses and frames; influence lines and moving loads. Statically indeterminate structures; force method; displacement method. (Prerequisite: ~~GENG-2180~~ **CIVL-3520**.) (3 lecture, 2 laboratory hours a week.).

CIVL-3610. Masonry and Concrete Design
Analysis and design of columns, two-way slabs, and footings. Design of ~~RC~~ **reinforced concrete** bearing walls and retaining walls. Design of masonry units for axial, flexure, and combined loads; Design of masonry beams, flexural and load bearing walls; columns, and pilasters~~,~~**.** (Prerequisite: **CIVL-3520 and** CIVL-3540) (3 lecture, 2 laboratory hours a week.)

CIVL-3630. Geotechnical Engineering II
Earth pressure and design of retaining walls. Sheet-pile walls, braced and tie back excavations. Combined pressures. Soil bearing capacity. Soil exploration. Load induced pressures and settlements. Footings and eccentrically loaded foundations. Raft and pile foundations. Piles and pile driving, cofferdams and caissons. (Prerequisites: ~~GENG-2180 and~~ CIVL-3550) (3 lecture, 3 laboratory hours a week).

CIVL-3640. Structural Steel Design
Design of structural steel components subjected to axial tension and compression forces, shear force, bending moment, and combined bending and compression; ~~Design of Composite beams ;~~ Design of simple bolted and welded connections; Computer-aided design of steel structures. (Prerequisite: ~~GENG2180 and CIVL-3520~~**CIVL-3520**.) (3 lecture, 2 tutorial hours a week.)

CIVL-4000. Capstone Design Project
A significant design experience which is based on knowledge and skills acquired in earlier course work. Engineering design integrates mathematics, basic science, engineering sciences and complementary studies in developing elements, systems and processes to meet specific needs while considering economic, health, safety, environmental, social or other pertinent factors. Written and oral reports are required. **Topics include: professional registration and the code of ethics; the duties and responsibilities of engineers; the engineer and the law.** (Prerequisite: consent of the supervisor and Department Head.) (2 lecture, 4 lab/tutorial hours per week (2 terms). *[content from the deleted GENG-4210. Engineering and Society added to this course]*

CIVL-4710. Hydrology
Hydrologic Cycle, Weather. Precipitation: intensity, frequency, duration; Point and area estimates of precipitation; rational methods. Hydrologic abstractions. Runoff: storms, conceptual models, unit hydrograph principles, inflow design hydrograph. Streamflow: gauging, stage-discharge. Channel and Reservoir flood routing. Snowmelt. basics of hydrologic modeling; Probability applications and frequency analysis of precipitation and floods. Groundwater flow and water wells.

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Hydrologic design of urban and highway structures (Prerequisites: GENG-2220 and CIVL-3510 or consent of the instructor/ Department Head.) (3 lecture, 2 laboratory hours a week.) *[learning outcomes provided]*

~~CIVL-4910. Foundation Engineering~~
~~Footings and eccentrically loaded foundations. Raft and pile foundations. Piles and pile driving, cofferdams and~~
~~caissons. Soil-structure interaction. Computer-aided analysis and design of foundations (Prerequisite: CIVL-3550.) (3~~
~~lecture hours, 2 laboratory/tutorial hour a week.)~~ *[course deleted]*

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

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

The following information describes how the undergraduate environmental engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

1.   What process has your department/Faculty used to consider Indigenization?

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with

the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a presentation about Indigenous issues and students complete an assignment. CIVL-4000 Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

2. How have you considered the importance or relevance to the course/program?

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact the next seven generations.

As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of twelve Graduate Attributes to be demonstrated by students graduating from an accredited engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

This is an area of weakness within the Faculty of Engineering. The initial process was created by the Associate Dean, Academic, without much involvement by faculty members. However, changes are being made to raise awareness. Through the Faculty's Equity, Diversity and Inclusion Advisor, faculty members have been made aware of relevant presentations and workshops, e.g., events that were held on and around Orange Shirt Day as well as slides for instructors to use in their classes to provide information about Orange Shirt Day. The Faculty of Engineering Curriculum Committee has identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. curricula. The Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in the short course "Pulling Together: A Guide for Curriculum Developers." All the instructors in the Faculty were also encouraged to attend the workshops to raise awareness (an email was sent on Feb 10, 2023). As part of each program's continuous improvement process, an email was sent to instructors on January 27, 2023, asking, among other items, instructors to consider if, and how, their courses can include Indigenous content.

4. What do the TRC and University Principles documents suggest relevant to your course?

The process that the Faculty of Engineering is taking (described in answer to question 1) affirms the spirit of the TRC Call to Action item 62(i), to create a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [2]. As well the University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [3]. Finally, the ELEVATE program provides funding and collaborative opportunities for Indigenous students in Engineering, which aligns with the principle of committing to "develop opportunities for Indigenous students" [3].

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5. What have other similar courses/programs done that might be relevant to your course/program?

The Faculty of Engineering began by developing and implementing our own approach. Now, we are beginning to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada.

6. In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?

The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

7. 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?

As a whole, the Faculty's awareness is limited. Some faculty members are better informed than others, but this is another area of weakness. The Equity, Diversity and Inclusion Officer in Engineering, who has been hired recently, has begun providing relevant resources and workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

8. 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)

We have met with the Indigenization Learning Specialist, Jaimie Kechego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering.

PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

9. 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?

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kechego.

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References

1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. https://www.ontario.ca/laws/regulation/900941
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
3. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/

A.2 Experiential Learning Categories

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

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

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

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

B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

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Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.**

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (*~~strikethrough~~*) and additions/new information with <u>***bolding and underlining***</u>.

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**CIVL-2200. Civil Engineering Information Systems**
SELECT ONE OF THE FOLLOWING:	

I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**__x__** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Use knowledge of trigonometry, algebra, and geometry to solve surveying problems • Describe the importance of surveying which plays a very important role in successful and economical completion of all construction projects. Improper surveying can cause significant delay in project completion and huge financial loss.	A. the acquisition, application and integration of knowledge

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Use appropriate engineering tools and techniques to measure distances, elevations, and angles to inaccessible points	C. critical thinking and problem-solving skills
D. • Explain importance of surveying in civil engineering constructions; apply the knowledge of surveying to solve various practical surveying lab problems. • Use traditional and modern surveying instruments for successful completion of surveying lab projects.	D. literacy and numeracy skills
E. • Conduct surveying to safeguard individual property rights. • Define the Surveyor's accountability to public convenience and safety.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. • Conduct surveying field work, which requires two persons	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**CIVL-3510. Fluid Mechanics**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **_____** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Apply the conservation of mass equation to solve fluid mechanics problems • Apply the Bernoulli equation, while understanding its limitations, to solve basic engineering fluid flow problems • Apply the principles of linear momentum conservation to solve fundamental engineering fluid-structure dynamic problems • Apply the principles of linear momentum conservation to solve fundamental engineering fluid-structure dynamic problems • Classify laminar and turbulent flows, and characterize the differences between them • Calculate system curves and characterize conduit system losses • Draw and interpret specific energy curves	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Analyze pipe flows for fluid velocities, pressures, and losses • Properly size and optimize appropriate pumps for hydraulic networks. • Identify fundamental potential flows and be able to apply them in solving inviscid fluid mechanics problems • Solve basic, uniform open channel flows	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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**CIVL-3530. Structural Analysis**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__x__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**CIVL-3610. Masonry and Concrete Design**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Recognize the major differences between concrete and masonry structures and their behaviors • Apply provisions of Canadian and other related standards and codes relevant to the design of concrete and masonry structures	A. the acquisition, application and integration of knowledge
B. • Identify and recognize the need of concrete and masonry structures and use of structural mechanics in the design process with knowledge that design is an open-ended and iterative process • Execute designs of various members to optimize the design and ensuring safety	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**CIVL-3630 Geotechnical Engineering II**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Assess and determine the lateral earth pressure acting on various types of earth retaining structures • Demonstrate how the soil geological profile and soil properties of a site should be first determined to choose the proper type of foundation • Apply engineering science principles (such as shear strength and compressibility of soils) to determine the performance of shallow and deep foundations in terms of their bearing capacity and settlements	A. the acquisition, application and integration of knowledge

