

NOTICE OF MEETING

**There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday, November 15, 2023 at 9:00am-11:00am
Virtual MS Teams**

AGENDA

- 1 Approval of Agenda**
- 2 Minutes of Meeting of October 20, 2023** **PDC231020M**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**
- 5 Reports/New Business**
 - *5.1 Philosophy – New Course Proposals (Form D)** **Philip Rose-Approval**
PDC23115-5.1
 - *5.2 Political Science (Graduate) – Minor Program Changes (Form C)** **John Sutcliffe-Approval**
PDC23115-5.2
 - *5.3 Political Science (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** **John Sutcliffe-Information**
PDC23115-5.3
 - *5.4 Kinesiology – Minor Program Changes (Form C)** **Sarah Woodruff Atkinson-Approval**
PDC23115-5.4
 - *5.5 Kinesiology – Summary of Minor Course and Calendar Changes (Form E)** **Sarah Woodruff Atkinson-Information**
PDC23115-5.5
 - *5.6 French Studies – Minor Program Changes (Form C)** **Tanja Collet-Najem-Approval**
PDC23115-5.6
 - *5.7 Concurrent General Bachelor of Arts (French Studies)/ Bachelor of Education – Minor Program Changes (Form C)** **Tanja Collet-Najem-Approval**
PDC23115-5.7
 - *5.8 Realignment of Industrial Engineering Program with the Mechanical Engineering Program Sequencing** **Bill Van Heyst-Information**
PDC23115-5.8
 - *5.9 Removal of Industry Partner References from the International MASc In Automotive Engineering/Laurea Magistrale in Automotive Engineering** **Bill Van Heyst-Information**
PDC23115-5.9
 - *5.10 Suspending Admissions to the Master of Engineering (Materials Option) Program** **Bill Van Heyst-Information**
PDC23115-5.10
 - *5.11 Industrial Engineering – Minor Program Changes (Form C)** **Bruce Minaker-Approval**
PDC23115-5.11

***5.12 French Studies – Summary of Minor Course and Calendar Changes (Form E)**

Tanja Collet-Najem-Information
PDC23115-5.12

***5.13 Sociology and Criminology/Women's and Gender Studies – Summary of Minor Course and Calendar Changes (Form E)**

John Deukmedjian-Information
PDC23115-5.13

***5.14 Electrical Engineering – Minor Program Changes (Form C)**

Afsaneh Edrisy-Approval
PDC23115-5.14

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: **Philosophy – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course be approved: ^

PHIL-1800 – 1890. Special Topics

PHIL-3800 – 3890. Special Topics

^Subject to approval of the expenditures required.

Rationale/Approvals

- The new courses have been approved by the Department of Philosophy Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Philosophy
DEPARTMENT(S)/SCHOOL(S):	Philosophy
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2024
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A. NEW COURSE PROFILE

Course # and Title: PHIL-1800 – 1890 Special Topics

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.

Special topics courses will be offered occasionally, as resources allow, to meet a demonstrated academic need not satisfied by the regular course offerings. Interested students should inquire in the Philosophy office.)(May be repeated for credit if content changes.)

A.2 Experiential Learning Categories

Does the course include experiential learning? Check all that apply.

For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>

- | | |
|--|--|
| <input type="checkbox"/> applied research
<input type="checkbox"/> capstone
<input type="checkbox"/> clinic
<input type="checkbox"/> co-op
<input type="checkbox"/> community service learning
<input type="checkbox"/> creative performance or exhibit <i>(for visual and performing arts)</i>
<input type="checkbox"/> entrepreneurship
<input type="checkbox"/> field experience or site visit
<input type="checkbox"/> labs
<input checked="" type="checkbox"/> No experiential learning in this course | <input type="checkbox"/> field work
<input type="checkbox"/> industry/community consulting project
<input type="checkbox"/> interactive simulations
<input type="checkbox"/> internship – full-time
<input type="checkbox"/> internship – part-time
<input type="checkbox"/> professional practicum
<input type="checkbox"/> research project
<input type="checkbox"/> 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 <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	36				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
				No	

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

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

Optional course for those with interest in special topics in Philosophy that are not covered in our other introductory courses. It will also serve as a placeholder for offering credit equivalency for philosophy courses at other institutions that have no credit equivalent course in our current calendar.

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

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

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

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

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

Some of our master's students are researching directly topics related to Indigenous issues in philosophy and we do offer courses that deal with these issues directly; namely PHIL 1350, Culture, Health, and Social Justice on Turtle Island, PHIL 2300, Indigenous Philosophy of the Americas and when an Indigenous topic is chosen for our 4th year topics course. In the Fall of 2020, our Departmental Seminar focused upon Epistemology and the role it plays in Indigenous Resistance and Resurgence. However, some have found it difficult to incorporate Indigenous issues directly into many of our courses because many are time and place specific as we have a focus upon the Western Philosophical tradition. In this way, our topics courses are the best way to bring in Indigenous topics as they come up in our research.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

This being said, we have been considering applying for a grant for our department to purchase books addressing Indigenous philosophy in an effort to have these available in our department for faculty and students. We are hoping that, in time, they will feel more comfortable incorporating this alternative view into their classrooms, where appropriate (for example in a course addressing differing ethical approaches to decisions). We have no desire to treat the topic flippantly or simply in passing as an afterthought, and thus it will take time and an investment to properly educate our existing faculty in Indigenous issues. It is entirely possible that younger faculty would have more insight in this area, or any new faculty hire might offer a competency ready-made, but we currently have no options to replace our retired faculty. We have seen the offer for grants and would like to use this to purchase materials pertinent to the Indigenization of our program.

This being a topics course, it offers us a unique opportunity to share what we learn during this process in a trial setting with possible topics being a collection of any area of philosophical thought not already covered in our other courses.

B.3 LEARNING OUTCOMES (QAF section 2)

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

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

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and discuss some individuals in, or concepts related to, the special topic being explored.	A. the acquisition, application and integration of knowledge
B. Restate and summarize key ideas pertaining to the special topic being explored.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Appraise philosophical arguments and distinguish different and relevant claims from irrelevant facts and ideas.	C. critical thinking and problem-solving skills
D. Interpret and compose philosophical ideas	D. literacy and numeracy skills
E. Employ ethical principles to assess the role that actions play in living well, and to make thoughtful decisions when faced with moral problems.	E. responsible behaviour to self, others and society
F. Actively listen to ideas presented by others. Discuss, philosophically, ideas presented by others and oneself. Interpret opposing views charitably.	F. interpersonal and communications skills

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NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Reflect philosophically upon important issues as they arise in every day life.	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
	N/A	N/A	N/A	N/A	N/A

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?

Negligible.

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 new resources required.

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

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

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 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

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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:	Classroom
Equipment (and Maintenance):	N/A

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Gen./Hon./Co-op Philosophy
DEPARTMENT(S)/SCHOOL(S):	Philosophy
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2024
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A. NEW COURSE PROFILE

Course # and Title: PHIL-3800 – 3890 Special Topics

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.

Special topics courses will be offered occasionally, as resources allow, to meet a demonstrated academic need not satisfied by the regular course offerings. Interested students should inquire in the Philosophy office.)(May be repeated for credit if content changes.)

A.2 Experiential Learning Categories

Does the course include experiential learning? Check all that apply.

For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>

- | | |
|--|--|
| <input type="checkbox"/> applied research
<input type="checkbox"/> capstone
<input type="checkbox"/> clinic
<input type="checkbox"/> co-op
<input type="checkbox"/> community service learning
<input type="checkbox"/> creative performance or exhibit <i>(for visual and performing arts)</i>
<input type="checkbox"/> entrepreneurship
<input type="checkbox"/> field experience or site visit
<input type="checkbox"/> labs
<input checked="" type="checkbox"/> No experiential learning in this course | <input type="checkbox"/> field work
<input type="checkbox"/> industry/community consulting project
<input type="checkbox"/> interactive simulations
<input type="checkbox"/> internship – full-time
<input type="checkbox"/> internship – part-time
<input type="checkbox"/> professional practicum
<input type="checkbox"/> research project
<input type="checkbox"/> 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 <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	36				3			

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

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Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
				No	

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

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

B.1 Course Goal(s)

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

Optional course for those with interest in special topics in Philosophy that are not covered in our other advanced courses. It will also serve as a placeholder for offering credit equivalency for philosophy courses at other institutions that have no credit equivalent course in our current calendar.

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

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

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

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

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

Some of our master's students are researching directly topics related to Indigenous issues in philosophy and we do offer courses that deal with these issues directly; namely PHIL 1350, Culture, Health, and Social Justice on Turtle Island, PHIL 2300, Indigenous Philosophy of the Americas and when an Indigenous topic is chosen for our 4th year topics course. In the Fall of 2020, our Departmental Seminar focused upon Epistemology and the role it plays in Indigenous

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NEW COURSE PROPOSALS

FORM D

Resistance and Resurgence. However, some have found it difficult to incorporate Indigenous issues directly into many of our courses because many are time and place specific as we have a focus upon the Western Philosophical tradition. In this way, our topics courses are the best way to bring in Indigenous topics as they come up in our research.

This being said, we have been considering applying for a grant for our department to purchase books addressing Indigenous philosophy in an effort to have these available in our department for faculty and students. We are hoping that, in time, they will feel more comfortable incorporating this alternative view into their classrooms, where appropriate (for example in a course addressing differing ethical approaches to decisions). We have no desire to treat the topic flippantly or simply in passing as an afterthought, and thus it will take time and an investment to properly educate our existing faculty in Indigenous issues. It is entirely possible that younger faculty would have more insight in this area, or any new faculty hire might offer a competency ready-made, but we currently have no options to replace our retired faculty. We have seen the offer for grants and would like to use this to purchase materials pertinent to the Indigenization of our program.

This being a topics course, it offers us a unique opportunity to share what we learn during this process in a trial setting with possible topics being a collection of any area of philosophical thought not already covered in our other courses.

B.3 LEARNING OUTCOMES (QAF section 2)

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

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

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Explain, criticize and think independently about the major problems pertaining to the special topic being explored.	B. the acquisition, application and integration of knowledge
B. Read and interpret primary sources critically and find and evaluate secondary sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Argue for or against specific issues in a logically coherent manner.	C. critical thinking and problem-solving skills
D. Communicate arguments in a grammatically and orthographically correct manner. Read critically and evaluate philosophical texts.	D. literacy and numeracy skills
E. Respect diverse opinions on different issues in discussion and debate with peers.	E. responsible behaviour to self, others and society

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NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. Listen charitably to ideas and discuss, philosophically, positions presented by others and oneself.	F. interpersonal and communications skills
G. Develop topics, take argumentative stands on these topics and make convincing cases for adopting particular positions.	G. teamwork, and personal and group leadership skills
H. Formulate, advance, and defend one's positions on key philosophical problems.	H. creativity and aesthetic appreciation
I. Reflect philosophically upon important issues as they arise in every day life.	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
	N/A	N/A	N/A	N/A	N/A

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?

Negligible.

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,*

PROGRAM DEVELOPMENT COMMITTEE

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FORM D

- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

No new resources required.

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.*

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

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NEW COURSE PROPOSALS
FORM D**

GA/TAs:	N/A
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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:	Classroom
Equipment (and Maintenance):	N/A

**University of Windsor
Program Development Committee**

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

Item for: Approval

Forwarded by: Faculty of Graduate Studies

MOTION 1: That the degree requirements for Master of Arts in Political Science (MA) be changed in accordance with the program/course change forms.^

MOTION 2: That the Master of Arts in Political Science (MA) and Master of Public Policy Articulation Agreement with University of Michigan be discontinued.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Arts in Political Science (MA) Master of Arts in Political Science (MA) and Master of Public Policy Articulation Agreement with University of Michigan
DEPARTMENT(S)/SCHOOL(S):	Political Science
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2024
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A.1 PROGRAM REQUIREMENT CHANGES

<p><i>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 <u>bolding and underlining</u>.</i></p> <p><i>Example:</i> Degree requirements: WXYZ-1000, WXYZ-1010, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the <u>3000-level or</u> 4000-level.</p>

Master of Arts in Political Science (MA)

Admission Requirements

The normal requirement for admission to the one-year MA program is an honours degree or combined honours degree in Political Science, or an honours degree in a related discipline, such as International Relations, with a 77% average. Honours graduates in fields other than these will be considered on the basis of their academic background and standing. Those with less than a four-year degree, or with minor deficiencies, will be required to take additional courses, or to enter a two-year program.

Program Requirements

Completion of the MA degree will follow one of three routes:

A Major Paper

1. Successful completion of POLS-8000 (Scope and Approaches to Political Science).
2. Successful completion of five further graduate classes (one of which may be taken outside of the department subject to the approval of the graduate chair)
3. Completion of a major paper. The major paper will be written under the direction of a committee normally composed of two Political Science faculty members. A successful oral defence of the major paper is required.
The major paper is graded on a pass/fail basis.

B. Thesis

1. Successful completion of POLS-8000
2. Successful completion of three further graduate classes (one of which may be taken outside of the department subject to the approval of the graduate chair)
3. Completion of a thesis. The thesis will be written under the direction of a committee composed of two Political Science faculty members plus a member outside Political Science, but from within the University. A successful oral defense of the thesis is required.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

C. Internship

1. Successful completion of POLS-8000 (Scope and Approaches to Political Science).
2. Successful completion of five further graduate classes (one of which may be taken outside of the department subject to the approval of the graduate chair).
- ~~3. Successful completion of an Internship (POLS-8950), which includes:~~
- ~~4. One 6-month internship. This is graded on a pass/fail basis. One 40-page Major Internship Paper (MRP) written on a topic relating to the student's internship placement. This will be graded on a pass/fail basis as with the existing major paper stream. A poster presentation of the research paper held at a public event marking the culmination of the internship.~~
5. **Completion of a six-month internship (POLS-8950);**
6. **Completion of an internship paper. The internship paper will be written under the direction of a committee normally composed of two Political Science faculty members;**
7. **A successful oral defence of the internship paper;**

After successful completion of three graduate courses, the graduate committee will request applications from students interested in participating in the internship stream (C).

