University of Windsor

PDC231214A

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Thursday December 14, 2023 at 9:00am-11:00am
Location: MS Teams

AGENDA

1 Approval of Agenda

2 Minutes of Meeting of November 15, 2023 PDC231115M

3 Business Arising from the Minutes

4 Outstanding Business

5 Reports/New Business

***5.1 Biology - Summary of Minor Course and Calendar Changes (Form E)** **Dan Mennill**-Information PDC231214-5.1

***5.2 Business - Summary of Minor Course and Calendar Changes (Form E)** **Karen Robson**-Information PDC231214-5.2

***5.3 Human Kinetics - Summary of Minor Course and Calendar Changes (Form E)** **Sarah Woodruff-Atkinson**-Information PDC231214-5.3
5.3a Learning Outcomes

***5.4 Human Kinetics - Summary of Minor Course and Calendar Changes (Form E)** **Sarah Woodruff-Atkinson**-Information PDC231214-5.4
5.4a Learning Outcomes

***5.5 Human Kinetics - Learning Outcomes** **Sarah Woodruff-Atkinson**-Information PDC231214-5.5

***5.6 FAHSS- Co-operative Education Regulations** **Kristen Morris**-Information PDC231214-5.6

***5.7 Bachelor of Information Technology – Course Sequencing** **Imran Ahmad**-Information PDC231214-5.7

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: **Biology – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Science**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***.** **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate Calendar, Winter 2024

A. Proposed Course Calendar Revisions

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

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

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

BIOL-3261. ~~Ornithology~~ **Biology of Birds**
This course gives students a thorough understanding of the biology of birds, with an emphasis on avian ecology, evolution, and behaviour. This course complements Ecology, Evolution, Physiology, Animal Behaviour, and

Conservation. Classroom lectures are integrated with laboratory exercises which provides students with hands-on exposure to the topics covered. Students will learn to identify the common birds in the Windsor area. ~~All students are required to participate in a full-day laboratory at Point Pelee and Holiday Beach on a weekend in late September or early October~~. (Prerequisite: BIOL-2101.) (3 lecture, 3 laboratory hours a week.) **(This is an experiential learning course.)**

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

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

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

Please consider these prompt questions and additional Resources including disciplinary examples:

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

Departmental processes, updates, insights, plans:
The Department of Integrative Biology is on a decolonization and Indigenization journey. It has recognized that many (of our courses and programs have not yet incorporated Indigenous content or ways of knowing. Individual BIOL instructors have been identifying aspects of courses that should include (or raise awareness) of Indigenous knowledges, e.g., woven into Limnology, Conservation Biology; a new lab activity in Biological Diversity.

As part of this journey, we have developed and secured seed and substantial programmatic grants in teaching, grants, and community partnerships (e.g., FishCAST, National Urban Park hub) while also investing in deeply relational work with Indigenous communities, perspectives and knowledge systems as is appropriate for our various sub-disciplines and course offerings. A curriculum review is underway, with Indigenization as one of the key areas for inclusion/improvement in degree programs and certificates. This review will help identify what is currently being done as well as where we can do more. Decolonizing efforts in BIOL courses are being made by instructors, the Integrative Biology Department Head, and through curriculum and other committees in consultation with Indigenous partners and knowledge keepers, and efforts to return learning back to Indigenous People, Land and Waters.

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FORM E

A new Indigenous Knowledge Keeper faculty member (Clint Jacobs) has joined Department of Integrative Biology, and will be invited to collaborate on curricula in our department (and others). Jaimie Kechego (Learning Specialist, Indigenization) has been enormously helpful in early discussions of Indigenization in Biology courses and curricula. We look forward to continued discussions and mobilization of this learning into actions through threads across all of our course offerings with time.

Dan Mennill, who designed this course on birds in 2005 and has taught it twelve times since 2005, has recently incorporated new Indigenous content and perspectives into the course, and will continue to pursue further Indigenous content and perspectives. Dan has audited a seminar offered by the Society of Canadian Ornithologists on increasing Indigenous Content in teaching of ornithology, in September 2017, called "Culturally Responsive Pedagogy in Ornithology Workshop", led by Emily McKinnon of the University of Manitoba. Arising from this, Dan has incorporated Anishnaabe bird names into the course (using the pamphlet called "Anishnaabe Bird Names of birds throughout Anishnaabe-aki", written by Joseph Pitawanakwat and published by Birds Canada) and these names will be taught to students alongside English and Latin names. As well, artistic depictions of birds by Deanna Therriault, Indigenous visual artist from Thunder Bay will be incorporated into the course. Dan has also had discussions with a former graduate from his lab, Matt Watson of Zaaga'iganiniwag, the Caldwell Island First Nation, about strategies for increasing Indigenous knowledge and adding further critical analysis of colonialism and settler perspectives into this course. Matt is a former student of the course, and someone who has published in the field of ornithology and is pursuing a PhD in Ornithology at University of Ottawa presently. Discussions with Matt, Clint, and others are expected to continue to yield additional future ideas for changes to this course.