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
B. • Plan and organize a site exploration program including the process of drilling/augering and sampling, determination of the location of ground water table, and in situ testing in order to determine the foundation design parameters • Apply principles of Soil Mechanics and Geotechnical Engineering to analyze and design foundation structures using bearing capacity, settlements and structural performance criteria	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Define problems, choose and conduct suitable experiments, investigate and interpret the obtained data and apply computational and design methods to solve geotechnical problems of Foundation Engineering such as settlement	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	E. responsible behaviour to self, others and society
F. • Relate ideas in a multi-modal manner – visually, textually and orally	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	CIVL-3540 Structural Steel Design
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Identify and demonstrate the need of steel structures and use of structural mechanics in the design process • Apply provisions of Canadian and other related standards and codes relevant to the design of steel structures	A. the acquisition, application and integration of knowledge
B. • Execute designs of various members to optimize the design and ensuring safety, recognizing the fact that design is an open-ended and iterative process	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	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

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**CIVL-4000. Capstone Design Project**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Describe the role of the engineer in protecting and promoting the public welfare both locally and globally. • Explain an awareness of legal issues relevant to engineering activity.	A. the acquisition, application and integration of knowledge
B. • Generate a problem statement and its design objectives • Consider constraints/stakeholders (e.g., health and safety, codes and standards, economics, and environmental, social, and cultural considerations) when selecting a final design from a diverse set of candidate solutions. (Also applies to E) • Refine and advance a design to its final end state	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Evaluate the economic and financial performance of an engineering activity, including life-cycle costs and benefits • Estimate, organize, and manage engineering activities to be within time and budget constraints	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff) • Define the concepts of ethics and equity. • Apply aspects of the PEO Code of Ethics. • Identify the emphasis of equity issues within both the engineering profession and Canadian society, with an emphasis on the role of Aboriginal peoples, women, visible minorities, persons with disabilities, and sexual minorities	E. responsible behaviour to self, others and society
F. • Compose engineering-based written communications both from and for a variety of audiences • Deliver engineering-based oral communications both from and for a variety of audiences • Prepare, integrate and interpret graphical communications used in written and visual formats. (Examples: data depicted through graphs, charts, and tables; other engineering drawings)	F. interpersonal and communications skills
G. • Define individual contributions to the team effort • Employ interpersonal skills to promote team dynamics • Integrate individual contributions into a coherent team report or presentation	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. • Acquire information via library methods, relevant codes/standards/regulations, and digital methods • Identify the benefits of becoming a member of a professional society • Independently summarize, analyze, synthesize, and evaluate information from a wide variety of sources	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	CIVL-4710. Hydrology
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Draw and interpret specific energy curves • Interpret and apply Intensity, Duration, and Frequency curves • Determine rainfall runoff quantities	A. the acquisition, application and integration of knowledge
B. • Design basic stormwater reservoirs • Apply HEC-HMS for elementary hydrographic modeling • Apply EPA SWMM for elementary hydrographic modeling	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Calculate overland flows through utilization of time of concentration and the Rational Method • Construct and apply unit hydrographs • Perform basic flood routing procedures	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. • Design, execute, and present a group hydrology research project	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

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

University of Windsor
Program Development Committee

*5.18:   **Environmental Engineering – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Engineering**

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.**	Winter 2024

A.   Proposed Course Calendar Revisions

*Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

*For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*
Example: CHEM-1001. **University Senates ~~– Role and Power~~** This course explores the history, role, and power of Senates in Canadian universities. ~~(Also offered as BIOC-1001.)~~ (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

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~~ENVE-3520. Environmental Chemical Analysis~~
~~Environmental site assessment, statistical analysis of environmental data. Important characteristics of air, water, wastewater, and solid wastes. Basic concepts in quantitative analysis of physical, chemical, and biological parameters. Environmental site assessment, statistical analysis of environmental data. Instrumental methods of analysis for organic and inorganic contaminants in air, water, and soil. (Prerequisite: CHEM-1103.) (3 lecture, 2 tutorial/laboratory hours a week.)~~

[Note: ENVE-3520 is being deleted and new course created, ENVE-3521. Environmental Chemistry & Microbiology, containing most of the contents of this course, for which there is a Form D submitted]

~~ENVE-3610. Transport Phenomena~~
~~Introduction to the unifying theory of transport phenomena. Estimation of viscosities, thermal conductivities, and diffusivities for gases and liquids. Shell balances and some case studies of momentum, energy, and mass transport. Mass transfer applications involving examples relevant to the environment. (3 lecture, 2 tutorial hours a week).~~

[Note: ENVE-3610 is being deleted and new course created, ENVE-4740. Site Assessment & Remediation, containing some of the elements of this course, for which there is a Form D submitted]

ENVE-3620. Air Pollution Control
Regulations and methods of source testing and monitoring. Nomenclature of organic compounds. Dispersion modelling. Air pollution control methods, designs, and their relative effectiveness. (Prerequisite: ~~GENG-2500~~ **GENG-2101**) (3 lecture, 2 lab/tutorial hours per week).

ENVE-3630. Water and Wastewater Treatment
Water and wastewater quality, guidelines and standards, flow fluctuation and design capacity. Design of different unit operations and processes in water and wastewater treatment. (Prerequisites: ~~GENG-2500~~ **ENVE-2200** and a course in fluid mechanics or hydraulics.) (3 lecture, 3 laboratory hours a week.)

~~ENVE-3640. Materials Recovery and Waste Management~~
~~The study, characterization, and analysis of municipal and industrial solid waste systems. Waste reduction, reuse, and recycling. Managing, collecting and transporting solid wastes. Waste reclamation and disposal methods, including landfilling, incineration, and composting. Waste management policies, regulations and facility siting issues. Various assignments will be integrated into a comprehensive project. (Prerequisite: GENG-2500.) (3 lecture hours).~~ *[course deleted and materials recovery elements moved to ENVE-4810. Sustainability in Engineering]*

ENVE-4000. Capstone Design Project
A significant design experience which is based on knowledge and skills acquired in earlier course work. Engineering design integrates mathematics, basic science, engineering sciences and complementary studies in developing elements, systems and processes to meet specific needs while considering economic, health, safety, environmental, social or other pertinent factors. Written and oral reports are required. **Topics include: professional registration and the code of ethics; the duties and responsibilities of engineers; the engineer and the law.** (Prerequisite: consent of the supervisor and Department Head.) (2 lecture, 4 lab/tutorial hours per week (2 terms).

[Note: The content from the deleted GENG-4210. Engineering and Society added to this course]

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~~ENVE-4720. Chemical Reaction Engineering~~
~~Classification of chemical reactions and reactors, the rate equation, ideal reactor concept. Design equations for batch and flow (CSTR and PFR) reactors. Multiple reaction and reactor systems. Reactor design calculations under isothermal and non-isothermal conditions. (3 lecture, 2 tutorial hours a week).~~

[Note: This course is being deleted and new course created, ENVE-2200. Environmental Concepts & Applications in Engineering, containing some of the elements of this course, for which there is a Form D submitted]

~~ENVE-4730. Environmental Engineering Microbiology~~
~~Nature of inorganic and organic pollutants; biological approaches to environmental pollution problems; microorganisms; nutritional requirements and growth; metabolic pathways; energy generation and utilization in biological systems; response to changes in environment; pathogenic microorganisms and disinfection. (3 lecture hours a week, 1 tutorial/laboratory hour a week).~~

[Note: This course is being deleted and new course created, ENVE-3521. Environmental Chemistry & Microbiology, containing some of the contents of this course, for which there is a Form D submitted. The design of disinfection systems will be moved to ENVE-3630. Water & Wastewater Treatment.]