The committee will select the successful students.

The Political Science Graduate Committee will evaluate the performance of the remaining students and recommend completion of the degree by route (A) or (B)

~~All students must successfully complete POLS-8000 in order to complete the degree. Any student securing a failing grade will normally be asked to withdraw from the program.~~

Additional Information that pertains to all program streams:

All students must successfully complete POLS-8000 to complete the degree.

Any student securing a failing grade will normally be asked to withdraw from the program.

Articulation Agreement (University of Michigan): Master of Arts in Political Science (MA) and Master of Public Policy Articulation Agreement with University of Michigan

Articulation Agreement (University of Michigan)

~~Master of Arts in Political Science (MA) and Master of Public Policy Articulation Agreement with University of Michigan~~

~~The articulation agreement will enable students in the Political Science Master's program to receive transfer credit for their graduate political science courses towards the University of Michigan (Dearborn campus) Master of Public Policy program.~~

~~Students will be admitted separately into the two programs, through a joint admissions committee, but will complete the degrees concurrently.~~

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 changes proposed for the calendar are mostly editorial and updated information. The language has been simplified for the three options and duplications have been removed. We are also updating the information regarding the discontinuation of the articulation agreement with the University of Michigan, which has no enrolment. The agreement has been inactive for several years now since UM stopped offering their degree upon which the joint agreement was built. They no longer offer the MPP. They do have a Master of Public Administration and Policy so it may be worth contacting them to see if there is any interest in building a new agreement around this 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?
- 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 proposed changes have no material impact on the Indigenous content of the program. These changes only provide clarity regarding current practices. The Department of Political Science continues its commitment to reconciliation by consulting with our Indigenous scholar for advice on how to improve our offerings. We have Committee whose mandate this year is to provide more guidance on how to incorporate the Truth and Reconciliation calls to action in our programming. We will continue to encourage faculty and students to engage in anti-racism and anti-oppression training.

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*

These changes have no impact on resources for other campus units or programs.

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.

There is no impact on teaching for these changes.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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.

There is no change in supervisory loads for these program changes. The changes listed above only reflect current department practice.

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.

These changes have no impact on financial assistance for graduate students.

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

There are no new resources that are applicable for the revised program.

C.5 Planned Reallocation of Resources and Cost-Savings

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

The changes have no impact on cost-savings.

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:	NA
Staff:	NA
GA/TAs:	NA

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:	NA
Teaching and Learning Support:	NA
Student Support Services:	NA
Space and Facilities:	NA
Equipment (and Maintenance):	NA

University of Windsor
Program Development Committee

*5.3: Political Science – (Graduate) Summary of Minor Course and Calendar Changes (Form E)

Item for: Information

Forwarded by: Faculty of Graduate Studies

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.**

Graduate
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**

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

POLS-8950. Political Science MA Internship

The Political Science MA Internship places students in a full-time work placement relating to public policy and political science generally. Students will be placed with an organization for approximately six months in the summer and fall semesters. During this period, they will have the opportunity to continue their study of politics at a practical level, synthesizing the theory to practice. Interns will meet periodically during the internship in a class setting to evaluate the progress of their internships. ~~At the conclusion of the work placement, students will prepare a research paper relating to their work experience. This paper will be publicly presented at a conference in December.~~

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

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

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

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

The Department of Political Science has taken steps to encourage a welcoming and accessible educational environment for all students, faculty, and staff. To that end, in 2020 we began a new initiative to address racism, sexism, and other forms of discrimination, including systemic barriers and practices we may not previously have questioned that have privileged some and disadvantaged or excluded others—particularly historically, persistently, and systemically marginalized individuals. The current minor changes to the graduate program listed here are to clarify existing practices rather than adding or changing existing courses.

Our faculty is constantly working to deepen our understanding of Indigenous issues, and to that end we have completed a workshop as well as examined our responsibilities in relation to TRC Calls to Action. We are 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 the courses that are part of this PDC form, in terms of Canadian public policy courses that deal with Indigenous matters. Specifically, the internship paper contributes to the department's goals where students are encouraged to write on Indigenous issues

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

and de-colonization. This approach includes updating scholarly practices to reflect disciplinary changes. In addition, our courses in the MA programming provide Indigenous graduate-level scholarship and inquiry methods. For example, one such special topic course offering for the 2023-24 calendar year is “Indigenous governance and nation-building” which deals specifically with Indigenous governance and nation-building.

A.2 Experiential Learning Categories

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

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

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

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

B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.**

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.**

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E**

COURSE NUMBER AND TITLE:	POLS 8950 .Political Science MA Internship (Note: Learning Outcomes were last Updated: June 10, 2011)
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 <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> Apply theoretical and academic knowledge of public policy to the workplace Describe and explain the actors, ideas, interests and institutions involved in the design and implementation of public policy Distinguish the unique characteristics of public sector organizations and practices from those of other sectors of the economy 	A. the acquisition, application and integration of knowledge
<ul style="list-style-type: none"> Demonstrate competence in research design, including formulating a clear question, selecting appropriate methods, collecting evidence and presenting findings Analyze and evaluate public policy outputs and outcomes and appraise alternative courses of action to make recommendations. 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> Critically analyze political ideas espoused by politicians, interest groups and reported by the media 	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> Learn “terms of art” and language of particular placement Effectively communicate ideas, arguments and evidence through clear, concise and coherent written work Clearly and confidently articulate ideas and arguments orally Demonstrate skill in research methods 	D. literacy and numeracy skills

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> • Contribute productively and respectfully to teamwork, meetings, and group discussions. • Foster cooperative working relationships with the community • Evaluate the role of government and nongovernmental organizations in the functioning of the local community 	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> • Contribute productively and respectfully to teamwork, meetings, and group discussions. 	F. interpersonal and communications skills
<ul style="list-style-type: none"> • Actively build networks and relationships with community stakeholders 	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> • Perform comparative analyses of politics in other countries to generate ideas about improving Canadian politics 	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> • 	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

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

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: **That Honours Bachelor of Sport Management and Leadership)for Graduates of St. Clair College's Three-Year Sport and Recreation Management Diploma 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.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Human Kinetics (Honours Sport Management and Leadership) [pending Honours Bachelor of Sport Management and Leadership] for Graduates of St. Clair College's Three-Year Sport and Recreation Management Diploma
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Human Kinetics

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2024
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A.1 PROGRAM REQUIREMENT CHANGES

<p>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 <u>bolding and underlining</u>.</p> <p>Example: Degree requirements: WXYZ-1000, WXYZ-1010, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the <u>3000-level or</u> 4000-level.</p>
--

Honours Bachelor of 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 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.

Degree Requirements

Total courses: 20

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

- o KINE-1000. Health and Wellness
- o KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
- o **KINE-1560. Communication for the Sport Industry**
- o KINE-2250. Ethics in Sport
- o KINE-2300. Sociology of Sport
- o KINE-2500. Organizational Behaviour
- o ~~KINE-4560. Sport Communication~~
- o KINE-2690. Measurement and Evaluation
- o KINE-2700. Research Design
- o KINE-3400. History of the Modern Olympic Movement
- o KINE-4050. Gender Issues in Sport
- o KINE-4330. Special Topics in Sport Leadership

(d) Sport Management and Leadership (SELECT 7 COURSES)

- o KINE-2220. Introduction to Leisure

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

- o KINE-3330. Applied Sport Psychology
- o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
- o KINE-3510. Sport Event Management
- o KINE-3550. Sport Economics
- o KINE-4040. Population Health
- o KINE-4400. History of Sport in Canada
- o KINE-4410. Sport in America
- o KINE-4510. Sport and the Law
- o KINE-4520. Sport Policy and Governance
- o KINE-4550. Global Issues in Sport Management
- o KINE-4560. Sport Communication
- o KINE-4570. Hockey in Canada
- o KINE-4590. Sport Media
- o KINE-4730. The Social Construction of Leisure
- o KINE-4750. Individual Studies
- o KINE-4760. Principles of Coaching
- o KINE-4770. Outdoor Recreation
- o KINE-4780. Undergraduate Thesis (6 credits)
- o KINE-4850. Group Dynamics in Sport
- o KINE-4890. Special Topics (SML)
- o KINE-4980. Internship (4 months)

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

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

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

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

N/A

B. RATIONALE

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

In establishing the degree completion pathway with the St. Clair College three-year Sport and Recreation Management Diploma, KINE 4560 (Sport Communication) was inadvertently listed as a required course instead of KINE 1560 (Communication in the Sport Industry). The proposed change will help to rectify this error and align with the requirements of our other Sport Management and Leadership degree completion programs.

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,

PROGRAM DEVELOPMENT COMMITTEE

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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?

KINE 1560 learning outcomes were recently approved on May 21, 2021. There has been no change to the actual course, but rather the course re-numbering in the program description to reflect our current program.

That said, the Faculty of Human Kinetics is committed to building and sustaining a stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As such, we have answered the above questions to the best of our abilities. While we understand that this is a continuous and ongoing process, below is an overview of activities. Anything new since our last submission is italicized.

Questions

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 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) 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

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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 remuneration 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, the *working group on EDI in the curriculum* made several recommendations re Indigenous content to instructors:

- Instructors are strongly encouraged to highlight where Indigenous content is found in their courses.
 - Several courses noted Indigenous 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 Indigenous 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 Indigenous imagery, examples, cases, etc. used in their courses, while staying away from stereotypical imagery.
 - At a minimum, this type of change better reflects the Indigenous diversity of the world in which we live.
 - It is important to note, however, that there are other ways of introducing Indigenous 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 Indigenous authors.
 - ii. Move from imagery to discussion or higher-level pedagogy (e.g., debate, reflection, critical evaluation, etc.)
 - iii. Invite Indigenous speakers into classes and consult with community members
 - iv. Ensure that students can work interactively in diverse and mixed groups
 - v. Ensure that students are encouraged to share perspectives and interpretations of course material
- Instructors are encouraged to read and incorporate some of the suggestions from the [undergraduate](#), [graduate](#), and [Kinesiology](#) “inclusive teaching syllabus”, including [Indigenous Knowledges](#), [Indigenous Pedagogies](#), and [syllabi](#) suggestions.
- Instructors are encouraged to use the following institutional and/or other resources to find 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 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: Jaimie Kechego)
 - UWindsor – Indigenous Learning Specialist in the OOL(contact: Russell Nahdee)
 - [UWindsor - EDI Office](#) (contact: Dr. Clinton Beckford)
 - [Sport Information Resource Centre \(SIRC\)](#)
 - [Indigenous History-Makers \(rcaanc-cirnac.gc.ca\)](#)
 - [Indigenous Sport and Wellness Ontario](#)
 - [Ontario Federation of Indigenous Friendship Centres - OFIFC](#)

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- [Indigenous Sport for Life](#)
- [North American Indigenous Games \(naigcouncil.com\)](#)
- [Canadian Women and Sport | Powering Better Sport Through Gender Equity \(womenandsport.ca\)](#)
- [Rick Hansen Foundation](#)

2. How have you considered the importance or relevance to the course/program?

See answers to question above.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
See answers to #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 \(Fall 2017\)](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>)
- In 2021, 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>)
- In 2019 and 2022, Kinesiology hosted 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.

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- *In collaboration with other colleagues, Dr. Paraschak helped create a website entitled Indigenous Sport History (<https://indigenoussporthistory.ca>), which includes an overview of Indigenous Sport, profiles Indigenous athletes including Michael Linklater, Richard Peter, and Colette Bourgonje, highlights the Rec and Read/Indigenous Youth Mentorship program, and provides links to newsworthy articles. Additionally, a twitter (X) account has been set up and all have been encouraged to follow (@IndigSportHist).*
 - 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.
 - *KINE:4520 (Sport Policy and Governance) is an upper year Honours Bachelor of Sport Management and Leadership course that includes content regarding the government's role in setting sport and recreation priorities (how some individuals may benefit over others), the history of sport policy in Canada and changing political ideologies, and a review of sport policies (including the Policy on Aboriginal Peoples' Participation in Sport).*
 - 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.

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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. At present (Oct, 2023), the previous Acting Associate Dean is on leave and set to return January, 2024, and at that time, the resumption of this work will re-commence.

Moreover, if/when these program learning outcomes are introduced, we also thought it important to do preliminary searches with other non-HK courses in hopes of ultimately designating 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 to 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
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

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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 searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority 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, the instructor 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 discussions 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.

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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 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

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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)

*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

5.5: Human Kinetics - Summary of Minor Course and Calendar Changes (Form E)

Item for: Informaton

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].

Undergraduate
Winter 2024

*(subject to timely and clear submission) These changes require no new resources.

A. Proposed Course Calendar Revisions

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

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

Example: CHEM-1001. University Senates ~~—Role and Power—~~ This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as BIOC-1001.~~) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

KINESIOLOGY COURSES

Not all courses listed will necessarily be offered each year.

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FORM E

Unless otherwise indicated, all courses are open to non-Kinesiology-Movement Science (KMS) and non-Sport Management and Leadership (SML) students if enrolment capacity allows. To enrol in 3000- and 4000-level KINE courses, non-KMS and non-SML students require instructor approval.