A.2 Experiential Learning Categories

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

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

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

Experiential Learning Categories	**Addition**	**Deletion**
applied research	☐	☐
capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☒
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐

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study abroad	☐	☐
Labs	☐	☐

B. Learning Outcomes for the Courses Listed Above

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

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

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	BIOL-3261 ~~Ornithology~~ **Biology of Birds** *These are new learning outcomes*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**X** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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Course Learning Outcomes BIOL-3261 Biology of Birds *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Describe core concepts in ornithology, including concepts of anatomy, evolution, reproduction, migration, and behaviour of birds. Recognize the 100 most common birds of the Windsor region by sight and sound.	A. the acquisition, application and integration of knowledge
B. Gather data on the biology of birds, organize those data, and communicate patterns in those data to others.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply and evaluate findings of ornithological studies as they relate to real-world communities and conservation efforts.	C. critical thinking and problem-solving skills
D. Read and describe peer-reviewed journal papers and popular science papers on the biology of birds. Gather, organize, and interpret data on birds.	D. literacy and numeracy skills
E. Recognize and evaluate examples of human impact on birds, and the importance of birds for human well-being and the well-being of the natural world.	E. responsible behaviour to self, others and society
F. Communicate concepts about the biology of birds to others through written and oral means.	F. interpersonal and communications skills
G. Describe the role of research teams and citizen scientists in studying the biology of birds, including the interplay of individual and team-based ornithological studies. Recognize the impact of the names of birds, including eponymous names, and how this affects public involvement in ornithology.	G. teamwork, and personal and group leadership skills
H. Interpret ornithological ideas for others. Communicate ideas about birds in creative ways for both scientific audiences and the general public.	H. creativity and aesthetic appreciation
I. Explain how birdwatching is an accessible pastime at home and/or when travelling. Identify the various ways and locations in which birdwatching can be undertaken, and the value of birdwatching as a pastime.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.2: **Business – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Odette School of Business**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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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/)

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
Odette, Accounting Area	Prof. Don Jones	Aug, 2023	YES	
Associate Dean, Odette Undergraduate Programs	Dr. Karen Robson	Aug, 2023	YES	

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 Effective Fall 2024.

A. Proposed Course Calendar Revisions

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ACCT-4580. ~~Advanced Accounting II~~ Integration and Decision Making in Accounting

~~This course examines various theoretical perspectives in financial theory such as decision model approach, information economics, capital markets theory, agency theory, economic consequences, management incentives for financial reporting, earnings management, and accounting policy choice. The course will demonstrate how the sub-disciplines of accounting (financial reporting, managerial accounting, taxation, assurance, and governance) overlap and integrate in professional accounting practice. Standard setting issues and other current and emerging issues in financial accounting theory and practice are discussed. This course builds upon the theories and concepts learned in previous accounting courses to provide the context within which students learn to integrate and apply theoretical concepts to professional accounting practice. Cases and readings are used to further integrate theory and practice and concepts from previous accounting courses. (Prerequisite or co-requisite ACCT-3520) (Open to Business students only.)~~ **This case-based course integrates technical skills, theories and concepts learned in previous accounting courses. In an integrated disciplinary context, students evaluate and apply emerging and current models, design appropriate accounting structures and processes, document and communicate results to relevant users to at all times serve the public interest with an ethical mindset when delivering professional services.**
(Prerequisites: ACCT 3520, ACCT 3600, ACCT 3610 and ACCT 3560)

MSCI-4980. Modeling and Analysis in Management Science and Systems
This course is concerned with modelling, analysis and presentation of results using tools and techniques developed in the areas operations management, operations research, statistics and information systems. Problems are selected from case studies, simulation and real-life projects. A major part of the evaluation is based on team and individual reports and presentations. (Prerequisite: MSCI-3310 or **MSCI-3410**)