ENVE-4810. Sustainability in Engineering
Environmental impact assessment. Biophysical and socioeconomic impacts from engineering activities, processes, and projects. Human health and environmental risk concepts. Introduction to ~~life cycle analysis,~~ corporate/industrial environmental management, and environmental management systems. **Waste reduction, reuse, and recycling, and reclamation.** ~~Students will undertake various project related and problem-based assignments.~~ (3 lecture, 2 tutorial hours a week.) (Credit may only be obtained for one of MECH-4228, or ENVE-4810).

[Note: Some of the contents of the deleted course, ENVE-3640. Materials Recovery and Waste Management, are moved to this course. Life cycle analysis elements from this course are moved to the new course CIVL-4970. Life Cycle Thinking.]

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

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

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

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

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> - *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 following information describes how the undergraduate environmental engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

1. What process has your department/Faculty used to consider Indigenization?

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a presentation about Indigenous issues and students complete an assignment. CIVL-4000 Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

2. How have you considered the importance or relevance to the course/program?

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact the next seven generations.

As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of twelve Graduate Attributes to be demonstrated by students graduating from an accredited engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

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This is an area of weakness within the Faculty of Engineering. The initial process was created by the Associate Dean, Academic, without much involvement by faculty members. However, changes are being made to raise awareness. Through the Faculty's Equity, Diversity and Inclusion Advisor, faculty members have been made aware of relevant presentations and workshops, e.g., events that were held on and around Orange Shirt Day as well as slides for instructors to use in their classes to provide information about Orange Shirt Day. The Faculty of Engineering Curriculum Committee has identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. curricula. The Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in the short course "Pulling Together: A Guide for Curriculum Developers." All the instructors in the Faculty were also encouraged to attend the workshops to raise awareness (an email was sent on Feb 10, 2023). As part of each program's continuous improvement process, an email was sent to instructors on January 27, 2023, asking, among other items, instructors to consider if, and how, their courses can include Indigenous content.

4. **What do the TRC and University Principles documents suggest relevant to your course?**

The process that the Faculty of Engineering is taking (described in answer to question 1) affirms the spirit of the TRC Call to Action item 62(i), to create a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [2]. As well the University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [3]. Finally, the ELEVATE program provides funding and collaborative opportunities for Indigenous students in Engineering, which aligns with the principle of committing to "develop opportunities for Indigenous students" [3].

5. **What have other similar courses/programs done that might be relevant to your course/program?**

The Faculty of Engineering began by developing and implementing our own approach. Now, we are beginning to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada.

6. **In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?**

The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

7. **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?**

As a whole, the Faculty's awareness is limited. Some faculty members are better informed than others, but this is another area of weakness. The Equity, Diversity and Inclusion Officer in Engineering, who has been hired recently, has begun providing relevant resources and workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

8. **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)**

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We have met with the Indigenization Learning Specialist, Jaimie Kechego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering.

PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

9. **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?
No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kechego.

References
1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. https://www.ontario.ca/laws/regulation/900941
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
3. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/

A.2 Experiential Learning Categories

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

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

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

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐

field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

B.   Learning Outcomes for the Courses Listed Above

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**ENVE-3620. Air Pollution Control**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**x**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Describe the standards of air quality and the regulations of air pollution emissions	A. the acquisition, application and integration of knowledge
B. • Use air pollution dispersion modeling tools to calculate the effects of stack height and other parameters on dispersion and dilution of pollutants in the atmosphere, and to predict the concentrations of pollutants from stationary sources	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Select, design and analyze the performance of air pollution control devices • Explain and compare different methods for controlling emissions from stationary sources to select the most appropriate air pollution control system for a given particulate or gaseous emission	C. critical thinking and problem-solving skills
D. • Calculate the statistics of particle size distribution • Estimate the emissions of air pollutants using the "Emission Factors" • Analyze the dynamic behaviour of particulate matter (PM) in fluid (air) and calculate the terminal velocity associated with the removal mechanism of Air Pollution Control Devices • Calculate the collection efficiency of a given air pollution control system (single and multiple devices) and evaluate various parameters that affect the collection efficiency and costs	D. literacy and numeracy skills
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	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

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**ENVE-3630. Water & Wastewater Treatment**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**x**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Describe pollution & pollution control, use of water, water cycle, Ontario standards and guidelines • Describe water and wastewater (W&Wwa) quality parameters. • Perform analysis of W&Wwa: physical/chemical tests (pH, alkalinity, hardness etc.), settling type, biological oxygen demand	A. the acquisition, application and integration of knowledge
B. • Select processes for W&Wwa treatment • Lay-out plants with preliminary unit operations and processes • design coagulation/flocculation processes, settling chambers, filtration beds, water softening, and disinfection unit processes for drinking water treatment • Design screens, grit chambers, flow measurement devices, primary clarifiers, chemical precipitation systems, biological treatment, sludge handling systems, stabilization ponds, aerated lagoons, disinfection, and disposal in relation to wastewater treatment	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D. • Calculate design capacity for W&Wwa plants and unit processes	D. literacy and numeracy skills

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**ENVE-4000. Capstone Design Project**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Describe the role of the engineer in protecting and promoting the public welfare both locally and globally. • Abide by the regulation of professional engineering in Ontario. • Explain legal issues relevant to engineering activity.	A. the acquisition, application and integration of knowledge
B. • Generate a problem statement and its design objectives • Consider constraints/stakeholders (e.g., health and safety, codes and standards, economics, and environmental, social, and cultural considerations) when selecting a final design from a diverse set of candidate solutions • Refine and advance a design to its final end state	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Evaluate the economic and financial performance of an engineering activity, including life-cycle costs and benefits. • Estimate, organize, and manage engineering activities to be within time and budget constraints	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff). • Define the concepts of ethics and equity. • Apply aspects of the PEO Code of Ethics. • Identify the emphasis of equity issues within both the engineering profession and Canadian society, with an emphasis on the role of Aboriginal peoples, women, visible minorities, persons with disabilities, and sexual minorities.	E. responsible behaviour to self, others and society
F. • Compose engineering-based written communications both from and for a variety of audiences. • Deliver engineering-based oral communications both from and for a variety of audiences . • Prepare, integrate and interpret graphical communications used in written and visual formats. (Examples: data depicted through graphs, charts, and tables; other engineering drawings)	F. interpersonal and communications skills
G. • Define individual contributions to the team effort • Employ interpersonal skills to promote team dynamics	G. teamwork, and personal and group leadership skills

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Integrate individual contributions into a coherent team report or presentation	
H.	H. creativity and aesthetic appreciation
I. • Acquire information via library methods, relevant codes/standards/regulations, and digital methods • Identify the benefits of becoming a member of a professional society • Independently summarize, analyze, synthesize, and evaluate information from a wide variety of sources	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	ENVE-4810. Sustainability in Engineering
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**x**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. • Describe need for and principles of processing of Municipal Solid Waste (MSW) and benefits of shredding (size reduction) for materials recovery	A. the acquisition, application and integration of knowledge
B. • Classify environmental and sustainability related problems for engineering activities using commonly used environmental assessment and related process approaches. • Recognize given and missing information, assumptions, and information necessary for evaluating the environmental implications from engineering activities in order to effectively use environmental assessment and related process approaches. • Apply material recovery factors and materials balance to determine loading rates for sizing equipment for and Materials Recovery Facilities	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Identify the impacts of engineering activity on society and environment. • Identify ways to mitigate the potential negative impact of engineering activities on society and the environment.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. • Demonstrate professional behaviour in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	E. responsible behaviour to self, others and society
F. • Compose engineering-based written communications describing and assessing environmental issues related to engineering activities from and for a variety of audiences.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.19   **Mechanical, Automotive and Materials Engineering - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Mechanical, Automotive and Materials Engineering**

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.	Fall 2024

A.   Proposed Course Calendar Revisions

*Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **underline**.*

*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 **bold 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**