~~Human Kinetics Core Courses (KINE-1000, KINE-2250, KINE-2690, KINE-2700) are restricted to students registered in the Bachelor of Human Kinetics (Honours Kinesiology—Movement Science) or the Bachelor of Human Kinetics (Honours Sport Management and Leadership).~~

All courses are three lecture hours per a week (3.00 credit hours), unless otherwise indicated.

KINE-1000. Health and Wellness

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. ~~(3 lecture hours/week).~~

KINE-1040. Introduction to Kinesiology: Sport Management and Sociocultural Perspectives

An introduction and overview of key areas within the sport management and sociocultural sub-disciplines of Kinesiology. The course will explore the historical, social, cultural, and political significance of sport, and relate that significance to understanding the ways in which sport is organized, managed, and promoted in contemporary society. (Open only to non-Kinesiology-Movement Science and non-Sport Management and Leadership students majors.) ~~(3 lecture hours/week.)~~

KINE-1200. Introduction to the Sport Industry

This course introduces students to macro aspects of the sport industry, including the key decision-making bodies, governance structures, funding pathways, and legal considerations in the public, non-profit, and commercial sectors of sport and recreation. This course provides an overview of current industry trends and issues, while exposing students to the wide variety of career opportunities that exist in sport and recreation. Students will gain a foundational understanding of the various sport systems that work to organize and administer sport and recreation at the community, national, and international levels. ~~(3 lecture hours/week.)~~

KINE-1330. Introduction to Sport Leadership

This course introduces students to leadership in the context of sport organizations. Specifically, it provides an introduction to leadership theories, the implications of leadership style on individual, group, and organizational factors, and the role that a leader can play in defining organizational culture, values, and volunteer and/or staff engagement. This course will discuss various sociological issues that often dictate who and why certain individuals occupy leadership positions over others. Students will have an opportunity to engage in professional development by developing a personal leadership philosophy that reflects their individual values and leadership goals. Overall, this course provides students with a foundation to discuss the many factors that frame the ever-present debate of whether leaders are born or made. ~~(3 lecture hours/week.)~~

KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization

This introductory course presents an overview of the significance of physical activity and sport in Western Civilization from ancient Greece to the present by specific reference to selected topics in different eras through which the particular society may be examined. Within this framework, the relationship of physical activity and sport to such factors as economics, politics, and religion will be emphasized, as will its contribution to the culture. ~~3 lecture hours/week.~~

KINE-1560. Communication for the Sport Industry

The sport industry requires that people communicate effectively, persuasively, and ethically in written, verbal, and interpersonal communications. This course introduces students to academic writing, critical reasoning, and

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professional discourse across a variety of sport environments. Students will learn and gain confidence in their ability to communicate by practicing and receiving feedback on a number of communication skills relevant to the sport industry, while also having opportunities to improve academic and workplace language proficiency. ~~(3 lecture hours/week.)~~

KINE-2040. Sport Nutrition

This course will (1) examine the fundamental concepts of nutritional science applied to health, exercise, and sport, (2) develop an understanding of the relationship between diet and sports performance, and (3) apply sports nutrition principles to exercise science. ~~(3 lecture hours/week.)~~

KINE-2100. Human Performance

An examination of the role perception and cognition play in our ability to sense, attend to, process, and transmit information during the performance of any motor skill. The course will focus on an information processing approach to examine the processes that underlie our ability to perform motor skills. ~~(3 lecture hours/week.)~~

KINE-2450. Sport Marketing

An application of marketing concepts and activities to the sports domain. Topics include product development, promotions, advertising, publicity, pricing, licensing, market segmentation, and research, as well as the development of a marketing plan for a sport/recreation organization. ~~(3 lecture hours/week.)~~

KINE-2500. Organizational Behaviour

This course provides an introduction to human behaviour in the workplace and its influence on organizational effectiveness. This course focuses on the micro (study of individuals in organizations), meso (study of work groups), and macro-levels (study of how organizations behave) of organizational studies. The emphasis is on identifying issues, challenges, and potential solutions, typically encountered by sport organizations at the individual, group, and organizational levels. Through assigned readings, case studies, and lectures, students will gain a balanced perspective of theory and practice relating to how and why people interact within a variety of organizational contexts. ~~(3 lecture hours/week.)~~

KINE-2520. Sport Finance

Introduction to basic theory in finance, budgeting, and accounting applied to the management of sport organizations. Topics may broadly include financial issues in sport, financial systems and how they operate, types of business structures, basic accounting principles, capital structuring and other sources of revenue, principles of budgeting, taxation, financial ratio analysis, break-even analysis, time value of money, and various other financial concepts as applicable. ~~(3 lecture hours/week.)~~

KINE-2600. Physiology of Human Performance

Discussion of the physiological systems of the human body and the adjustments seen as a result of exercise. General topic areas include examination of how aerobic and anaerobic metabolism operate and respond to energy demands, how the cardiovascular and respiratory systems maintain blood gases and total body perfusion for work, skeletal and smooth muscle function and physiology, neuromuscular function, and how the renal (kidney) and hepatic (liver) systems support work demands, among others. ~~(3 lecture hours/week.)~~

KINE-2850. Human Growth and Development

This course introduces human growth and maturation and examines this process across the lifespan, from prenatal development to old age. A main objective of the course is to explore the physical, psychological, and social aspects of human development as they relate to sport and physical activity. Special emphasis will be placed on factors that impact physical activity participation (e.g., gender, age, environmental influences). ~~(3 Lecture hours/week.)~~

KINE-3030. Imagery Effects on Performance

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This course will be an examination of imagery use in various performance domains (e.g., sport, exercise, rehabilitation, work). Emphasis will be placed on both the theory and research used in the examination of the effects of imagery. ~~(Prerequisites: Open to 3rd and 4th year Kinesiology majors.) (Open to non-majors if there is enrolment space.)~~

KINE-3060. Obesity and Eating Disorders

This course will provide a multidisciplinary approach to understanding of the current epidemic of obesity and eating disorders in Canada and its impact on disease development throughout the lifespan. Particular emphasis will be on translating basic science findings related to body weight to intervention and prevention strategies. ~~(Prerequisites: Open to 3rd and 4th year Kinesiology majors.) (Open to non-majors if there is enrolment space.)~~

KINE-3100. Motor Learning and Control

An examination of the processes which underlie the acquisition and control of goal directed human movement. Emphasis will be placed on: 1) the factors that affect learning (feedback, attention, memory), 2) the simultaneous integration and coordination of body parts involved in movement execution and control, and 3) review of motor learning and control research. ~~(3 lecture hours/week.)~~

KINE-3600. Respiratory Physiology

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-3630. Cognitive Ergonomics

Human cognition and perception shape our interaction with the surrounding world and influence the way we use objects and tools in the workplace. While ergonomics focuses on the physical element involved in human-machine interaction, this course will concentrate on discovering how cognition and perception affect the way we perceive objects, process relevant information, and produce adequate responses. This course will also address how cognition and perception can be measured when assessing and developing effective human-machine interactions. ~~(3 lecture hours/week.)~~

KINESIOLOGY PRACTICE THEORY AND ANALYSIS COURSES (KINE-3810 - KINE-3980)

~~*NOTE: Enrolment in Practice, Theory, and Analysis courses (listed below as KINE-3810 through KINE-3980) are restricted to third and fourth year Kinesiology majors, with Semester 7 and 8 majors being given preference up to any enrolment limit. Space permitting, non-Kinesiology students may take these courses with permission of the instructor.~~

KINE-3810. Practice, Theory, and Analysis of Urban Outdoor Recreation

Utilizing sociological, historical, and philosophical viewpoints this course examines the concept of wilderness, specifically within an urban setting. Using Essex County as the "urban setting," students will explore the breadth of possible recreation activities available and consider their relevance to a broader understanding of recreation, wilderness, and ourselves. ~~(2 lecture, 2 laboratory hours a week.)~~

KINE-4040. Population Health

This course will examine the factors that aim to (1) improve health of the entire population and (2) reduce health inequalities among population groups. Particular emphasis will be on the Canadian health care system and the determinants of health, in addition to personal health practices and health knowledge, health policy, and behaviour change theory as it applies to the health of our society. ~~(Prerequisites: Open to 3rd and 4th year Kinesiology majors.) (Open to non-majors in semester 5 and above if there is enrolment space.)~~

KINE-4080. Dynamics of Skill Acquisition

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This course will introduce students to the theoretical and empirical data underlying dynamic systems “theory”. Specifically, it will examine the notion of “self-organization”; individual and environmental constraints on action and the evolution of skilled motor behaviour; and discuss practical applications of this theory to normal and pathological motor activity. (~~Prerequisites: Open to 3rd and 4th year Kinesiology majors.~~) (~~Open to non-majors in semester 5 and above if there is enrolment space.~~)

KINE-4530. Perceptual-Motor Development

This course examines motor skill development of children and adolescents, bringing together theoretical perspectives from psychology, biology, genetics, neuroscience, and sociology. An interdisciplinary perspective is used to study the interaction of developmental processes. The emergence, development, and assessment of selected perceptual-motor skills will be examined in detail. (~~2 lecture, 2 laboratory hours a week.~~)

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

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

KINE-4640. The Pathophysiology of Pain

Pain is a phenomenon encountered in many of the sub-disciplines of kinesiology. This course is designed to give students an awareness of the functional significance of pain. This course will focus on the physiology and anatomy of pain from nerve endings in peripheral tissue to synaptic transmission in the central nervous system. Factors that affect pain perception, including pharmacological and non-pharmacological treatment modalities and psychological aspects of pain, will also be discussed. (~~Open to Kinesiology majors only.~~)

KINE-4660. Cardiac Rehabilitation

This course introduces the pathophysiological mechanisms associated with the development and progression of cardiovascular disease, namely atherosclerotic heart disease, and emphasizes its global burden. It also highlights the positive effects of Cardiac Rehabilitation on quality of life, morbidity and mortality outcomes, delivering insight into the paradigm shift toward personal responsibility for chronic disease management/secondary prevention to maximize cardiovascular health across the lifespan, and offers students an opportunity to hone leadership and communications skills via group discussions and presentations. Cardiac Rehabilitation-related career opportunities will be explored. (~~3 lecture hours/week.~~)

KINE-4670. User Experience

Understanding the user experience (UX) is necessary for the design of ergonomically sound products, and for ergonomics professionals to develop an all-encompassing approach to human-machine interface assessment. This lab-based course familiarizes students with how to conduct usability assessments of interfaces, and how user assessment fits into the broader ergonomic design process. This course will start by covering common UX practices, techniques and approaches (e.g., questionnaires and surveys, talking aloud, etc.). In addition, students will also conduct user assessments on everyday objects including websites, tools, car interfaces, etc. These will serve as individual and group assignments. (~~2 lecture, 2 laboratory hours a week.~~)

KINE-4710. Physiological Basis of Sports Therapy

A physiological examination of athletic injuries and their therapy. Topics to include the prevention of and pathology of injuries, as well as the care of injuries and rehabilitation techniques. (Additional laboratory fee may apply) applies.) (~~2 lecture, 2 laboratory hours a week.~~)

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KINE 4800. Advanced Biomechanics

This course introduces students to advanced concepts and techniques required in the quantitative biomechanical analysis of human movement. (~~Open to non-Kinesiology majors with permission from instructor~~).

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

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

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

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

The Faculty of Human Kinetics is committed to building and sustaining a stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As such, we have answered the above questions to the best of our abilities. While we understand that this is a continuous and ongoing process, below is an overview of activities. Anything new since our last submission is italicized.

Questions

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 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.)

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- c) Have you faced any challenges or barriers when attempting to incorporate Indigenous (First Nations, Métis, or Inuit) 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 remuneration 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, the *working group on EDI in the curriculum* made several recommendations re Indigenous content to instructors:

- Instructors are strongly encouraged to highlight where Indigenous content is found in their courses.
 - Several courses noted Indigenous 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 Indigenous 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 Indigenous imagery, examples, cases, etc. used in their courses, while staying away from stereotypical imagery.
 - At a minimum, this type of change better reflects the Indigenous diversity of the world in which we live.
 - It is important to note, however, that there are other ways of introducing Indigenous 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 Indigenous authors.
 - ii. Move from imagery to discussion or higher-level pedagogy (e.g., debate, reflection, critical evaluation, etc.)
 - iii. Invite Indigenous speakers into classes and consult with community members
 - iv. Ensure that students can work interactively in diverse and mixed groups
 - v. Ensure that students are encouraged to share perspectives and interpretations of course material
- Instructors are encouraged to read and incorporate some of the suggestions from the [undergraduate](#), [graduate](#), and [Kinesiology](#) “inclusive teaching syllabus”, including [Indigenous Knowledges](#), [Indigenous Pedagogies](#), and [syllabi](#) suggestions.
- Instructors are encouraged to use the following institutional and/or other resources to find 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 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: Jaimie Kechego)
 - [UWindsor – Indigenous Learning Specialist in the OOL](#) (contact: Russell Nahdee)

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- UWindsor - EDI Office (contact: Dr. Clinton Beckford)
- Sport Information Resource Centre (SIRC)
- 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)
- Canadian Women and Sport | Powering Better Sport Through Gender Equity (womenandsport.ca)
- Rick Hansen Foundation

2. How have you considered the importance or relevance to the course/program?

See answers to question above.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
See answers to #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_\(Fall_2017\)](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>)
- In 2021, 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>)
- In 2019 and 2022, Kinesiology hosted 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:

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- 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.
 - *In collaboration with other colleagues, Dr. Paraschak helped create a website entitled Indigenous Sport History (<https://indigenoussporthistory.ca>), which includes an overview of Indigenous Sport, profiles Indigenous athletes including Michael Linklater, Richard Peter, and Colette Bourgonje, highlights the Rec and Read/Indigenous Youth Mentorship program, and provides links to newsworthy articles. Additionally, a twitter (X) account has been set up and all have been encouraged to follow (@IndigSportHist).*
 - 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.
 - *KINE:4520 (Sport Policy and Governance) is an upper year Honours Bachelor of Sport Management and Leadership course that includes content regarding the government’s role in setting sport and recreation priorities (how some individuals may benefit over others), the history of sport policy in Canada and changing political ideologies, and a review of sport policies (including the Policy on Aboriginal Peoples’ Participation in Sport).*
 - 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:

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- 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. At present (Oct, 2023), the previous Acting Associate Dean is on leave and set to return January, 2024, and at that time, the resumption of this work will re-commence.