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

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

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

- *What **process** has your department/Faculty used to consider Indigenization?*
  - The Odette School of Business does not have a formalized process to consider Indigenization but encourages and supports instructors and course developers in their efforts to incorporate Indigenous content,

perspectives, and materials into the curriculum. This has led to outcomes like University of Windsor Indigenous Scholars presenting at our Faculty Council and at various Odette committees.
  - Faculty area groups have met to identify and share opportunities to Indigenize course content and faculty who are tasked with course development are encouraged to participate in workshops and program development sessions designed to support their efforts to Indigenize the curriculum.
- ***How** have you considered the importance or relevance to the course/program?*
  - This will be a critical course for the accounting curriculum as it will build on learners specific, foundational, and sub-foundational competencies required for the CPA designation using integrative cases. Students will apply their analytical and problem-solving skills to complex scenarios.
  - This course will include four Indigenous storylines which were developed by the Chartered Professional Accountants Western School of Business (CPAWSB), Aboriginal Financial Officers Association of Alberta (AFOA Alberta), and CPA Canada. For example, the following cases may be used as they highlight the history of Indigenous peoples and perspectives on culture, rights, and finances, to increase Indigenous representation in accounting.
    - Arngna'naaq, L., Janvier, M., Moneta, M., Andrews, R., & Ruediger, R. (2023). *Bannock on the Run*. Chartered Professional Accountants of Canada.
    - Arngna'naaq, L., Janvier, M., Moneta, M., Andrews, R., & Ruediger, R. (2023). *Brother's Consulting Group*. Chartered Professional Accountants of Canada.
    - Kalk, D., Arngna'naaq, L., Janvier, M., Moneta, M., Andrews, R., & Ruediger, R. (2023). *Culture Shock Beading.* Chartered Professional Accountants of Canada.
    - Arngna'naaq, L., Janvier, M., Moneta, M., Andrews, R., & Ruediger, R. (2023). *Winter's Photography.* Chartered Professional Accountants of Canada.
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
  - Dr. Russel Evans is an Indigenous faculty member and researcher who has shared his perspectives, experience, and knowledge with the accounting department.
  - The Odette School of Business hosted an Indigenizing Business Education event as an initial way to foster learning about Indigenization at the school. The aim of the event was to build a better understanding of the process of Indigenizing our curriculum, decolonizing our student experience, and learning more about our Indigenous neighbours.
  - The Accounting department at the Odette School of Business has created the *CPA Ontario Foundation Bursary for Indigenous Student Success.* The goal is to better address existing barriers to the CPA profession and support the educational success of Indigenous students completing the CPA designation.
- *What do the TRC and University Principles documents suggest relevant to your course?*
  - Within the TRC item 92, business and reconciliation, is critical for this course as it calls for the corporate sector in Canada to involve Indigenous peoples and perspectives into corporate norms, principles, policies, and operational activities. As an integration course, students will learn the importance of building respectful relationships with Indigenous peoples and the importance of stewardship of the land for future generations.
- *What have other similar courses/programs done that might be relevant to your course/program?*
  - As Indigenous Views/Indigeneity is a sub-foundational competency within the CPA Competency Map 2.0, other Odette courses will be building learner's understanding of Indigenous views and perspectives.
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
  - The content in this course will be multi-modal in nature, relying upon case readings, presentations, lectures, written reflections, and multi-media content such as videos and audio recordings. Assessment will be holistic in nature, drawing on student assessment of their own work, peer assessments, and instructor assessments of student work. It will emphasize the development of students as accounting professionals rather than simply focusing on their capacity to retain intellectual knowledge.
- *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?*

- Many faculty members have attended workshops and events organized by CTL to learn and gain understanding on efforts to integrate Indigenous content and perspectives into course curriculum.

- *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)*
  - Jaimie Kechego, Learning Specialist – Field of Indigenization
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
  - Not at this time, but this is a topic that will be explored in the future.
- *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?*
  - Beginning in 2025 the CPA competency map, which establishes the accounting curriculum, will include a sub-foundational competency of Indigenous Views/Indigeneity.
  - Information on the Indigenous cases used will be provided in the syllabus.
  - Land acknowledgement will be included on the course syllabus.