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~~INDE-2010. Engineering Management and Globalization~~

~~As globalization leads to an internationally integrated production and consumption of goods, cultural products, and services, local and national identities are challenged. Globalization creates both challenges and opportunities for companies providing goods or services. This course discusses the impact of globalization on the industrial and systems engineering discipline, in a multidisciplinary and multi national context. For engineers to competently operate in a globalized environment, they must understand the context, methodologies content and outcomes. Critical thinking, systems thinking, integration of technical and, professional and business acumen is necessary. Stability requires knowledge about understanding the complexity involved and learning to manage it. The course will also deal with: impact on industrial, production, and national systems. It should help prepare students and giving them skills for solving complex systems, and life-long learning and continuous improvement. (Prerequisites: GENG-1190 and GENG-1330) (3 lecture, 2 laboratory hours a week.)~~

MECH-2230. Advanced Engineering and Design
Computer aided design applications for engineering graphic communication. Solid modeling; orthographic projection and isometric drawing; sections and conventions; dimensioning and tolerancing. Design portfolio and project. ~~(Prerequisite: GENG-1330)~~ **(Prerequisite: GENG-1102)** (4 lecture/laboratory hours a week.)

MECH-3212. Thermodynamics
An introductory thermodynamics course in which fundamental principles are developed. Included are ideal gas relations, properties of pure substances, First Law for closed and steady flow systems, the Second Law with entropy relations, and an introduction to cycles. (3 lecture, 1.5 tutorial hours a week.) ~~(Prerequisite: GENG-1200)~~ **(Prerequisite: PHYS-2100)**

MECH-3224. Engineering Measurements
Basic concepts in instrumentation; error analysis; instrumentation and measurement systems including sensors, transducer, signal conditioning and display; microcomputer-based data acquisition and analysis. (Prerequisite: ~~GENG-2220~~ **GENG-2102** or STAT-2910.) (3 lecture, 1.5 laboratory/tutorial hours a week.)

MECH-3233. Fluid Mechanics I
Fluid properties and basic concepts, fluid statics, equations of motion, one dimensional flows, flows in pipes in series, parallel and networks, dimensional analysis and similitude. (3 lecture hours, 1 tutorial hour a week.) ~~(Prerequisite: GENG-1200)~~ **(Prerequisite: PHYS-2100)**

MECH-4211. ~~Design for Failure Prevention~~ Deformation, Fracture, and Failure Prevention
~~Philosophy of machine design. Design factor/reliability relationships. Contemporary fatigue analysis, including low- and high-cycle, triaxial state of non-reversed stress and fatigue damage, with applications of selected mechanical elements. (Prerequisites: MECH-3211, MECH-3223, and Semester 7 or higher standing.) (3 lecture, 3 laboratory hours a week.)~~ **Mechanics of deformation, fracture, and failure in engineering materials, structures, and components. Principles of stress and strain analysis, including stress concentrations and strain energy. Mechanisms of material failure, including brittle and ductile fracture, fatigue, and creep. Practical aspects of failure prevention, including design principles, failure analysis, and material characterization and selection. (Prerequisites: MECH-3211, MECH-3223, and Semester 7 or higher standing) (3 lecture hours, 1.5 tutorial hours, 1.5 laboratory hours weekly)**

MECH-4228. Sustainability in Engineering
Environmental impact assessment. Biophysical and socioeconomic impacts from engineering activities, processes, and projects. Human health and environmental risk concepts. Introduction to ~~life cycle analysis~~, corporate/industrial environmental management, and environmental management systems. **Waste reduction, reuse, and recycling, and reclamation.** ~~Students will undertake various project related and problem-based assignments.~~ (Cross-listed with

ENVE4810.) (Prerequisite: ~~GENG-2500~~ **GENG 2101** and Semester 6 or higher standing.) (3 lecture, 2 tutorial hours a week.)

~~**MECH-4821. Deformation and Fracture**~~
~~Introduction to basic plasticity theory and its application to common metal forming and metal cutting processes. Fracture mechanics and its applications in brittle and ductile fracture, creep and fatigue, for purposes of design and of analysis. (Prerequisite: MECH-3211 and Semester 7 or higher standing.) (3 lecture, 2 laboratory hours a 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 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 following information describes how the undergraduate mechanical engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

1. **What process has your department/Faculty used to consider Indigenization?**

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a

presentation about Indigenous issues and students complete an assignment. MECH-4200 Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design, then reinforced in the 2nd and 3rd-year design courses GENG-2201 Engineering Design 2 and GENG-3201 Engineering Design 3, respectively.

2. How have you considered the importance or relevance to the course/program?

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact the next seven generations.

As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of twelve Graduate Attributes to be demonstrated by students graduating from an accredited engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

This is an area of weakness within the Faculty of Engineering. The initial process was created by the Associate Dean, Academic, without much involvement by faculty members. However, changes are being made to raise awareness. Through the Faculty's Equity, Diversity and Inclusion Advisor, faculty members have been made aware of relevant presentations and workshops, e.g., events that were held on and around Orange Shirt Day as well as slides for instructors to use in their classes to provide information about Orange Shirt Day. The Faculty of Engineering Curriculum Committee has identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. curricula. The Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in the short course "Pulling Together: A Guide for Curriculum Developers." All the instructors in the Faculty were also encouraged to attend the workshops to raise awareness (an email was sent on Feb 10, 2023). As part of each program's continuous improvement process, an email was sent to instructors on January 27, 2023, asking, among other items, instructors to consider if, and how, their courses can include Indigenous content.

4. What do the TRC and University Principles documents suggest relevant to your course?

The process that the Faculty of Engineering is taking (described in answer to question 1) affirms the spirit of the TRC Call to Action item 62(i), to create a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [2]. As well the University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [3]. Finally, the ELEVATE program provides funding and collaborative opportunities for Indigenous students in Engineering, which aligns with the principle of committing to "develop opportunities for Indigenous students" [3].

5. What have other similar courses/programs done that might be relevant to your course/program?

The Faculty of Engineering began by developing and implementing our own approach. Now, we are beginning to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada.

6. In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?

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The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

7. **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?**

As a whole, the Faculty's awareness is limited. Some faculty members are better informed than others, but this is another area of weakness. The Equity, Diversity and Inclusion Officer in Engineering, who has been hired recently, has begun providing relevant resources and workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

8. **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)**

We have met with the Indigenization Learning Specialist, Jaimie Kechego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering.

PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

9. **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?

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kechego.

References
1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. https://www.ontario.ca/laws/regulation/900941
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/