Moreover, if/when these program learning outcomes are introduced, we also thought it important to do preliminary searches with other non-HK courses in hopes of ultimately designating 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 to 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
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?

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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 those who have 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 searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority 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, the instructor 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 discussions 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.

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

B. Learning Outcomes for the Courses Listed Above

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

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

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

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-1000 Health and Wellness <i>Learning Outcomes were last Updated September 13, 2023.</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/Cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: September 13, 2023. (check CUMA database at: https://ctl2.uwindsor.ca/Cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-1040. Introduction to Kinesiology <i>Learning Outcomes Last Updated: January 16, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-1200. Introductory to Sport Industry <i>Learning Outcomes Last Updated: May 08, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <i>May 08, 2020</i> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-1330. Introductory to Sport Leadership <i>Learning Outcomes Last Updated: May 08, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <i>May 08, 2020</i> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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:	KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization <i>Learning Outcomes Last Updated: April 13, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <i>April 13, 2020</i> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-1560. Communication for the Sport Industry <i>Learning Outcomes Last Updated: May 21, 2021</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <i>May 21, 2021</i> . (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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:	KINE-2040 Sport Nutrition. <i>Learning Outcomes Last Updated: April 13, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: April 13, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-2100 Human Performance <i>Learning Outcomes Last Updated: January 16, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: January 16, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

PROGRAM DEVELOPMENT COMMITTEE
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-2450. Sport Marketing <i>Learning outcomes were last updated: April 13, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: April 13, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-2500. Organizational Behaviour <i>Learning outcomes were last updated: April 13, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: April 13, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-2520. Sport Finance <i>Learning outcomes were last updated: January 16, 2020</i>

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E

SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: January 16, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-2600. Physiology of Human Performance <i>Learning outcomes were last updated: January 16, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: January 16, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-2850. Human Growth and Development <i>Learning outcomes were last updated: June 29, 2020</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E

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.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: June 29, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3030. Imagery Effect on Performance <i>Learning outcomes were last updated: April 21, 2023</i>
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.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: April 21, 2023 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3060. Obesity and Eating Disorders <i>Learning outcomes were last updated: May 16, 2022</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	— _____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
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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.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 16, 2022 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3100. Motor Learning and Control <i>Learning Outcomes last updated: March 16, 2020</i>
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.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: March 16, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3600. Respiratory Physiology <i>Learning outcomes were last updated: September 13, 2023</i>
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.

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SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
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IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: September 13, 2023 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3630. Cognitive Ergonomics <i>Learning outcomes were last updated: May 22, 2020</i>
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.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 22, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-3810. Practice, Theory, and Analysis of Urban Outdoor Recreation <i>Learning outcomes were last updated: June 29, 2020</i>
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.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: June 29, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4040. Population Health <i>Learning outcomes were last updated: May 16, 2022</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 16, 2022 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4080. Dynamics of Skill Aquisition <i>Learning outcomes were last updated: May 16, 2022</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 16, 2022 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4530. Perceptual Motor Development <i>Learning outcomes were last updated: June 20, 2020</i>
SELECT ONE OF THE FOLLOWING:	

PROGRAM DEVELOPMENT COMMITTEE
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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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: June 20, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4580. The Endocrine System in Sport, Exercise and Health <i>Learning Outcomes were last updated: May 16, 2022</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 16, 2022 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4640. The Pathophysiology of Pain <i>Learning Outcomes were last Updated: November 26, 2018</i>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

PROGRAM DEVELOPMENT COMMITTEE
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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.	<u>X</u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: November 26, 2018 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4660. Cardiac Rehabilitation <i>Learning Outcomes were last Updated: December 13, 2019</i>
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.	<u>X</u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: December 13, 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4670. User Experience for Ergonomics <i>Learning Outcomes were last Updated: October 09, 2020</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

PROGRAM DEVELOPMENT COMMITTEE
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FORM E

III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: October 09, 2020 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4710. Sports Therapy <i>Learning Outcomes were last updated: March 15, 2023</i>
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.	<u> X </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: March 15, 2023 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	KINE-4800. Advanced Biomechanics <i>Learning Outcomes were last updated: January 16, 2019</i>
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.

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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: January 16, 2019
(check CUMA database at:
<https://ctl2.uwindsor.ca/cuma/public/>)

**University of Windsor
Program Development Committee**

***5.6 French Studies – Minor Program Changes (Form C)**

Item for: **Approval**

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

MOTION: That the General Bachelor of Arts in French Studies and Honours Bachelor of Arts in French Studies (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 Department of Languages, Literatures, and Cultures Council and the Faculty of Arts, Humanities, and Social Sciences Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	General Bachelor of Arts in French Studies Honours Bachelor of Arts in French Studies (with/without Co-op)
DEPARTMENT(S)/SCHOOL(S):	French Studies/Department of Languages, Literatures, and Cultures
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2024
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A.1 PROGRAM REQUIREMENT CHANGES

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

General Bachelor of Arts in French Studies

Total courses: thirty.

- (a) five Literature courses: FREN-1410; plus one of FREN-2520, FREN-2530, FREN-2550, FREN-2570, FREN-3530, FREN-3540, one of FREN-3560, FREN-3580; and one of FREN-2840, FREN-3830, FREN-3850. Plus one more FREN (3000-level) literature course from the preceding list;
- (b) six Language Training courses: FREN-1210, and FREN-1220; FREN-2210, and FREN-2220; one of FREN-2150, FREN-3150; and one of FREN-3250, FREN-3280, FREN-3290;
- (c) three Linguistics courses: FREN-2300 and FREN-2310; and one of FREN-3300, FREN-3320, FREN-3330;
- (d) one Culture course: FREN-2600, FREN-2700, FREN-2810 or FREN-2830;
- (e) one additional course from any area in French Studies.
- (f) two courses from Social Sciences;
- (g) two courses from Arts or Science;
- (h) two courses from any area of study, excluding Arts.
- (i) GART-1500, GART-1510;
- (j) one of POLS-2035 or POLS-2055 [French];**
- ~~(j)~~ **(k) ~~six~~ five** courses from any area of study, excluding French.

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

Honours Bachelor of Arts in French Studies (with/without Co-op)

Degree Requirements

Total courses: forty. (Plus three work terms for students in the Co-op program).

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- (a) eight Literature courses: FREN-1410 and FREN-3570; plus one of FREN-2520, FREN-2530, FREN-2550, FREN-2570, FREN-3530, FREN-3540, one of FREN-3560, FREN-3580, ; and one of FREN-2840, FREN-3830, FREN-3850. Plus three more FREN- literature courses from the preceding list, of which one must be a (3000-level) course;
- (b) seven Language Training courses: FREN-1210 and FREN-1220; FREN-2210, and FREN-2220; one of FREN-2150, FREN-3150; and two of FREN-3250, FREN-3280, FREN-3290;
- (c) four Linguistics courses: FREN-2300 and FREN-2310; and two of FREN-3300, FREN-3320, FREN-3330;
- (d) two Culture courses: FREN-2600, FREN-2700, FREN-2810, or FREN-2830;
- (e) one (3000-level) course from any area in French Studies;
- (f) one Special Topics (4000-level) course.
- (g) two courses from Social Sciences;
- (h) two courses from Arts or Science;
- (i) two courses from any area of study, excluding Arts.
- (j) GART-1500, GART-1510;
- (k) one course from any area of study, including French;
- (l) **one of POLS-2035 or POLS-2055 [French];**
- (m) ~~(l)~~ eight seven** courses from any area of study, excluding French.

Co-op Students: GART-2980 (Co-op Work Term I), GART-3980 (Co-op Work Term II), GART-4980 (Co-op Work Term III)

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

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

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

N/A

B. RATIONALE

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

We want our students to take one of POLS-2035 (Quebec Politics and Society) or POLS-2055 (Contemporary Canadian Political Issues). Both courses are offered in French as part of the Honours Political Science with French Specialization, to which French Studies contributes a series of nine courses. POLS-2035 and POLS-2055 add French-language content to our program, and examine issues that are relevant for students in French Studies, in particular Quebec nationalism and policy initiatives aimed at strengthening the French language within Canada's sociopolitical context as well as issues involving Canada's minoritized Indigenous communities. This content complements that of our courses focusing on the literature and culture of Francophone Canada, and also of our third year courses in Linguistics, which examine, through a diachronic and synchronic lens, linguistic contact phenomena between French and English, and Canada's Indigenous languages, as well as other sociolinguistic dynamics specific to Canada's linguistic ecosystem. The proposed change should also be beneficial to the Honours Political Science with French Specialization and help address enrolment issues.

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

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

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

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

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

French Studies, housed in the Department of Languages, Literatures, and Cultures, continues the important objective of Indigenizing its curriculum, as well as pursuing a pedagogy underpinned by decolonization.

With respect to decolonization, French Studies adopted in the early 2000s a curriculum which intentionally moved away from the centre, i.e., France, the former colonial power, and adopted a decolonial francophone approach which specifically highlights the cultural and linguistic contributions of the wider Francophonie including issues of francophone Canada.

In recent years, and in line with the Truth and Reconciliation Report and University guidelines, French Studies has taken steps to incorporate Indigenous (First Nations, Metis and/or Inuit) content, perspectives, and material into its curriculum. This process is underway, and not yet completed.

French Studies, which services a minoritized but protected language community in South-Western Ontario, is well aware of the existential challenges faced by minority groups, in both the linguistic and the cultural arenas. The area is fully supportive of Calls to Action, 13 to 16, pertaining to Language and Culture, included in the 2015 Truth and Reconciliation report:

Language and culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

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14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

- i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
- ii. Aboriginal language rights are reinforced by the Treaties.
- iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
- iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
- v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-language initiatives.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

<https://crc-canada.org/wp-content/uploads/2016/03/trc-calls-to-action-english.pdf>

French Studies intends through the incorporation of Indigenous (First Nations, Metis and/or Inuit) content, perspectives, and material into its curriculum to increase awareness among its student body of the place that Indigenous or Aboriginal languages occupy in Canada's imbalanced linguistic ecosystem. With that in mind, the area has recently added to its mission the following related objective: *"To develop an understanding of the impact of French as a settler or colonial language on the languages of Canada's Indigenous peoples as well as on those of France's and Belgium's former colonies."*

Indigenous content has been incorporated in our series of culture and literature courses focusing on francophone Canada, and significantly in our Linguistics courses. The latter contrast, where relevant, grammatical phenomena, common to Indo-European languages, such as French, with grammatical phenomena characteristic of Canada's Algonquian language family. Further, third and fourth year linguistics courses critically examine aspects of Canada's linguistic ecosystem, such as linguistic contact phenomena between French and Canada's Indigenous languages, and the long-lasting and detrimental impact of explicit strategies of assimilation (such as residential schools, and Ontario's Regulation 17), to name a few areas of discussion.

FREN-3320 *The History of the French Language* – Chapter on French-Indigenous language contact and the emergence of Michif, one of the languages of the Métis people of Canada.

FREN-4340 *The French Lexicon* – Chapter on French-Indigenous language contact and the presence of Indigenous loanwords in Canadian French (particularly, Laurentian French).

FREN-4350 *Issues in Individual and Social Bilingualism* – Chapter on the use of explicit strategies to achieve the linguistic and cultural assimilation of minority communities (unit on the Residential School System), and a Chapter on language loss, maintenance, and revitalization.

French Studies regrets that it does not currently have sufficient disciplinary expertise nor faculty resources to offer specialized courses on French-Indigenous relations in the Canadian landscape or the Métis experience. The Department is, however, committed to inviting guest speakers to introduce students to these topics.

Further, by adding POLS-2035 and POLS-2055 to our course requirements, French Studies also introduces into its curriculum the Indigenous content of these two courses, and particularly of POLS-2035 which contains significant material on the relationship between Indigenous Peoples in Quebec and the province of Quebec.

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The Indigenization of the French Studies curriculum is an ongoing process, also informed by participation in a number of workshops held by Jaimie Kechego, the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. The process is also informed by a growing body of literature in the area of Applied Linguistics, and Indigenous language revitalization. The 2022 paper, *Indigenous language revitalization and applied linguistics: conceptualizing an ethical space of engagement between academic fields*, co-written by Belinda Daniels (University of Victoria) and Andrea Sterzuk (University of Regina) and published in the *Canadian Journal of Applied Linguistics*, has been an important source of information. Another important source is *Diversity and decolonization in French Studies. New approaches to teaching*, published in 2022 by Springer, with a chapter on honoring native voices in the French Studies classroom.

To conclude, French Studies faculty are fully committed to deepening their understanding of the interrelations between Canada's Indigenous and francophone communities.

Our aim is to offer to our diverse student body a curriculum that echoes the diversity of today's Francophonie, and to locate within that diversity French-Canadian and Indigenous contributions and interactions.