A.2 Experiential Learning Categories

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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FORM E

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

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**ACCT 4580. Integration and Decision Making** *(Learning outcomes last updated May24, 2019)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**_X___** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **___May 24, 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:	**MSCI-4980. Modeling and Analysis in Management Science and Systems** *(Learning outcomes last updated May 24, 2019)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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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.	__**X**__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: ___ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.3: **Kinesiology – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***.** **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate. Effective Spring 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

~~**KINE-4910. Laboratory experiences in Biomechanics and Ergonomics**~~

~~This advanced laboratory course will provide students the opportunity to become familiar with operating common laboratory equipment used in the field of biomechanics and ergonomics. Practical experiences will include anthropometry measurements, force platform data acquisition, gait analysis, video analysis and the use of manual digitizing software, linear and angular kinetics/kinematics analysis, biomechanical model analysis, electromyography, and the use of Microsoft Excel. Students will also have the opportunity to develop the skills required to assess and modify common office and industrial environments, workstations and hand tools found in the workplace to minimize musculoskeletal demands and help prevent injuries in the workplace. (Prerequisites: Completion of all required first and second year Kinesiology courses. Open only to Movement Science Majors.) (This is an experiential learning course.)~~

KINE-4920. Laboratory Experiences in ~~Human and Exercise Physiology~~ Kinesiology I

This advanced laboratory course will provide students the opportunity to become familiar with operating common laboratory equipment used in the field of human and exercise physiology **and the psychology of physical activity**. Practical experiences will include performing health related fitness appraisals involving screening tools, flexibility assessments, body composition measurements, heart rate and blood pressure measurements, electrocardiogram ~~and blood lactate~~ analysis, aerobic and anaerobic ~~musculoskeletal~~ fitness assessments**,** ~~and fitness program prescriptions,~~ **the use of evaluation/checklists used to assess sport psychology, applying both classical and recent methodological protocols, collecting common measurement variables, evaluating personal results,** and the use of Microsoft Excel. (Prerequisites: Completion of all required first and second year Kinesiology courses. Open only to Movement Science Majors.) (This is an experiential learning course.)

KINE-4930. Laboratory Experiences in ~~Motor Learning and Psychology of Physical Activity~~ Kinesiology II

This advanced laboratory course will provide students the opportunity to become familiar with operating common laboratory equipment **used** in the field of **biomechanics and ergonomics and** motor learning ~~and the psychology of physical activity~~. Practical experiences **will include anthropometry measurements, force platform data acquisition, gait analysis, video analysis, linear and angular kinetics/kinematics analysis, biomechanical model analysis, and electromyography. Students will have the opportunity to develop the skills required to assess and modify common office and industrial environments, workstations and hand tools found in the workplace to minimize musculoskeletal demands and help prevent injuries in the workplace. Students will also** ~~the~~ use ~~of~~ evaluation tools/checklists used to assess motor control, **and** motor learning ~~and sport psychology~~, applying both classical and recent methodological protocols, collecting common measurement variables and evaluating personal results**,** ~~.~~ ~~Students will also~~ examine reaction and movement time, Fitts' Law, practice, balance, and movement planning~~; as well as the effects of anxiety on sport performance, the use of imagery during sport performance, interviewing skills and evaluation techniques,~~ and the use of Microsoft Excel. (Prerequisites: Completion of all required first and second year Kinesiology courses. Open only to Movement Science Majors.) **(This is an experiential learning course.)**

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

Note: The changes above will affect the following programs:

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

Bachelor of Human Kinetics (Honours Kinesiology - Movement Science) for Graduates of St. Clair College's Two-Year Fitness and Health Promotion Diploma
Kinesiology - Movement Science Laboratory (SELECT 1 COURSE):
- ~~KINE-4910 Laboratory experiences in Biomechanics and Ergonomics~~
- **KINE-4920. Laboratory Experiences in Kinesiology I**
- KINE-4930 Laboratory Experiences in ~~Motor Learning and Psychology of Physical Activity~~ **Kinesiology II**

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Diploma
Kinesiology-Movement Science Labs ~~(SELECT 2 COURSES)~~:
o ~~KINE-4910. Laboratory experiences in Biomechanics and Ergonomics~~
o KINE-4920. Laboratory Experiences in ~~Human and Exercise Physiology~~ **Kinesiology I**
o KINE-4930. Laboratory Experiences in ~~Motor Learning and Psychology of Physical Activity~~ **Kinesiology II**

Certificate in Human Factors and Ergonomics
(b) Kinesiology - Movement Science (SELECT 1 COURSE):
- KINE-4750. Individual Study[1]
- ~~KINE-4910. Laboratory experiences in Biomechanics and Ergonomics~~
- **KINE-4930. Laboratory Experiences in Kinesiology II**

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

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

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

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

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

The Faculty of Human Kinetics is committed to 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, including specifics to the courses mentioned above. Anything new since our last submission is italicized.