A.2 Experiential Learning Categories

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

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

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

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

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**MECH-2230. Advanced Engineering and Design** *(These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Create engineering drawings: Use of CAD tools	A. the acquisition, application and integration of knowledge
B. Acquire information via library methods, relevant codes / standards / regulations, and digital methods	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Demonstrate the ability to use discipline specific techniques and resources to refine and advance a design to its final state.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Deliver engineering-based written communications	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MECH-3212. Thermodynamics *(These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__X__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Characterize fluid properties using physics and chemistry concepts, e.g., ideal gas law, liquid-vapour diagrams Determine work and heat sign conventions and the work involved with moving boundary systems (graphical and analytical)	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Map the function for common steady flow devices onto the energy balance to develop a standard method for their analysis Apply the general energy and entropy balance relations to problems in control volumes and closed system. Examine isentropic processes and the property relations under constant/variable specific heat, and ideal gas assumptions Calculate the efficiency of cycles and thermodynamics devices.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Identify economic, environmental, and social effects of such thermodynamic activities as refrigeration.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**MECH-3224. Engineering Measurements** *(These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Select, use, and understand the limitations of measuring instruments and testing equipment to collect data for analysis	A. the acquisition, application and integration of knowledge
B. Acquire information via library methods, relevant codes, standards, regulations, and digital methods	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
D. Acquire knowledge of data acquisition systems and methods, including sampling rates, filtering, and real-time data processing.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Comprehend and deliver engineering-based oral communications both from and for a variety of audiences.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**MECH-3233. Fluid Mechanics I** *(These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Develop a strong foundational knowledge of fluid mechanics, including key concepts related to fluid properties, pressure, and forces acting on submerged surfaces.	A. the acquisition, application and integration of knowledge
B. Select, use & understand limitations of measuring instruments and test equipment to collect data.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct an experiment related to fluid mechanics.	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.	
COURSE NUMBER AND TITLE:	**MECH-4211 Deformation, Fracture, and Failure Prevention** *(These are new learning outcomes. A new course proposal was submitted to Senate May 12, 2023 for this course.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Understand the mechanisms of material failure and the factors that influence fracture and fatigue behavior	A. the acquisition, application and integration of knowledge
B. Evaluate material properties and select materials for specific applications Use advanced analysis techniques to investigate failures in real-world applications	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze stress and strain in simple and complex engineering systems Apply design principles and methodologies to prevent failure in engineering structures and components.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Demonstrate professional behaviour in their individual interactions with others. (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**MECH-4228. Sustainability in Engineering** *(These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__X__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:_____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Describe need for and principles of processing of Municipal Solid Waste (MSW) and benefits of shredding (size reduction) for materials recovery	A. the acquisition, application and integration of knowledge
B. Classify environmental and sustainability related problems for engineering activities using commonly used environmental assessment and related process approaches. Recognize given and missing information, assumptions, and information necessary for evaluating the environmental implications from engineering activities in order to effectively use environmental assessment and related process approaches. Apply material recovery factors and materials balance to determine loading rates for sizing equipment for and Materials Recovery Facilities	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify the impacts of engineering activity on society and environment. Identify ways to mitigate the potential negative impact of engineering activities on society and the environment.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Demonstrate professional behaviour in their individual interactions with others. (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff)	E. responsible behaviour to self, others and society
F. Compose engineering based written communications describing and assessing environmental issues related to engineering activities from and for a variety of audiences.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

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

University of Windsor
Program Development Committee

*5.20:   **Electrical and Computer Engineering – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Electrical and Computer Engineering**

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 Winter 2024

A. Proposed Course Calendar Revisions

*Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

*For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*
Example: **CHEM-1001. University Senates** ~~– Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. ~~(Also offered as BIOC-1001.)~~ (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

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~~GENG-2340. Electrical and Computing Fundamentals~~ **ELEC-2140. Circuit Analysis I**
Basic components of electric circuits; circuit laws and theorems; circuit analysis techniques; energy-storage elements; transient response of first and second-order circuits. (3 lecture, 3.0 laboratory/tutorial hours a week.) (Credit cannot be obtained for both GENG-2340 and ELEC-2140).

Rationale for Renumbering: This course has been renumbered from GENG-2340 to ELEC-2140 because it is no longer a required common course for all engineering programs.

~~ELEC-2110. Computer-Aided Analysis~~ **ELEC-3010. Computer-Aided Analysis**
~~Object oriented programming in C++ covering most of the basic concepts. Development of Classes for matrix operations, complex numbers, etc. The rest of the course covers class development for a set of numerical schemes that include: Gauss-Jordan Method for solving Linear Simultaneous Algebraic Equations; Matrix inversion; Root finding using the Newton-Raphson and the half-interval methods; Lin-Bairstow method for Roots of Polynomials; Least-squares fitting; Numerical Integration using the Trapezoidal and Simpson's 1/3 rule; Solution of Ordinary Differential Equations of any order using Euler, Improved Euler and the fourth-order Runge-Kutta methods.~~ Introduction to numerical algorithms; fundamental to scientific computation; equation solving; function approximation; integration; difference and differential equations; special computer techniques; Emphasis is placed on efficient use of computers to optimize speed and accuracy in numerical computations; extensive digital computer usage for algorithm verification. Labs will introduce MATLAB to solve numerical problems.(~~Corequisites~~ Prerequisites: MATH-2780 and MATH-2790) (3 lecture, 2 laboratory/tutorial hours or equivalent a week.)

Rationale for Renumbering: This course has been renumbered from ELEC-2110 to ELEC-3010 because it was and will be offered in the third year of the program. Historically, it used to be offered in the second year of the program. Also, the coverage of numerical analysis has been expanded and the coverage of C++ has been moved to another course (ELEC 2320).

~~ELEC-4430. Embedded System Design~~ **ELEC-3040. Embedded System Design**
Embedded hardware and software systems; introduction to embedded systems; custom single-purpose processors, hardware design; general-purpose processors, software, design flow environment and tools, testing and debugging; standard single-purpose processors, peripherals, memory system design; interfacing issues, serial and parallel communication, bus standards, protocols and arbitration; exercises on real-world applications; Laboratory implementation on modern Field Programmable Gate Arrays (FPGAs) and microcontrollers using associated Electronic Design Automation (EDA) tools. (Prerequisites: completion of all Electrical Engineering courses from 1st year~~,~~ and 2nd year ~~and 3rd year~~.) (3 lecture, 3 laboratory hours a week.)

Rationale for Renumbering: This course is being renumbered from ELEC-4430 to ELEC-3040 because it is being moved from an elective fourth-year course to a required third-year course.

~~ELEC-2250. Physical Electronics~~ **ELEC-3030. Physical Electronics**
This course covers crystal structures. properties of semiconductor materials. Schrodinger wave equation. energy band theory. intrinsic and extrinsic semiconductors. charge carriers in semiconductors. thermal equilibrium carrier concentrations. carrier transport mechanisms. non-equilibrium excess carriers in semiconductors, Metal-Oxide-Semiconductor Field-Effect Transistors (MOSFET), and Bipolar Junction Transistors (BJT). (Prerequisites: MATH-2780 and MATH-2790) (3 lecture, 2 laboratory/tutorial hours or equivalent a week.)

Rationale for Renumbering: This course has been renumbered from ELEC-2250 to ELEC-3030 because it has been offered in the third year of the program.

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ELEC-4000. Capstone Design Project
Team based design project satisfying the "CAPSTONE DESIGN PROJECT REQUIREMENTS", available from the Department of Electrical and Computer Engineering. Gives the student significant design experience and builds on the knowledge and skills acquired in earlier coursework. Provides an exposure to teamwork so as to emulate a typical professional design environment. Computers are to be used both in the execution of the design methodology and the management of the design project. (Prerequisites: completion of all Electrical Engineering courses from 1st year, 2nd year and 3rd year.) (6 laboratory hours per week; that must be completed over two consecutive winter and summer terms.) Two-semester course. **Topics on ethics for engineers will be covered in the winter term, and topics on laws for engineers will be covered in the summer term during lectures.**

~~GENG-2320. Engineering Software Fundamentals~~ **ELEC-2320. Software Fundamentals**
~~Fundamental engineering problems and the application of digital computers to analyze these problems.~~ ~~Introduction to additional programming languages and computing concepts, and emphasizing the use of MATLAB in engineering computations (2 lecture, 2 tutorial hours a week.)~~ This course covers the basics of programming with C++, and topics include: Introduction to C++ Programming, Control Statements, Functions, Recursion, Arrays and Vectors, Pointers, Object-Oriented Programming, Classes, Operator Overloading, Templates, Inheritance, Polymorphism and File Processing (3 lecture, 2 lab/tutorial hours a week)

Rationale for renumbering: This course has been renumbered from GENG-2320 to ELEC-2320 because it used to be offered as an exclusive section for second-year ECE students. This caused confusion during registration time for non-ECE students. The renumbered course is now an ECE course which cannot be taken by non-ECE students.