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 will not have resource implications for French Studies and the Department of Languages, Literatures, and Cultures, as POLS-2035 and POLS-2055 are offered by the Department of Political Science. The impact on the Department of Political Science should be beneficial, as we expect the proposed change to lead to higher enrollment numbers in POLS-2035 and POLS-2055, two French-language Political Science courses that tend to attract fewer students. The increased enrollment should, however, remain manageable for the instructor. The Department of Political Science does not expect to need additional resources.

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.

Not applicable. POLS-2035 and POLS-2055 are taught by full-time faculty.

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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 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.)

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 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**

***5.7: Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education – Minor Program Changes (Form C)**

Item for: **Approval**

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

MOTION: That the Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education 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 Languages, Literatures, and Cultures Council, and the Faculty of Arts, Humanities, and Social Sciences Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

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FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education
DEPARTMENT(S)/SCHOOL(S):	French Studies/Department of Languages, Literatures, and Cultures
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2024
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A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) 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 (French Studies)/Bachelor of Education

Degree Requirements

Bachelor of Arts in French Studies

Total course equivalents: thirty

- a) six Language Training courses: FREN-1210, FREN-1220, FREN-2150 { or FREN-3150 }, FREN-2210, FREN-2220, FREN-3250;
- b) five Literature courses: FREN-1410, FREN-3570, plus one of FREN-2840, FREN-3830, FREN-3850, plus one 2000-level course (~~excluding FREN-2840~~), and one ~~300~~ **3000** or 4000-level course (~~excluding FREN-3830 and FREN-3850~~) (students are strongly encouraged to choose a range of Literature courses from France, Francophone Canada and the Francophone World);
- c) three Linguistics courses: FREN-2300 and FREN-2310, plus one of FREN-3300, **FREN-3320**, FREN-3330 **or 4000-level course**;
- d) one Translation course: FREN-3280 or FREN-3290;
- e) one Culture courses: FREN-2600, FREN-2700, FREN-2810 or FREN-2830.
- f) two courses from Social Sciences;
- g) two courses from Arts or Science;
- h) two courses from any area of study, including French Studies.
- i) GART-1500, GART-1510;
- j) **one of POLS-2035 or POLS-2055 [French]**;
- ~~k) j) six~~ **five** courses from any area of study, excluding French Studies courses.

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

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Bachelor of Education

Total course equivalents: Twenty

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-5231 (1.5), EDUC-5331 (1.5), EDUC-5332 (3.0), EDUC-5333 (1.5), EDUC-5334 (1.5), EDUC-5335 (1.5), EDUC-5336 (1.5), EDUC-5337 (1.5), EDUC-5338 (1.5), EDUC-5339 (1.5), EDUC-5431 (1.5), EDUC-5358 (6.0) plus one additional teachable subject selected from the Education Calendar and, EDUC-5499 (12.0) Students planning to teach in the Roman Catholic School Board must also take EDUC-5200 (1.5).

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

- The parentheses around *or FREN-3150* are misleading. They are misinterpreted by some students, who wrongly conclude from (*or FREN-3150*) that FREN-2150 is the preferred option to satisfy the course requirement. As such, the parentheses are counterproductive particularly now that French Studies has implemented 2:2 course loads as per the 2021-2025 Collective Agreement and that course offerings are reduced.
- The restrictions on FREN-2840, FREN-3830, and FREN-3850 have negatively impacted enrolment in these three courses. The restrictions are also counterproductive now that French Studies has implemented 2:2 course loads as per the 2021-2025 Collective Agreement.
- French Studies offers three third year Linguistics courses on rotation. Excluding FREN-3320 from the list of available courses to satisfy the Linguistics course requirements negatively impacts enrolment in that course, and complicates course planning now that French Studies has switched to yearly 2:2 course loads.
- French Studies offers fourth year Special Topics courses in Linguistics. The current wording only allows students to take Special Topics courses in Literature but not in Linguistics. Excluding the Special Topics courses from the list of available courses to satisfy the Linguistics course requirements negatively impacts enrolment in these courses, and complicates course planning now that French Studies has switched to yearly 2:2 course loads.
- We want our students to take one of POLS-2035 (Quebec Politics and Society) or POLS-2055 (Contemporary Canadian Political Issues). Both courses are offered in French as part of the Honours Political Science with French Specialization, to which French Studies contributes a series of nine courses. POLS-2035 and POLS-2055 add French-language content to our program, and examine issues that are relevant for students in French Studies, in particular Quebec nationalism and policy initiatives aimed at strengthening the French language within Canada's sociopolitical context as well as issues involving Canada's minoritized Indigenous communities. This content complements that of our courses focusing on the literature and culture of Francophone Canada, and also of our third year courses in Linguistics, which examine, through a diachronic and synchronic lens, linguistic contact phenomena between French and English, and Canada's Indigenous languages, as well as other sociolinguistic dynamics specific to Canada's linguistic ecosystem.

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- The latter change, proposed after discussion with the Department of Political Science, should also be beneficial to the Honours Political Science with French Specialization and help address enrolment issues.

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?

French Studies, housed in the Department of Languages, Literatures, and Cultures, continues the important objective of indigenizing its curriculum, as well as pursuing a pedagogy underpinned by decolonization.

With respect to decolonization, French Studies adopted in the early 2000s a curriculum which intentionally moved away from the centre, i.e., France, the former colonial power, and adopted a decolonial francophone approach which specifically highlights the cultural and linguistic contributions of the wider Francophonie including francophone Canada.

In recent years, and in line with the Truth and Reconciliation Report and University guidelines, French Studies has taken steps to incorporate Indigenous (First Nations, Metis and/or Inuit) content, perspectives, and material into its curriculum. This process is underway, and not yet completed.

French Studies, which services a minoritized but protected language community in South-Western Ontario, is well aware of the existential challenges faced by minority groups, in both the linguistic and the cultural arenas. The area is fully supportive of Calls to Action, 13 to 16, pertaining to Language and Culture, included in the 2015 Truth and Reconciliation report:

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Language and culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.

ii. Aboriginal language rights are reinforced by the Treaties.

iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.

iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-language initiatives.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

<https://crc-canada.org/wp-content/uploads/2016/03/trc-calls-to-action-english.pdf>

French Studies intends through the incorporation of Indigenous (First Nations, Metis and/or Inuit) content, perspectives, and material into its curriculum to increase awareness among its student body of the place that Indigenous or Aboriginal languages occupy in Canada's imbalanced linguistic ecosystem. With that in mind, the area has recently added to its mission the following related objective: *"To develop an understanding of the impact of French as a settler or colonial language on the languages of Canada's Indigenous peoples as well as on those of France's and Belgium's former colonies."*

Indigenous content has been incorporated in our series of culture and literature courses focusing on francophone Canada, and significantly in our Linguistics courses. The latter contrast, where relevant, grammatical phenomena, common to Indo-European languages, such as French, with grammatical phenomena characteristic of Canada's Algonquian language family. Further, third and fourth year linguistics courses critically examine aspects of Canada's linguistic ecosystem, such as linguistic contact phenomena between French and Canada's Indigenous languages, and the long-lasting and detrimental impact of explicit strategies of assimilation (such as residential schools, and Ontario's Regulation 17), to name a few areas of discussion.

FREN-3320 *The History of the French Language* – Chapter on French-Indigenous language contact and the emergence of Michif, one of the languages of the Métis people of Canada.

FREN-4340 *The French Lexicon* – Chapter on French-Indigenous language contact and the presence of Indigenous loanwords in Canadian French (particularly, Laurentian French).

FREN-4350 *Issues in Individual and Social Bilingualism* – Chapter on the use of explicit strategies to achieve the linguistic and cultural assimilation of minority communities (unit on the Residential School System), and a Chapter on language loss, maintenance, and revitalization.

French Studies regrets that it does not currently have sufficient disciplinary expertise nor faculty resources to offer specialized courses on French-Indigenous relations in the Canadian landscape or the Métis experience. The Department is, however, committed to inviting guest speakers to introduce students to these topics.

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Further, by adding POLS-2035 and POLS-2055 to our course requirements, French Studies also introduces into its curriculum the Indigenous content of these two courses, and particularly of POLS-2035 which contains significant material on the relationship between Indigenous Peoples in Quebec and the province of Quebec.

The Indigenization of the French Studies curriculum is an ongoing process, also informed by participation in a number of workshops held by Jaimie Kechego, the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. The process is also informed by a growing body of literature in the area of Applied Linguistics, and Indigenous language revitalization. The 2022 paper, *Indigenous language revitalization and applied linguistics: conceptualizing an ethical space of engagement between academic fields*, co-written by Belinda Daniels (University of Victoria) and Andrea Sterzuk (University of Regina) and published in the *Canadian Journal of Applied Linguistics*, has been an important source of information. Another important source is *Diversity and decolonization in French Studies. New approaches to teaching*, published in 2022 by Springer, with a chapter on honoring native voices in the French Studies classroom.

To conclude, French Studies faculty are fully committed to deepening their understanding of the interrelations between Canada's Indigenous and francophone communities.

Our aim is to offer to our diverse student body a curriculum that echoes the diversity of today's Francophonie, and to locate within that diversity French-Canadian and Indigenous contributions and interactions.

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 have resource implications for French Studies and the Department of Languages, Literatures, and Cultures, as all the FREN- courses mentioned are offered by full time faculty as part of their 2:2 course rotations, and POLS-2035 and POLS-2055 are offered by the Department of Political Science.

The impact on the Department of Political Science should be beneficial, as we expect the proposed change to lead to higher enrollment numbers in POLS-2035 and POLS-2055, two French-language Political Science courses that tend to attract fewer students. The increased enrollment should, however, remain manageable for the instructor. The Department of Political Science does not expect to need additional resources.

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.

Not applicable. All FREN- courses mentioned are offered by full-time faculty. POLS-2035 and POLS-2055 are also taught by full-time faculty.

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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 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.)

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 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: Realignment of Industrial Engineering Program with the Mechanical Engineering Program Sequencing**

Item for: **Information**

Forwarded by: **Bill Van Heyst, Dean, Faculty of Engineering**

The following does not result in any academic program change.

This memo is to inform you that the Faculty of Engineering is altering the sequencing of courses and terms for the third and fourth year of Industrial Engineering to align with Mechanical Engineering programs. There is no change to program requirements or course curriculum and there is no negative financial impact associated with the change.

The realignment will be in effect for all students starting in second year in Fall 2023 (**so effective Fall 2022**). A motion to approve the realignment was passed by the Department of Mechanical, Automotive and Materials Engineering on May 18, 2023, as well as the Faculty of Engineering Faculty Coordinating Council on Monday, October 30, 2023.

The rationale for the alteration includes reducing redundancy in the delivery of some courses, which currently need to be offered twice due to the lack of program alignment. This will have the result in reducing some delivery costs. In addition, it improves the ability for industrial students to enter the co-operative education stream without having to take a fifth year of study. Co-op and Career Services has been informed and is supportive of the sequencing change.

Industrial students take three Business courses and two nontechnical elective courses in the realigned semesters. The nontechnical electives are from a broad range of classes that are offered both in summer and winter semesters. The Odette School of Business also offers the three impacted Business courses in both summer and winter semesters. The Odette School of Business has been informed and is supportive of the sequencing change.

The summary of changes as well as the terms in which these changes will come into effect, are below.

The Faculty of Engineering is committed to ensuring that all students in years 1 and 2 of the program are informed of the changes and the benefits this provides to them.

Sincerely,

Bill Van Heyst
Dean,
Faculty of Engineering

OUTLINE OF STUDIES

Note: All students will follow the sequence of study terms shown in their program of study.

Degree Requirements

...

THIRD YEAR Fall Term

INDE-3170. Systems Analysis and Design

INDE-3120. Operations Research I

GENG-3130. Engineering Economics

INDE-3150. Product and Process Design

INDE-3210. Manufacturing Process Design

1 course from outside Engineering, selected from the approved list.

Winter Term: - Co-op students only

GENG-3980. Work Term II

Summer Term

INDE-3110. Computer Aided Design and Computer Aided Manufacturing

INDE-3020. Health, Safety and Human Factors

INDE-3270. Product Quality and Reliability

INDE-3910 Supply Chain Engineering

MGMT-2430 Human Resource Management

Fall Term - Co-op students only

GENG-4980. Work Term III

FOURTH YEAR Winter Term

INDE-4000. Capstone Industrial Design Projects

INDE-4130. Production Analysis and Logistics

INDE-4220. Simulation of Industrial Systems

INDE-4280. Facilities Design and Logistics

MECH-3221. Control Theory

1 course from outside Engineering, selected from the approved list.

Summer Term

INDE-4000. Capstone Design Project

INDE-4120. Operations Research II

GENG-4210. Engineering and Society

INDE-4350. DOE Techniques for Manufacturing

INDE-4310 Flexible Manufacturing Systems

Bachelor of Applied Science in Industrial Engineering – Minor in Business Administration Option – Fall 2022 to Spring 2023 Calendar

OUTLINE OF STUDIES

Note: All students will follow the sequence of study terms shown in their program of study.

Degree Requirements

...