ELEC-2200. ~~Circuit Analysis~~ **Circuit Analysis II**
Sinusoidal steady-state analysis; complex power in single and three-phase systems; magnetically coupled circuits; circuit analysis in the s-domain; frequency response; two-port networks; and computer-aided analysis and design. (3 lecture, 3.0 laboratory/tutorial hours a week.) (Prerequisite: ~~GENG-2340.~~ ELEC-2140) ~~(Credit cannot be obtained for ELEC-2200 and ELEC-2140.)~~

ELEC-2170. ~~Digital Logic Design I~~ **Digital Logic Design**
Boolean algebra and logic gates; simplification of Boolean functions; arithmetic operations; analysis and design of combinatorial logic circuits with SSI, MSI, and LSI; sequential logic components; registers; counters and memory units; analysis and synthesis of sequential synchronous and asynchronous networks. (Co-requisites: MATH-2780 and MATH-2790) (3 lecture, 2 Laboratory/tutorial hours or equivalent a 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 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?*

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- *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 following information describes how the undergraduate ECE program incorporates Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

1. What process has your department/Faculty used to consider Indigenization?

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a presentation about Indigenous issues and students complete an assignment. ELEC-4000 Capstone Design Project is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

2. How have you considered the importance or relevance to the course/program?

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact the next seven generations.

As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of twelve Graduate Attributes to be demonstrated by students graduating from an accredited engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

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3.   How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

This is an area of weakness within the Faculty of Engineering. The initial process was created by the Associate Dean, Academic, without much involvement by faculty members. However, changes are being made to raise awareness. Through the Faculty's Equity, Diversity and Inclusion Advisor, faculty members have been made aware of relevant presentations and workshops, e.g., events that were held on and around Orange Shirt Day as well as slides for instructors to use in their classes to provide information about Orange Shirt Day. The Faculty of Engineering Curriculum Committee has identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. curricula. The Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in the short course "Pulling Together: A Guide for Curriculum Developers." All the instructors in the Faculty were also encouraged to attend the workshops to raise awareness (an email was sent on Feb 10, 2023). As part of each program's continuous improvement process, an email was sent to instructors on January 27, 2023, asking, among other items, instructors to consider if, and how, their courses can include Indigenous content.

4.   What do the [TRC] and [University Principles] documents suggest relevant to your course?

The process that the Faculty of Engineering is taking (described in answer to question 1) affirms the spirit of the TRC Call to Action item 62(i), to create a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [2]. As well the University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [3]. Finally, the ELEVATE program provides funding and collaborative opportunities for Indigenous students in Engineering, which aligns with the principle of committing to "develop opportunities for Indigenous students" [3].

5.   What have other similar courses/programs done that might be relevant to your course/program?

The Faculty of Engineering began by developing and implementing our own approach. Now, we are beginning to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada.

6.   In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?

The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

7.   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?

As a whole, the Faculty's awareness is limited. Some faculty members are better informed than others, but this is another area of weakness. The Equity, Diversity and Inclusion Officer in Engineering, who has been hired recently, has begun providing relevant resources and workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

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8. **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)**

We have met with the Indigenization Learning Specialist, Jaimie Kechego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering.

PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

9. **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?

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kechego.

References

1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. https://www.ontario.ca/laws/regulation/900941
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015.
https://ehprnh2mwo3.exactdn.com/wpcontent/uploads/2021/01/Calls_to_Action_English2.pdf
3. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015.
https://www.univcan.ca/wp-content/uploads/2015/11/principles-on-indigenous-education-universities-canada-june-2015.pdf (accessed on 29 August 2023)

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A.2 Experiential Learning Categories

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

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

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

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

B.   Learning Outcomes for the Courses Listed Above

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

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<table>
<tr><td colspan="2">COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.</td></tr>
<tr><td>COURSE NUMBER AND TITLE:</td><td>~~GENG-2340. Electrical and Computing Fundamentals~~ <u>ELEC-2140. Circuit Analysis I</u>
ELEC-2140. Circuit Analysis I
(Note: Learning outcomes were last updated March 11, 2011. These are revised learning outcomes)</td></tr>
</table>

<table>
<tr><td colspan="2">SELECT ONE OF THE FOLLOWING:</td></tr>
<tr><td>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/)</td><td>_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td></tr>
<tr><td>II.   There are changes to the course learning outcomes</td><td>_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td></tr>
<tr><td>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/)</td><td>__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td></tr>
<tr><td>IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.</td><td>_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:
check CUMA database at:
https://ctl2.uwindsor.ca/cuma/public/)</td></tr>
</table>

LEARNING OUTCOMES TABLE

Course Learning Outcomes ELEC-2140. Circuit Analysis I *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply knowledge of Circuit Analysis, define the project details, relate the acquired methods and knowledge to the problem at hand	A. the acquisition, application and integration of knowledge
B. Construct and formulate problems, identify and evaluate related sources of information	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Accurately examine all aspects of problems, distinguish application- specific features, inspect all practical aspects, assemble and test solution methods	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society

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Course Learning Outcomes ELEC-2140. Circuit Analysis I *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. N/A	F. interpersonal and communications skills
G. Collaborate in lab experiments as a team, report and justify proposed methodology and framework	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. Comprehend the deep impact and wide application of circuit design and analysis in daily life and build on the acquired fundamental knowledge to advance professional abilities.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~ELEC-2110. Computer-Aided Analysis~~ **ELEC-3010. Computer-Aided Analysis** *(These are new learning outcomes)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply numerical algorithms used for solving complex engineering problems. Obtain approximate solutions to otherwise intractable mathematical problems.	A. the acquisition, application and integration of knowledge

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
B. N/A	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. N/A Identify, formulate, analyze, and solve complex engineering problems using numerical methods	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N/A	F. interpersonal and communications skills
G.N/A	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. Develop expertise in using the latest version of MATLAB to implement and solve numerical algorithms	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~ELEC-4430. Embedded System Design~~ **ELEC-3040. Embedded System Design** *(These are new learning outcomes)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply the essential features of real-world embedded systems, hardware/software design trade-offs and how market constraints impact design decisions	A. the acquisition, application and integration of knowledge
B. N/A	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Complete embedded system simulation, design and implementation projects and submit a report summarizing the work done	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. Demonstrate professionalism (Examples: regular attendance, adherence to submission deadlines, courteous interactions with students and staff)	E. responsible behaviour to self, others and society
F. Write and submit project reports for embedded system design projects	F. interpersonal and communications skills
G. Work effectively in teams to complete embedded system design projects	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. Demonstrate expertise in using state-of-the-art CAD tools for custom hardware design using FPGAs and for microcontroller-based embedded system design	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~ELEC-2250. Physical Electronics~~ **ELEC-3030. Physical Electronics** (*Note: learning outcomes were last updated June 15, 2017. These are revised learning outcomes*)
SELECT ONE OF THE FOLLOWING:	

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

I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:_____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Describe fundamental properties of different semiconductor materials and how the conductivity of semiconductors can be engineered to make useful electron devices	A. the acquisition, application and integration of knowledge
B. Analyze and use variables and mathematical models that characterize current voltage and other functional characteristics of semiconductor device	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Implement the mathematical models in computer based design tools such as MATLAB to analyze and graphically illustrate the behaviour of different physical parameters and how the graphical results can be used to design a semiconductor device.	C. critical thinking and problem-solving skills
D. ~~Understand the constructional details, current-voltage characteristics, and design methodology of P-N junction diodes, MOSFETs, and BJTs.~~	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N/A	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. ~~Analyze and design semiconductor devices.~~	I. the ability and desire for continuous learning

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

<table>
<tr><td colspan="2" align="center">COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.</td></tr>
<tr><td>COURSE NUMBER AND TITLE:</td><td>ELEC-4000. Capstone Design Project
<i>(Note: There are new learning outcomes)</i></td></tr>
<tr><td colspan="2">SELECT ONE OF THE FOLLOWING:</td></tr>
<tr><td>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/)</td><td>__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td></tr>
<tr><td>II. There are changes to the course learning outcomes</td><td>____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td></tr>
<tr><td>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/)</td><td>____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.</td></tr>
<tr><td>IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.</td><td>____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____
(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)</td></tr>
</table>

<table>
<tr><td>Course Learning Outcomes
<i>This is a sentence completion exercise.</i>

At the end of the course, the successful student will know and be able to:</td><td>Characteristics of a University of Windsor Graduate

A U of Windsor graduate will have the ability to demonstrate:</td></tr>
<tr><td>A.
N/A</td><td>A. the acquisition, application and integration of knowledge</td></tr>
<tr><td>B.
Capstone Term 1 and Term 2: Design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, economic, environmental, cultural and societal considerations.</td><td>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</td></tr>
<tr><td>C.
Capstone Term 1 and Term 2: Create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.</td><td>C. critical thinking and problem-solving skills</td></tr>
<tr><td>D.
Capstone Term 1 and Term 2: Appropriately incorporate economics and business practices including project, risk and change management into the practice of engineering, and to understand their limitations.</td><td>D. literacy and numeracy skills</td></tr>
</table>

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
E. Capstone Term 1 and Term 2: Analyse social and environmental aspects of engineering activities. Such abilities include an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society; the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship. Apply professional ethics, accountability, and equity. Explain the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest. Capstone Term 2: Explain legal issues relevant to engineering activity	E. responsible behaviour to self, others and society
F. Capstone Term 1 and Term 2: Communicate complex engineering concepts within the profession and with society at large. Such abilities include reading, writing, speaking, and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions	F. interpersonal and communications skills
G. Capstone Term 1 and Term 2: Work effectively as a member and leader in teams, preferably in a multi-disciplinary setting	G. teamwork, and personal and group leadership skills
H. Capstone Term 1 and Term 2: Create effective design solutions for complex, open-ended engineering problems	H. creativity and aesthetic appreciation
I. Capstone Term 1 and Term 2: Identify and to address their own educational needs in a changing world, sufficiently to maintain their competence and contribute to the advancement of knowledge	I. the ability and desire for continuous learning

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~GENG-2320. Engineering Software Fundamentals~~ **ELEC-2320. Software Fundamentals** *(Note; These are new learning outcomes.)*

SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course_____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Use C++ for computer programming. Apply programming knowledge to model engineering problems using procedural and object-oriented programming methods.	A. the acquisition, application and integration of knowledge
B. Explain the limitations of computational and programming methods to model and analyze engineering systems	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. N/A	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N/A	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
H.N/A	H. creativity and aesthetic appreciation
N/A	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~ELEC-2200. Circuit Analysis I~~ **ELEC-2200. Circuit Analysis II** *(Note: Learning outcomes were last updated May 25, 2018. These are revised learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify the concept of phasor; and apply it for the sinusoidal steady-state analysis of circuits	A. the acquisition, application and integration of knowledge
B. Compute complex arithmetic, frequency responses, and perform parametric studies using modern engineering tools such as MATLAB and PSpice through a variety of analysis projects	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. • Identify the concept of steady-state power and analyze circuits to • make power calculations.	C. critical thinking and problem-solving skills

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Solve three-phase and magnetically coupled circuits. Perform steady-state sinusoidal analysis of AC circuits using the same circuit analysis methods as used in DC circuits, instead using complex impedances and phasors. Determine complex power in AC circuits, including average power, reactive power, and power factor. Calculate any set of two-port parameters with circuit analysis.	
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Communicate effectively with peers	F. interpersonal and communications skills
G. Work and collaborate in a team-based environment, accepting responsibility in the team	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	~~ELEC-2170. Digital Logic Design I~~ **ELEC-2170. Digital Logic Design** *(Note: These are new learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__x__ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____

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

	(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

| Course Learning Outcomes
This is a sentence completion exercise.

At the end of the course, the successful student will know and be able to: | Characteristics of a University of Windsor Graduate

A U of Windsor graduate will have the ability to demonstrate: |
|---|---|
| A. Analyze and design combinational and sequential digital logic circuits | A. the acquisition, application and integration of knowledge |
| B. Create Verilog Hardware Description Language (HDL) models for schematic representations of digital logic circuits. | B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) |
| C. Synthesize Verilog HDL models for Programmable Logic Devices (PLDs) | C. critical thinking and problem-solving skills |
| D. N/A | D. literacy and numeracy skills |
| E. Define the concepts of ethics and equity. | E. responsible behaviour to self, others and society |
| F. N/A | F. interpersonal and communications skills |
| G. N/A | G. teamwork, and personal and group leadership skills |
| H. N/A | H. creativity and aesthetic appreciation |
| I. Identify the benefits of becoming a member of a Professional Society | I. the ability and desire for continuous learning |

University of Windsor
Program Development Committee

*5.21:   **Electrical and Computer Engineering – New Course Proposals (Form D)**

Item for: **PDC Approval**

MOTION: That the following course be approved:^
              ELEC-3000. Engineering Design

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The new course has been approved by the Department of Electrical and Computer Engineering Council and the Faculty of Engineering Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Applied Science - Electrical Engineering
DEPARTMENT(S)/SCHOOL(S):	Electrical and Computer Engineering
FACULTY(IES):	Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)*	Fall 2023

A. NEW COURSE PROFILE

Course # and Title: ELEC-3000. Engineering Design

A.1 Calendar Description

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

This course is based on one or more electrical engineering design projects. It involves designing electrical engineering sub-systems used in real world applications. All the knowledge and skills acquired in the second-year electrical engineering courses will be required to complete the design projects. The students will work in teams of 2 or 3 members to complete the projects. (Prerequisites: completion of all 2nd year electrical engineering courses) (1.5 lecture, 3 laboratory/tutorial hours or equivalent a week.)

A.2 Experiential Learning Categories

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

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

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/experiential learning
3.0	54	X				1.5	3		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
completion of all 2nd year electrical				Yes	

engineering courses					

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course introduces electrical engineering students to the design of electrical engineering sub-systems. It teaches design skills critical for real world applications in electrical engineering. It also helps them prepare for their fourth-year capstone design project course.

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

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

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

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

This course does not contain indigenous content. However, the following information describes how the undergraduate electrical engineering program incorporates Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

1. What process has your department/Faculty used to consider Indigenization?

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment

to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a presentation about Indigenous issues and students complete an assignment. ELEC-4000 Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design. This course, ELEC-3000 – Engineering Design, will reinforce this concept.

2. How have you considered the importance or relevance to the course/program?

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact the next seven generations.

As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of twelve Graduate Attributes to be demonstrated by students graduating from an accredited engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

This is an area of weakness within the Faculty of Engineering. The initial process was created by the Associate Dean, Academic, without much involvement by faculty members. However, changes are being made to raise awareness. Through the Faculty's Equity, Diversity and Inclusion Advisor, faculty members have been made aware of relevant presentations and workshops, e.g., events that were held on and around Orange Shirt Day as well as slides for instructors to use in their classes to provide information about Orange Shirt Day. The Faculty of Engineering Curriculum Committee has identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. curricula. The Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in the short course "Pulling Together: A Guide for Curriculum Developers." All the instructors in the Faculty were also encouraged to attend the workshops to raise awareness (an email was sent on Feb 10, 2023). As part of each program's continuous improvement process, an email was sent to instructors on January 27, 2023, asking, among other items, instructors to consider if, and how, their courses can include Indigenous content.

4. What do the TRC and University Principles documents suggest relevant to your course?

The process that the Faculty of Engineering is taking (described in answer to question 1) affirms the spirit of the TRC Call to Action item 62(i), to create a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [2]. As well the University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for

non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [3]. Finally, the ELEVATE program provides funding and collaborative opportunities for Indigenous students in Engineering, which aligns with the principle of committing to "develop opportunities for Indigenous students" [3].

5. **What have other similar courses/programs done that might be relevant to your course/program?**

The Faculty of Engineering began by developing and implementing our own approach. Now, we are beginning to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada.