THIRD YEAR Fall Term

INDE-3170. Systems Analysis and Design
INDE-3120. Operations Research I
GENG-3130. Engineering Economics
INDE-3150. Product and Process Design
INDE-3210. Manufacturing Process Design
ACCT-2550. Managerial Accounting

Winter Term: - Co-op students only

GENG-3980. Work Term II

Summer Term

INDE-3110. Computer Aided Design and Computer Aided Manufacturing
INDE-3020. Health, Safety and Human Factors
INDE-3270. Product Quality and Reliability
INDE-3910 Supply Chain Engineering
MGMT-2430 Human Resource Management
1 course from outside Engineering, selected from the approved list

Fall Term - Co-op students only

GENG-4980. Work Term III

FOURTH YEAR Winter Term

INDE-4000. Capstone Industrial Design Projects
INDE-4130. Production Analysis and Logistics
INDE-4220. Simulation of Industrial Systems
INDE-4280. Facilities Design and Logistics
MECH-3221. Control Theory
MKTG-1310. Principles of Marketing

Summer Term

INDE-4000. Capstone Design Project
INDE-4120. Operations Research II
GENG-4210. Engineering and Society
INDE-4350. DOE Techniques for Manufacturing
INDE-4310 Flexible Manufacturing Systems
MSCI-2130. Management Information Systems

OUTLINE OF STUDIES

Note: All students will follow the sequence of study terms shown in their program of study.

Degree Requirements

...

THIRD YEAR Fall Term

INDE-3170. Systems Analysis and Design

INDE-3120. Operations Research I

GENG-3130. Engineering Economics

INDE-3150. Product and Process Design

INDE-3210. Manufacturing Process Design

1 course from outside Engineering, selected from the approved list

Winter Term – Co-op students only

GENG-3980. Work Term II

Summer Term

INDE-3110. Computer Aided Design and Computer Aided Manufacturing

INDE-3020. Health, Safety and Human Factors

INDE-3270. Product Quality and Reliability

INDE-3910 Supply Chain Engineering

MGMT-2430 Human Resource Management

~~Summer Term – Co-op students only~~

~~GENG-3980. Work Term II~~

Fall Term-- Co-op students only

GENG-4980. Work Term III

FOURTH YEAR Winter Term

INDE-4000. Capstone Industrial Design Projects

INDE-4130. Production Analysis and Logistics

INDE-4220. Simulation of Industrial Systems

INDE-4280. Facilities Design and Logistics

MECH-3221. Control Theory

1 course from outside Engineering, selected from the approved list

~~Winter~~ **Summer Term**

INDE-4000. Capstone Design Project

INDE-4120. Operations Research II

GENG-4210. Engineering and Society

INDE-4350. DOE Techniques for Manufacturing

INDE-4310 Flexible Manufacturing Systems

~~Summer Term – Co-op students only~~

~~GENG-4980. Work Term III~~

Bachelor of Applied Science in Industrial Engineering - Minor in Business Administration Option – **Fall 2022 to Spring 2023 Calendar**

OUTLINE OF STUDIES

Note: All students will follow the sequence of study terms shown in their program of study.

Degree Requirements

...

THIRD YEAR

Fall Term

INDE-3170. Systems Analysis and Design

INDE-3120. Operations Research I

GENG-3130. Engineering Economics

INDE-3150. Product and Process Design

INDE-3210. Manufacturing Process

ACCT-2550. Managerial Accounting

Winter Term – Co-op students only

GENG-3980. Work Term II

~~Winter~~ **Summer** Term

INDE-3110. Computer Aided Design and Computer Aided Manufacturing

INDE-3020. Health, Safety and Human Factors

INDE-3270. Product Quality and Reliability

INDE-3910. Supply Chain Engineering

MGMT-2430. Human Resource Management

1 course from outside Engineering, selected from the approved list

~~Summer Term – Co-op students only~~

~~GENG-3980. Work Term II~~

Fall Term-- Co-op students only

GENG-4980. Work Term III

FOURTH YEAR

Winter Term

INDE-4000. Capstone Design Project

INDE-4130. Production Analysis and Logistics

INDE-4220. Simulation of Industrial Systems

INDE-4280. Facilities Design and Logistics

MECH-3221. Control Theory

MKTG-1310. Principles of Marketing

~~Winter~~ **Summer** Term

INDE-4000. Capstone Design Project

INDE-4120. Operations Research II

GENG-4210. Engineering and Society

INDE-4350. DOE Techniques for Manufacturing

INDE-4310. Flexible Manufacturing Systems

MSCI-2130. Management Information Systems

**University of Windsor
Program Development Committee**

***5.9: Removal of Industry Partner References from the International MASc In Automotive Engineering/Laurea Magistrale in Automotive Engineering**

Item for: **Information**

Forwarded by: **Bill Van Heyst, Dean, Faculty of Engineering**

This memo is to inform you that the Faculty of Engineering is removing all reference to industry partners from the International MASc In Automotive Engineering/Laurea Magistrale in Automotive Engineering (Torino Program).

The removal is effective immediately (Winter 2024 calendar) and will be in effect for applicants to the Fall 2024 semester. A motion to this effect was passed by the Department of Mechanical, Automotive and Materials Engineering on September 22, 2023, as well as the Faculty of Engineering Faculty Coordinating Council on Monday, October 30, 2023.

Stellantis has given notice they they are pulling specific student support from the Torino Program. There are several references to Fiat and Chrysler (now Stellantis) as part of their thesis project requirements (including the locations in which this research would take place) both in the academic calendar as well as on various websites. This motion would see the removal to the reference to industry partners from the calendar as well as the relevant websites.

The University of Torino is still committed to this program and have expressed desire to continue the program past the end of the current Memorandum of Understanding (MOU). There are no references to Fiat/Chrysler/Stellantis within the MOU.

Current students are still being funded by Stellantis and have indicated this will continue. The Faculty of Engineering is committed to ensuring that all students in program will be supported and will have the opportunity to complete the degree with the current industry support.

Sincerely,

Bill Van Heyst
Dean,
Faculty of Engineering

**University of Windsor
Program Development Committee**

***5.10: Suspending Admissions to the Master of Engineering (Materials Option) Program**

Item for: Information

Forwarded by: Bill Van Heyst, Dean, Faculty of Engineering

This memo is to inform you that the Faculty of Engineering is suspending admission to the Master of Engineering (M.Eng), Materials Option program.

The suspension is effective starting the Fall 2024 semester. A motion to this effect was passed by the Department of Mechanical, Automotive and Materials Engineering on March 16, 2023, as well as the Faculty of Engineering Faculty Coordinating Council on Monday, October 30, 2023.

Enrolment in the M.Eng, Materials Option program has been significantly lower than all other M.Eng programs within the Faculty of Engineering. Over the last several terms, enrolment over all four terms of the M.Eng Materials Option program has averaged at approximately 15 students compared to an average enrolment in the M.Eng Industrial and Mechanical options of approximately 300, and 600, respectively.

Applications to the M.Eng Materials option has dropped to an average of fewer than 5 per intake. With average class sizes of 50 for M.Eng courses, this option is no longer sustainable from a resourcing perspective.

The Faculty of Engineering is committed to ensuring that all students in program, or who have been admitted prior to Fall 2024 have the courses they need to graduate.

Sincerely,

Bill Van Heyst
Dean,
Faculty of Engineering

**University of Windsor
Program Development Committee**

***5.11: Industrial Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Engineering**

MOTION: That the degree requirements for BAsC Industrial Engineering, BAsC Industrial Engineering with Cooperative Education, BAsC Industrial Engineering with Business Minor, BAsC Industrial Engineering with Business Minor with Cooperative Education be changed in accordance with the program/course change forms, and that the changes be applied retroactively to Fall 2023.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Mechanical, Automotive, and Materials Engineering Council, and the Faculty of Engineering Coordinating Council.
- Changes to first-year were approved last Spring and are in the calendar. They are included here to provide a comprehensive review of the curriculum changes.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	BASc Industrial Engineering BASc Industrial Engineering with Cooperative Education BASc Industrial Engineering with Business Minor BASc Industrial Engineering with Business Minor with Cooperative Education
DEPARTMENT(S)/SCHOOL(S):	Mechanical, Automotive, and Materials Engineering
FACULTY(IES):	Faculty of Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	For the cohort beginning Fall 2023
--	------------------------------------

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.

BASc Industrial Engineering

BASc Industrial Engineering with Cooperative Education

BASc Industrial Engineering with Business Minor

BASc Industrial Engineering with Business Minor with Cooperative Education

[The following changes to courses in Semesters 1 to 8 will be made in the calendar for all of the BASc programs in Industrial Engineering.]

Year 1 - Fall (Semester 1)

GENG-1101. Engineering 1

GENG-1102. Engineering Graphics

~~GENG-1110. Engineering Mechanics I~~

MATH-1720. Differential Calculus

MATH-1270. Linear Algebra (Engineering)

PHYS-1400. Introductory Physics I

Year 1 - Winter (Semester 2)

GENG-1110. Engineering Mechanics I

GENG-1201. Cornerstone Design

~~GENG-1200. Engineering Thermofluids~~

GENG-1202. Introductory Electrical and Computer Engineering

MATH-1730. Integral Calculus

~~PHYS-1410. Introductory Physics II~~

CHEM-1103. Topics in General Chemistry

Year 2 - Fall (Semester 3)

GENG-2101. Engineering 2

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

MATH-2780. Vector Calculus

~~MATH-2790. Differential Equations~~

GENG-2102. Programming and Algorithms

~~GENG-2320. Engineering Software Fundamentals~~

~~GENG-2340. Electrical and Computing Fundamentals~~

PHYS-2100. Topics in Physics

~~MECH-2210. Dynamics~~

GENG-2190. Introduction to Engineering Materials

~~GENG-2500. Engineering and the Environment~~

~~INDE-2010. Engineering Management and Globalization~~

~~STEN-1000 Introduction to Business~~

Year 2 - Winter (Semester 4)

GENG-2201. Engineering Design II

~~MATH-2780. Vector Calculus~~

MATH-2790. Differential Equations

~~GENG-2190. Introduction Engineering Materials~~

~~GENG-2220. Treatment of Experimental Data~~

~~GENG-2200. Numerical Analysis for Engineering~~

MECH-2230. Advanced Engineering and Design

~~GENG-2180. Mechanics of Deformable Bodies~~

~~ACCT 1510 Principles of Financial Accounting~~

Complementary Studies course selected from the approved list

Summer Term - Co-op students only

~~GENG-2980. Work Term I~~

Year 3-Fall (Semester 5)

~~INDE-3170. Systems Analysis and Design~~

~~INDE-3120. Operations Research I~~

~~GENG-3130. Engineering Economics~~

~~INDE-3150. Product and Process Design~~

~~INDE-3210. Manufacturing Process Design~~

~~1 course from outside Engineering, selected from the approved list~~

In addition, Industrial Engineering with Business Minor students must take:

~~ACCT-2550. Managerial Accounting~~

Year 3-Winter Term - Co-op students only

~~GENG-3980. Work Term II~~

Year 3-Summer (Semester 6)

~~INDE-3110. Computer-Aided Design and Computer Aided Manufacturing~~

~~INDE-3020. Health, Safety, and Human Factors~~

~~INDE-3270. Product Quality and Reliability~~

~~INDE-3910. Supply Chain Engineering~~

~~MGMT-2430. Human Resource Management~~

~~1 course from outside Engineering, selected from the approved list~~

Year 4 – Fall Term - **Co-op students only**

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

GENG-4980. Work Term III

Year 4 – Winter Term (Semester 7)

INDE-4000. Capstone Design A

~~INDE-4000. Capstone Industrial Design Projects~~

INDE-4130. Production Analysis and Logistics

INDE-4220. Simulation of Industrial Systems

INDE-4280. Facilities Design and Logistics

~~MECH-3221. Control Theory~~

Complementary Studies course selected from the approved list

~~1 course from outside Engineering, selected from the approved list~~

In addition, Industrial Engineering with Business Minor students must take:

MKTG-1310. Principles of Marketing

Year 4 - Summer (Semester 8)

MECH-3221. Control Theory

INDE-4000. Capstone Design B

~~INDE-4000. Capstone Industrial Design Projects~~

INDE-4120. Operations Research II

~~GENG-4210. Engineering and Society~~

INDE-4350. DOE Techniques for Manufacturing

INDE-4310 Flexible Manufacturing Systems

In addition, Industrial Engineering with Business Minor students must take:

MSCI-2130. Management Information Systems

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 following program changes affect the degree requirements.

- Deletion of PHYS 1410 Introductory Physics II; Addition of PHYS-1400 Introductory Physics I. This change has been agreed upon with Physics as discussed in Section C.1.
- Deletion of GENG 1200 Engineering Thermofluids; Addition of PHYS-2100. Topics in Physics. This change has been agreed upon with Physics
- Deletion of GENG-2340. Electrical and Computing Fundamentals; Addition of GENG 1202 Introductory Electrical and Computer Engineering.
- Deletion of GENG-2500. Engineering and the Environment and INDE-2010. Engineering Management and Globalization; Addition of GENG-2201. Engineering II
- Deletion of GENG-2320. Engineering Software Fundamentals and GENG-2200. Numerical Analysis for Engineering; Addition of GENG-2102. Programming and Algorithms
- Addition of GENG-2201. Engineering Design 2
- Addition of GENG-3201. Engineering Design 3
- Deletion of GENG-4210. Engineering and Society

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

- The course deletions and additions are resource-neutral for all BASc Industrial Engineering programs.

B. RATIONALE

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

The Engineering Common Core in the First and Second Years addresses improved pedagogy and the need for ever-increasing skills in computational/electrical applications in the coming decade. In terms of pedagogy, students will benefit from having Linear Algebra and Physics in Semester 1 as prerequisites to Engineering Mechanics I in Semester 2. Skills development in computing and electrical areas, which currently begins in year two, will now begin in the first year. In addition, the number of courses for all programs has been reduced by one course. The main reason is reducing the total course hours requirement of the Faculty of Engineering's external accrediting body, the Canadian Engineering Accreditation Board (CEAB), by 100 hours, from 1950 to 1850. The Industrial Engineering program currently comfortably exceeds the minimum requirement, with approximately 2000 hours, and still comfortably meets the new hours' requirement and fulfills the CEAB graduate attributes with one fewer course.