6. **In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?**

The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

7. **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?**

As a whole, the Faculty's awareness is limited. Some faculty members are better informed than others, but this is another area of weakness. The Equity, Diversity and Inclusion Officer in Engineering, who has been hired recently, has begun providing relevant resources and workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

8. **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)**

We have met with the Indigenization Learning Specialist, Jaimie Kechego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering.

PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

9. **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?

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kechego.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

References

1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. https://www.ontario.ca/laws/regulation/900941
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
3. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/

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

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.**

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Utilize their skills and knowledge in electrical engineering to explore potential solutions for a given design problem	A. the acquisition, application and integration of knowledge
Given a design specification, investigate and select the required simulators, CAD tools and components to implement the design.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Given a design specification, create an optimized design that satisfies the design functionality and constraints	C. critical thinking and problem-solving skills
N/A	D. literacy and numeracy skills
N/A	E. responsible behaviour to self, others and society
Prepare and deliver presentations and reports at different stages of the design process	F. interpersonal and communications skills
Work cooperatively as a member of a team to meet design goals	G. teamwork, and personal and group leadership skills

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Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
N/A	H. creativity and aesthetic appreciation
N/A	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
	70	70	70	70	70

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

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

This is a new required third year course that will not have an impact on the enrolment of existing courses in the ECE BASc program.

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.

ECE has faculty members with the required knowledge and experience to teach the 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.

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
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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 new resources are anticipated for delivery of this course.

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.).

There is no anticipated reallocation of resources or cost savings.

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

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

If not applicable, write n/a.

Faculty:	n/a
Staff:	n/a
GA/TAs:	n/a

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

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

If not applicable, write n/a.

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

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

*5.20:   **Visual Arts – Learning Outcomes**

Item for: **Information**

This package contains the following learning outcomes:
MACS-1500. Contemporary Visual Culture
VSAR-1050 – Studio Practice and Ideas/Space
VSAR-1060 – Studio Practice and Ideas/Image
VSAR-1070 – Studio Practice and Ideas/Drawing
VSAR-1080. Studio Practice Ideas/Image

PROGRAM TITLE: Visual Arts
DEPARTMENT/FACULTY: School of Creative Arts
COURSE #AND TITLE: MACS-1500. Contemporary Visual Culture

LEARNING OUTCOMES TABLE

MACS-1500. Contemporary Visual Culture **Course Learning Outcomes** *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Analyze visual media, for example visual art, advertising, and social media, using various methods including social and historical perspectives, formalist principles, and semiotics.	A. the acquisition, application and integration of knowledge
B. Access visual and academic research resources. Evaluate the quality of information from an academic perspective.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Explore a research question related to visual culture.	C. critical thinking and problem-solving skills
D. Write reflection and research papers.	D. literacy and numeracy skills
E. Identify the negative impacts of stereotypes.	E. responsible behaviour to self, others and society
F. Engage in constructive dialogue with peers.	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. Apply research to creative practice. Describe and discuss artworks by professional artists, including artists from diverse backgrounds and Indigenous artists.	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

COURSE AND TITLE: VSAR-1050 – Studio Practice and Ideas/Space

VSAR-1050 – Studio Practice and Ideas/Space Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply introductory level sculpture skills and techniques in a range of media, which may include wood, metal, mixed media assemblage, and 3D digital modeling using current industry standard software. Utilize vocabulary associated with sculpture, including the names of tools, materials, and techniques.	A. the acquisition, application and integration of knowledge
B. Critique 3D artworks and make concrete suggestions of how they can be improved based on knowledge of sculpture techniques and the elements of art and the principles of design.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use sketchbooks to explore ideas and plan 3D art projects. Select the appropriate materials and techniques to realize projects. Identify ways that 3D digital modeling can be utilized to realize projects. Calculate the amounts of materials required to execute projects.	C. critical thinking and problem-solving skills
D. Write short descriptions and analyses of 3D works of art. Write short artist statements describing the intent of 3D artworks they have created.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Articulate personal observations and opinions in group discussions.	F. interpersonal and communications skills
G. Contribute to group critiques of artworks.	G. teamwork, and personal and group leadership skills
H. Plan and execute 3D artworks that express personal ideas and imagery. Describe and discuss 3D artworks by professional artists, including artists from diverse backgrounds and Indigenous artists. Analyze how artists' material and formal decisions construct meaning in 3D artworks.	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

VSAR-1060 – Studio Practice and Ideas/Image **Course Learning Outcomes** *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply composition and colour skills in a range of media, which may include painting, photography, digital media, photography, and other visual art practices. Utilize vocabulary associated with composition including the elements of art and principles of design. Utilize vocabulary associated with colour, including value, hue, saturation, and related terminology.	A. the acquisition, application and integration of knowledge
B. Evaluate works of art and make concrete suggestions of how they can be improved based on knowledge of the elements of art and the principles of design.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply knowledge of colour theory to accurately mix pigment colours. Use a sketchbook to explore ideas and plan projects.	C. critical thinking and problem-solving skills
D. Write short analyses of artworks, focusing on artists' compositional decisions and their use of colour. Write short artist statements describing the intent of artworks they have made.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Articulate personal observations and opinions in group discussions.	F. interpersonal and communications skills
G. Contribute to group critiques of artworks.	G. teamwork, and personal and group leadership skills
H. Apply colour theory and the elements of art and principles of design when planning and developing personal works of art. Describe and discuss the use of colour and composition in works by professional artists, including artists from diverse backgrounds and Indigenous artists. Analyze how artists' decisions about colour and composition shape meaning in their works.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE #AND TITLE: VSAR-1070 – Studio Practice and Ideas/Drawing

VSAR-1070 – Studio Practice and Ideas/Drawing **Course Learning Outcomes** *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Draw using observational, analytical, conceptual, and experimental approaches using a range of wet and dry media. Utilize vocabulary associated with drawing, including the elements of art and principles of design, names of materials, and names of techniques.	A. the acquisition, application and integration of knowledge
B. Evaluate drawings and make concrete suggestions of how they can be improved.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use drawing techniques to describe form, space, and movement. Render proportions accurately. Choose drawing media and drawing styles to shape meaning in works of art and create desired effects. Use sketchbooks to explore ideas and plan drawing projects.	C. critical thinking and problem-solving skills
D. Write short descriptions and analyses of drawings. Write short artist statements describing the intent of drawings they have made.	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. Articulate personal observations and opinions in group discussions.	F. interpersonal and communications skills
G. Contribute to group critiques of artworks.	G. teamwork, and personal and group leadership skills
H. Create drawings that express personal ideas and imagery. Discuss drawings by professional artists, including artists from diverse backgrounds and Indigenous artists. Describe how artists' compositional, stylistic, and material decisions construct meaning in drawings.	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

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VSAR-1080. Studio Practice Ideas/Image **Course Learning Outcomes** *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Control focus, exposure, composition, and camera angle when recording video. Record audio with an efficient signal-to-noise ratio. Apply a range of editing and processing techniques to audio and video. Utilize vocabulary associated with time-based media.	A. the acquisition, application and integration of knowledge
B. Analyze works of time-based art and make concrete suggestions of how they can be improved based on knowledge of audio and video recording, editing, and processing.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use sketchbooks, or other tools and methods, to explore ideas and plan time-based projects.	C. critical thinking and problem-solving skills
D. Write short descriptions and analyses of time-based artworks. Write short artist statements describing the intent of a time-based artworks.	D. literacy and numeracy skills
E. Follow ethical practices related to copyright when utilizing sound and imagery created by others. Contextualize creative work within an ethical and sustainable artistic practice.	E. responsible behaviour to self, others and society
F. Articulate personal observations and opinions in group discussions.	F. interpersonal and communications skills
G. Contribute to group critiques of artworks.	G. teamwork, and personal and group leadership skills
H. Utilize a range of aesthetic approaches to create time-based artworks. Identify and describe techniques of time-based artworks. Describe and discuss time-based artworks by professional artists, including artists from diverse backgrounds and Indigenous artists.	H. creativity and aesthetic appreciation
I.N/A	I. the ability and desire for continuous learning