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

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

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

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

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

The following information describes how the undergraduate industrial 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

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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 a third-year course that provides a presentation about Indigenous issues, and students complete an assignment. INDE-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, 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].

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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.

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

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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/>

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 curriculum of all Industrial Engineering Programs has been streamlined. The number of engineering courses added is the same as the number of deleted courses. There is no expected need for additional resources.

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 new Year-1 course GENG 1202 will be covered by existing faculty members in the Department of Electrical and Computing Engineering.

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 for this undergraduate program change

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 for this undergraduate program change

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.*

No new resources are expected to originate from this program revision.

C.5 Planned Reallocation of Resources and Cost-Savings

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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.)

The number of engineering courses added is the same as the number of deleted courses. There are no expected cost savings.

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:	Department of Physics will reallocate the resources from PHYS 1410 to 1400

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):	Additional sets of laboratory equipment

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*5.12: **French Studies – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Department of Languages, Literatures, and Cultures**

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.*

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****

FREN-3300. Applied Linguistics Issues in First and Second Language Acquisition and Teaching

An introduction to modern linguistic theories about language acquisition, followed by a comparative study of first and second language acquisition and a survey of second language teaching techniques highlighting the linguistic concepts underlying these techniques. (Prerequisite: FREN-2300 and FREN-2310.)

FREN-3560. Contemporary Francophone Literature and Thought Francophone literatures of Sub-Saharan Africa and the French Caribbean

The post-modern aesthetic and writing in francophone countries of Sub-Saharan Africa and the French **Caribbean West Indies**. (Prerequisite: FREN-1410.)

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

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

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

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

French Studies, housed in the Department of Languages, Literatures, and Cultures, continues the important objective of indigenizing its curriculum, as well as pursuing a pedagogy underpinned by decolonization.

With respect to decolonization, French Studies adopted in the early 2000s a curriculum which intentionally moved away from the centre, i.e., France, the former colonial power, and adopted a decolonial francophone approach which specifically highlights the cultural and linguistic contributions of the wider Francophonie, i.e., Sub-Saharan Africa, the Caribbean, North Africa and the Middle East, and francophone Canada.

In recent years, and in line with the Truth and Reconciliation Report and University guidelines, French Studies has taken steps to incorporate Indigenous (First Nations, Metis and/or Inuit) content, perspectives, and material into its curriculum. This process is underway, and not yet completed.

French Studies, which services a minoritized but protected language community in South-western Ontario, is well aware of the existential challenges faced by minority groups, in both the linguistic and the cultural arenas. The area is fully supportive of Calls to Action, 13 to 16, pertaining to Language and Culture, included in the 2015 Truth and Reconciliation report:

Language and culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.

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- ii. *Aboriginal language rights are reinforced by the Treaties.*
- iii. *The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.*
- iv. *The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.*
- v. *Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.*
- 15. *We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-language initiatives.*
- 16. *We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.*

<https://crc-canada.org/wp-content/uploads/2016/03/trc-calls-to-action-english.pdf>

French Studies wishes through the incorporation of Indigenous (First Nations, Metis and/or Inuit) content, perspectives, and material into its curriculum to increase awareness among its student body of the place that Indigenous or Aboriginal languages occupy in Canada's imbalanced linguistic ecosystem. With that in mind, the area has recently added to its mission the following related objective: *"To develop an understanding of the impact of French as a settler or colonial language on the languages of Canada's Indigenous peoples as well as on those of France's and Belgium's former colonies."*

To sensitize students to the plight of Canada's Aboriginal languages, Indigenous content has been incorporated in our series of culture and literature courses focusing on francophone Canada, and significantly in our Linguistics courses. The latter contrast, where relevant, grammatical phenomena, common to Indo-European languages, such as French, with grammatical phenomena characteristic of Canada's Algonquian language family. Further, third- and fourth-year linguistics courses critically examine aspects of Canada's linguistic ecosystem, such as linguistic contact phenomena between French and Canada's Indigenous languages, and the long-lasting and detrimental impact of explicit strategies of assimilation (such as residential schools, and Ontario's Regulation 17), to name a few areas of discussion.

FREN-3320 *The History of the French Language* – Chapter on French-Indigenous language contact and the emergence of Michif, one of the languages of the Métis people of Canada.

FREN-4340 *The French Lexicon* – Chapter on French-Indigenous language contact and the presence of Indigenous loanwords in Canadian French (particularly, Laurentian French).

FREN-4350 *Issues in Individual and Social Bilingualism* – Chapter on the use of explicit strategies to achieve the linguistic and cultural assimilation of minority communities (unit on the Residential School System), and a Chapter on language loss, maintenance, and revitalization.

French Studies regrets that it does not currently have sufficient disciplinary expertise nor faculty resources to offer specialized courses on French-Indigenous relations in the Canadian landscape or the Métis experience. The area is, however, committed to inviting guest speakers to introduce students to these topics.

Further, by adding POLS-2035 and POLS-2055 to our course requirements, French Studies also introduces into its curriculum the Indigenous content of these two courses, and particularly of POLS-2035 which contains significant material on the relationship between Indigenous Peoples in Quebec and the province of Quebec.

The indigenization of the French Studies curriculum is an ongoing process, also informed by participation in a number of workshops held by Jaimie Kecheho, the Indigenous Curriculum and Pedagogy Project Coordinator for the Centre for Teaching and Learning. The process is also informed by a growing body of literature in the area of Applied Linguistics, and Indigenous language revitalization. The 2022 paper, *Indigenous language revitalization and applied*

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linguistics: conceptualizing an ethical space of engagement between academic fields, co-written by Belinda Daniels (University of Victoria) and Andrea Sterzuk (University of Regina) and published in the *Canadian Journal of Applied Linguistics*, has been an important source of information. Another important source is *Diversity and decolonization in French Studies. New approaches to teaching*, published in 2022 by Springer, with a chapter on honoring native voices in the French Studies classroom.

To conclude, French Studies faculty are fully committed to deepening their understanding of the interrelations between Canada's Indigenous and francophone communities.

Our aim is to offer to our diverse student body a curriculum that echoes the diversity of today's Francophonie, and to locate within that diversity French-Canadian and Indigenous contributions and interactions.

A.2 Experiential Learning Categories

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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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 **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:	<p>FREN-3300. Applied Linguistics <u>Issues in First and Second Language Acquisition and Teaching</u></p> <p>FREN-3560. Contemporary Francophone Literature and Thought <u>Francophone literatures of Sub-Saharan Africa and the French Caribbean</u></p>
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/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <input checked="" type="checkbox"/> May 5, 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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*5.13: **Sociology and Criminology/Women's and Gender Studies – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Interdisciplinary and Critical Studies and Sociology, Faculty of Arts, Humanities, and Social Sciences**

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

Date of Modification	Approval Body Modifying	Reason for Modification
March, 2022	Sociology and Criminology/ Women's and Gender Studies in IACS	Change the title to make it less opaque and to provide a clearer and updated course description that is consistent with what is being taught. Also to include a SACR pre-requisite course. Elaborate on TRC commitments.

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
Sociology and Criminology	John Deukmedjian	April 18, 2023	X	
WGST IACS	Natalie Delia Deckard	August 30, 2023	X	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made.
Include the effective date* Fall 2022 *(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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FORM E

SACR-3540. Gender, Space, and Time Home, Work and Leisure in the Digital Age

An examination of sociological and anthropological approaches to the study of space-time relations within the field of gender studies, including a focus on the development of gendered environments and cultural practices. An intersectional exploration of how home, work and leisure are reproduced through space-time relations that are organized and augmented by mobile technologies. Topics may include an investigation of the home as a contested racialized and gendered workspace, remote and mobile technologies in identity practices, history making and community-building, or the changing meaning of mobility for workers under globalization. (Also offered as Women's and Gender Studies WGST-3540.) (Prerequisites: SACR-1100 or WGST-1000 and semester 5 or higher standing.)

WGST-3540. Gender, Space, and Time Home, Work and Leisure in the Digital Age

An examination of sociological and anthropological approaches to the study of space-time relations within the field of gender studies, including a focus on the development of gendered environments and cultural practices. An intersectional exploration of how home, work and leisure are reproduced through space-time relations that are organized and augmented by mobile technologies. Topics may include an investigation of the home as a contested racialized and gendered workspace, remote and mobile technologies in identity practices, history making and community-building, or the changing meaning of mobility for workers under globalization. (Also offered as Sociology and Criminology SACR-3540.) (Prerequisites: SACR-1100 or WGST-1000 and semester 5 or higher standing.)

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

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

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

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

Departmental faculty members have participated in workshops and taken on self-learning materials. A departmental TRC committee developed some key terms and concepts for instructors to familiarize themselves with and apply to their courses including decolonizing the course by questioning the settler colonial foundations of the course concepts. As a group, faculty members have also re-envisioned the curriculum to see how we can better

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centre Indigenization and decolonization as central to the program rather than being an add on. As a result, our mission statement has also been rewritten.

Understanding and critiquing settler colonialism is central to the curriculum. In this course, temporal and spatial constructions of Canada and subject formations are explored at the beginning of the course to decentre western-based narrative of what it means to be a Canadian and destabilize imperial and colonial assumptions about nation, citizenship and organization of gender and race. Self-reflection is an integral part of the curriculum to understand one's relationality and positionality. Land acknowledgement is also built into our courses now. With respect to the course, the very definition of home, work, and leisure now come under temporal and spatial interrogation with the help of Indigenous scholars in order to go beyond settler colonial perspective.

The faculty is committed to continuous learning for faculty. Ongoing group reflection under the leadership of the departmental TRC committee will continue to guide our knowledge development around Indigenous peoples and experiences. This has also included reading key Indigenous thinkers and exploring and debating issues and concepts amongst faculty members as we have done in the past. Indigenous guest speakers and group sessions are part of this agenda.

Specific to this course, what is particularly relevant is the incorporation of Indigenous knowledges and experiences in the way we approach the topic of how our very conception of time and space has been a Eurocentrically defined. Hence, the course will continuously seek out publications from Indigenous researchers to bring in Indigenous realities and ontologies. Land as the basic premise of Indigenous resistance, learning and resurgence is taken up here and juxtaposed against imperial writings on spatialization. And we rethink histories as part of the course to temporalize power relations in the very concept of the self and what it means to be human. As well, diverse learning methods will pluralize and add to the individualistic writing and reading dominant styles of learning.

This development is in line with other courses in the program such as WGST2200 which also takes as foundational the problems of settler colonialism and the impact on Indigenous community and women in particular. The very concept of settler colonialism, decolonization and Indigenization are part of these courses that we explore with our students so that they engage with them more experientially rather than simply an academic and governance ideas. What this means is that self-reflection in relation to the context is an important part of our strategy. Personally relevant meanings and relationalities is part of the first step towards experiencing the decolonizing and Indigenizing concepts and this will be part of the framework and lens to approach our courses that require interrogation of one's positionality and relationality.

Instructors have varying experience with Indigenizing and decolonizing and are on different paths. The assigned instructor would have participated in CTL and departmental workshops and re-envisioning of the program to be more fully prepared to undertake decolonizing themselves and Indigenizing the course. The departmental TRC statements will also guide our work. Settler Colonial Studies journal is also used to explore updates in the relevant areas. Also, the exercise of learning collectively will open up ways to incorporate new strategies and resources and explore diverse student needs. In the future, consultations with Indigenous elders to incorporate more Windsor Essex resources will be explored to see how the land-based experiences can shape the course.

We consider incorporating land acknowledgement to be a work in progress and different for different people and for different times and spaces because land acknowledgement requires ongoing engagement with the land and our context, and so may evolve depending on where we are at in our own history, spaces and our relationships. This will transcend what we write into our course syllabi and may require discussions with students periodically. This exercise fits very well into a course that challenges the very spatial and temporal conception of self, subject, land and nation. Inviting an Indigenous speaker to the course is being explored. Critical self-reflection, both individual and done collectively in class through group discussions will further this goal. Lectures will be informed by the instructors' own self learning. For example, for the next assigned instructor, her history of learning has included taking on learning opportunities offered by the department and the university. It also includes grappling with Indigenous critiques and researching and publishing about building solidarity with Indigenous peoples and others in the interest of anticolonialism, anti-oppression and social justice. In addition to working from the approach of building solidarity, she is also working to understand oppression and violence as intersectionalities and

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relationships among people and levels of action in order to better center land-based ontologies that go beyond academic understanding.

In the process of updating this course and one's knowledge generally, the instructor has taken on critical allyship and place-based solidarity writing particularly those from Indigenous authors and research on decolonizing knowledge production. They include the works of Canadian researchers about Indigenous experience and resistance (all public sources) - Leanne Simpson, Glen Coulthard, Eve Tuck, Cheryl Suzack, Kiera Ladner, Karen Anderson, Sarah Carter, etc. As well, works conceptualizing the effects and power of colonialism including Lorenzo Veracini, Scott Morgenson and Jodi Byrd, and literature from the global South and other racialized peoples who have confronted and wrestled with working in solidarity with Indigenous communities including George Dei, Enakshi Dua, Davina Bhandar, Rita Dhamoon etc. Readings that will be assigned in the course include those by Sherene Razack and Leanne Simpson's *As We have always Done* and Mark Rifkin. Plans to take on Latin American Indigenous scholarship are also in the works.

If by critical we mean that we are constantly learning, reflecting, positioning, relating and revising, and learning from Indigenous knowledges, then yes, we are critically engaged with decolonization and Indigenization. Settler colonialism is a concept taken up as part of the critique of how gender relations are produced in Canada and transnationally. Concomitantly, decolonization is part of the ongoing reflection that instructors and students are asked to do in order to go beyond performing decolonialism and genuinely challenging oneself to incorporate alternative world views and realities in how we define the world and ourselves in relation to each other.

The course learning outcomes will be periodically revised to incorporate changes in our own thinking and development around decolonization and settler colonialism.

A.2 Experiential Learning Categories

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

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

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

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B. Learning Outcomes for the Courses Listed Above

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	SACR/WGST 3540 Home, Work and Leisure in the Digital Age
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__x__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 10. 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

**University of Windsor
Program Development Committee**

*5.14: **Electrical Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Engineering**

MOTION: That the degree requirements for Bachelor of Applied Science - Electrical Engineering be changed in accordance with the program/course change forms, and that the changes be applied retroactively to Fall 2023.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Electrical Engineering Council, and the Faculty of Engineering Coordinating Council.
- Changes to first-year Engineering core were approved last Spring. They are included here to provide a comprehensive review of the curriculum changes.
- *See attached.*

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FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Applied Science - Electrical Engineering
DEPARTMENT(S)/SCHOOL(S):	Electrical and Computing Engineering
FACULTY(IES):	Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2023
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A.1 PROGRAM REQUIREMENT CHANGES

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

Example:

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

Bachelor of Applied Science - Electrical Engineering

Year 1 - Fall Term (Semester 1)

GENG-1101. Engineering 1

GENG-1102. Engineering Graphics

~~GENG-1110. Engineering Mechanics I~~

MATH-1720. Differential Calculus

MATH-1270. Linear Algebra (Engineering)

PHYS-1400. Introductory Physics I

Year 1 - Winter Term (Semester 2)

GENG-1201. Cornerstone Design

~~GENG-1200. Engineering Thermofluids~~

GENG-1110. Engineering Mechanics I

GENG-1202. Introductory Electrical and Computer Engineering

MATH-1730. Integral Calculus

~~PHYS-1410. Intro. Physics II~~

CHEM-1103. Topics in General Chemistry

Year 2 - Fall Term (Semester 3)

~~GENG-2320. Engineering Software Fundamentals~~

~~GENG-2340. Electrical and Computing Fundamentals~~

GENG-2101. Engineering 2

MATH-2780. Vector Calculus

PHYS-2100. Topics in Physics

ELEC-2140 Circuit Analysis I

ELEC-2240. Signals and Systems

MATH-2790. Differential Equations

~~PHYS-2200. Oscillations, Waves, and Electromagnetism~~

~~One non-technical course from the Faculty of Engineering's approved list.~~

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Year 2 - Winter Term (Semester 4)

~~ELEC-2200. Circuit Analysis~~

ELEC-2320. Software Fundamentals

~~ELEC-2170. Digital Logic Design I~~

~~ELEC-2240. Signals and Systems~~

GENG-2220. Engineering Probability & Statistics

ELEC-2170. Digital Logic Design

~~ELEC-2260. Electronics I~~

ELEC-2200. Circuit Analysis II

ELEC-2280. Electromagnetic Fields

~~ELEC-2280. EM Waves and Rad. System~~

~~GENG-2220. Treatment of Experimental Data.~~

Summer Term - Co-op students only

GENG-2980. Work Term I

Year 3 - Fall Term (Semester 5)

~~GENG-3130. Engrg. Economics~~

ELEC-3000. Engineering Design

~~ELEC-3130. Electromech. Systems I~~

~~ELEC-3130. Electromech. Systems~~

~~ELEC-3160. Electronics II~~

ELEC-3270. Microprocessors

~~ELEC-3300. Dig. Logic Design II~~

~~ELEC-2110. Computer Aided Analysis~~

One Complementary Studies course from the Faculty of Engineering's approved list.

Year 3-Winter Term - Co-op students only

GENG-3980. Work Term II

Year 3 - Summer Term (Semester 6)

~~ELEC-2250. Physical Electronics~~

ELEC-3030. Physical Electronics

ELEC-3040. Embedded System Design

~~ELEC-3240. Control Systems I~~

~~ELEC-3270. Microprocessors~~

~~ELEC-3290. Analog Comm.~~

ELEC-3010. Computer Aided Analysis

~~GENG-2500 Engineering and the Environment~~

~~One non technical course from the Faculty of Engineering's approved list.~~

Year 4 – Fall Term - Co-op students only

GENG-4980. Work Term III

Year 4 - Winter Term (Semester 7)

Core Subjects - All Students

~~ELEC-4000. Capstone Design Project~~

ELEC-4000. Capstone Design A (+ ethics lectures)

~~ELEC-4310. Control Systems II~~

~~ELEC-4570. Fundamentals of Digital Signal Processing~~

One Complementary Studies course from the Faculty of Engineering's approved list.

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~~**2 or 3~~ 1 or 2 courses from

ELEC-4190. Digital Communications,
~~ELEC-4340. Automotive Electronics,~~
ELEC-4350. Microelectromech. Systems,
ELEC-4360. Computer Communications,
ELEC-4370. Intelligent Computing,
~~ELEC-4430. Embedded Sys. Design,~~
ELEC-4440. Analog Int. Circuit Design,
ELEC-4450. Power Electronics,
~~ELEC-4490. Automotive Sensors,~~
ELEC-4490. Sensor and Vision Systems,
ELEC-4500. Power Systems I

[Students opting for the Integrated BASc/MASc program will need to register in two graduate courses spread over the Winter-Summer terms (one graduate course per term). Admission requirements for the Integrated BASc/MASc are shown in the third year course sequence.]

Year 4 - Summer Term (Semester 8)

Core Subjects - All Students

~~GENG-4210. Engineering and Society~~

ELEC-4000. Capstone Design B (+ law lectures)

~~ELEC-4000. Capstone Design Project~~

ELEC-4320. EM waves and Rad. Sys. II

2 or 3 courses from

ELEC-4330. Digital Integrated Circuits,
ELEC-4340. Automotive Electronics ,
~~ELEC-4350. Microelectromech. Systems,~~
ELEC-4380. Coding and Info. Theory,
ELEC-4390. Multimedia Systems,
ELEC-4400. Wireless Communications,
ELEC-4470. Comp. Networks & Security,
ELEC-4480. Digital Comp. Arch.,
ELEC-4600. Power Systems II

[For the students who are registered in the Integrated BASc/MASc program see the conditions outlined in the 4th year Winter semester.

Taking courses out of sequence can be allowed for special cases transfers, advanced credit, etc. at the discretion of the Department Head.

Note: All language about specialization letter is removed because negligible number of students have asked for it for the past few years. It will allow ECE department to manage elective courses more efficiently.

~~Area of Specialization~~

~~Upon request, the Department will provide students with letters indicating that they have completed an area of specialization based on the successful completion of the following cluster of courses:~~

~~Students who wish to specialize in:~~

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Electronics, are recommended to include the following courses in their selection:

Winter:

~~ELEC-4440. Analog Integrated Circuit Design~~

~~ELEC-4450. Power Electronics~~

Summer:

~~ELEC-4330. Digital Integrated Circuits~~

~~ELEC-4350. Microelectromechanical System~~

Communications, are recommended to include the following courses in their selection:

Winter:

~~ELEC-4190. Digital Communications~~

~~ELEC-4360. Computer Communications~~

Summer:

~~ELEC-4380. Coding and Info. Theory~~

~~ELEC-4400. Wireless Communications~~

Automotive Electronics, are recommended to include the following courses in their selection:

Winter:

~~ELEC-4430. Embedded System Design~~

~~ELEC-4490. Automotive Sensors~~

Summer:

~~ELEC-4340. Automotive Electronics~~

~~ELEC-4350. Microelectromechanical Systems~~

Computer Engineering, are recommended to include the following courses in their selection:

Winter:

~~ELEC-4430. Embedded System Design~~

~~ELEC-4480. Digital Computer Architecture~~

Summer:

~~ELEC-4390. Multimedia Systems~~

~~ELEC-4470. Computer Networks and Security~~

The above changes are being made to the BASc Electrical Engineering program and should be reflected in the Engineering section of the calendar.

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

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

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

The changes to degree requirements in all four years for BASc Electrical Engineering program are noted below. New course forms (Form D) has been approved. Minor course calendar changes have been covered in Form E also previously submitted. The changes to all non-ELEC courses (common core) have been made across all the

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engineering programs. The only exception to this GENG-2320 which has been replaced by ELEC-2320. Separate PDC forms were already submitted that cover changes to the common core.

In year 1 the following changes are made:

- **GENG-1110 Engineering Mechanics I** is moved from fall to winter term.
- A new course **GENG-1202 Introductory Electrical and Computer Engineering** is introduced in winter term.
- The title of CHEM-1103 course is changed to "Topics in Chemistry".
- A new course **PHYS-1400 Introductory Physics I** is offered in fall term.
- The course ~~GENG-1200 Engineering Thermofluids~~ is removed.
- The course ~~PHYS-1410 Intro. Physics II~~ is removed.

In year 2 the following changes are made:

- The course ~~GENG-2320 Engineering Software Fundamentals~~ in the fall term is renamed as **ELEC-2320 Software Fundamentals**, which makes it an ELEC rather than GENG course and which will be offered in the winter term.
- The course ~~GENG-2340 Electrical and Computing Fundamentals~~ in the fall term is renamed as **ELEC-2140 Circuit Analysis I**.
- The course ~~ELEC-2200 Circuit Analysis~~ in the winter term is renamed as **ELEC-2200 Circuit Analysis II**.
- The course ~~ELEC-2170 Digital Logic Design I~~ in the winter term is renamed as **ELEC-2170 Digital Logic Design**.
- A new course **GENG-2101 Engineering 2** is introduced in the fall term.
- A new course **PHYS-2100 Topics in Physics** is introduced in the fall term. It replaced ~~PHYS-2200 Oscillations, Waves, and Electromagnetism~~ that is offered in the winter term.
- The title of ELEC-2280 course is changed to "Electromagnetic Fields".
- The course ELEC-2240 Signals and Systems is moved from winter to fall term.
- ~~One non-technical course from the Faculty of Engineering's approved list~~ is removed from the fall term.

In year 3 the following changes are made:

- A new course **ELEC-3000 Engineering Design** is introduced in the fall term.
- The course ELEC-3270 Microprocessors is moved from the summer term to the fall term.
- The course ~~ELEC-3300 Digital Logic Design II~~ has been removed.
- The course number for ~~ELEC-2110. Computer Aided Analysis~~ has been changed to **ELEC-3010. Computer Aided Analysis** and the course is moved from the fall term to the summer term.
- **One Complementary Studies course from the Faculty of Engineering's approved list** is added for the fall term.
- ~~One non-technical course from the Faculty of Engineering's approved list~~ is removed from the summer term.
- The fourth year elective course ~~ELEC-4430. Embedded Sys. Design~~, is removed as a 4th year elective and has been made a required course in third year summer term. The course number has been changed to **ELEC-3040 Embedded System Design** introduced in the summer term.
- The course number for ~~ELEC-2250. Physical Electronics~~ is changed to **ELEC-3030 Physical Electronics**

In year 4 the following changes are made:

- The title of the course ~~ELEC-4000 Capstone Design Project~~ in the winter term has been changed to **ELEC-4000 Capstone Design A**.
- The total number of elective courses required in the fourth year has been reduced from five to four.
- The title of the course ~~ELEC-4000 Capstone Design Project~~ in the summer term has been changed to **ELEC-4000 Capstone Design B**.

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- The course ~~GENG-4210: Engineering and Society~~ has been removed. The topics covered in this course (ethics and laws) are distributed in the capstone design courses in the winter and the summer terms respectively.

B. RATIONALE

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

The Faculty of Engineering Curriculum Committee (FECC) has undertaken a review of its common core (GENG) courses as part of its continuous improvement process. The Curriculum Committee in ECE used this opportunity, as a part of its continuous improvement (CI) efforts, to improve the ECE curriculum and adjust it to the changes in the common core curriculum. The detailed rationale for these changes in ECE curriculum is provided below.

- The curriculum has been updated to provide the required depth and breadth in a modern day ECE undergraduate program. Another objective was to make the ECE program competitive with similar programs offered at other universities in North America.
- The redundancies in our courses offered throughout the ECE program have been removed. For example, the ELEC-3300 course has been removed and coverage of digital design, microprocessors and embedded systems has been distributed among ELEC-2170, ELEC-3270 and ELEC-3040.
- Embedded system design has become increasingly important for all areas in ECE. Hence the elective course ELEC-4430 has been moved to the 3rd year (ELEC-3040) as a required course.
- Since the current program exceeds the total accreditation units (AUs) required for CEAB accreditation, the total number of courses in the new curriculum has been reduced from 44 to 43.
- A new course GENG 1202: Introductory Electrical and Computer Engineering has been created. The goal is to attract more first year students to the ECE undergraduate program.
- Both the required complementary studies courses have been moved to the regular (fall and winter) terms. This provides the students with a much larger variety of courses to choose from.

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)

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- *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 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.

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

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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.

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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/>

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

In terms of resources required, the new program will not require any additional faculty expertise and resources, staff resources, physical resources, GA support, etc., when compared to the existing 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.

Regular faculty and AAS positions are assigned to these courses.

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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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.*

No new resources are anticipated in delivery of the proposed modified program.

C.5 Planned Reallocation of Resources and Cost-Savings

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

There is no planned reallocation of resources or cost savings.

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