In regard to KINE 4920 and 4930, these two Laboratory Courses acknowledge both the land that we study on, and we also include an 'Inclusivity' Statement in the course syllabi. The Inclusivity for all statement highlights the limitations in available data, specifically in regard to lack of Indigenous data, and opens the dialogue with students (who are future practitioners and researchers) on the need for this content. See below:

Land Acknowledgement
As stated at https://www.uwindsor.ca/indigenous-peoples/ "The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomie. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit."

Inclusivity for all
We strive for equity, respect, and inclusion for all our students, and for everyone who enters the Undergraduate Lab (in person and/or virtually). We acknowledge the diversity in our student population, and want to recognize and empower students that may have been systemically disadvantaged because of their race, ethnicity, sex, gender, sexual orientation, religion, ability, and/or age. Throughout KINE 4920, we will identify resources, citations, equipment, software, and normative-referenced standards that use unclear descriptions (e.g., gender instead of sex) and that are limited in their population databases (e.g., only having regression equations for certain populations). We will highlight limitations in available data, and what we believe could be done to improve it. We also want everyone to know that this is a safe space. Although we welcome and respect civil discourse, we will not tolerate hate or discrimination in any form. Students are encouraged to come to the Instructors with any complaints, and we will remove any students who are not complying with these rules. *Please know that this statement is a 'living document' that will be updated regularly to promote inclusivity of all. It might not be worded perfectly at this point, yet we feel that it is better to say something than nothing at all.*

When examining Health Related Physical Fitness, the largest limitation in the literature is a lack of Indigenous content. We acknowledge this in the applicable labs, discuss it as a group, and then we provide alternatives for our students. As an example, in the Body Composition Lab, the equations that the equipment uses to classify individuals is only applicable to a very small percentage of our students. We therefore highlight the limitations in the literature (e.g., these two equations were created based on young, Caucasian males in the early 1960's), and provide alternatives for our students (e.g., we want you to take the body volume and body density numbers that this equipment provides, and instead of using the two equations that were created based on young, Caucasian males, we want you to go to page five [ACSM Tables], and use your values with a more inclusive equation that best reflects your ethnicity. Better yet, if you identify with more than one ethnicity, calculate all of them and create a range for your data. We are showing you this better method so that as future clinicians, you can help your patients and participants navigate the data).

This is just an example of how we try to empower our students to question equations that have been historically used in the medical and health-related fitness fields, and how they as clinicians/investigators can best serve their patients/clients/participants in the future.

From a program- and faculty-wide perspective:

- *Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a new reading by Copeland, Currie, & Moon-Riley (2021) and a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.*
- *Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements*
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled "Lacrosse is Medicine". He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
    - Lancer Hockey provided 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.
    - *Lancer Men's Football team had an Indigenous educational session with Dr. Bev Jacobs at Kat Pasquash in honour of Truth and Reconciliation Day in 2023.*
- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
- We have 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.
- *Isaiah Johns, the assistant coach with Lancer Men's Football recently won the Champion of EDI Award from Ontario University Athletics for his work in diversity and inclusion.*

Specific to the TRC and University Principles documents that relate to physical activity and sport (#87-91), we have been working on #87-89:

- 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 program- and faculty-wide initiatives listed 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 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).

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. For example, after feedback from the Centre for Teaching and Learning, Indigenous Curriculum and Pedagogy Project Coordinator, and Anti-Racism Pedagogies Teaching Leadership Chair at the University of Windsor, the following program learning outcomes were proposed at a Human Kinetics Faculty Council in 2022:
    - Recognize the value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
    - Recognize the historical, systemic, and structural roots of social injustice and identify strategies to redress inequity in our communities.
    - Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers in their professional and personal lives.

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

Finally, several literatures, sources, or Indigenous Knowledge Holders have been consulted and have taken more 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,

- 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.

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: Note: The courses are already experiential learning courses.

Experiential Learning Categories	**Addition**	**Deletion**
applied research	☐	☐
capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐

internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

B. Learning Outcomes for the Courses Listed Above

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

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

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-4920 Laboratory Experiences in Kinesiology I** *(Learning outcomes have been provided. See item 2.0a)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	__X_ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__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/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**KINE-4930 Laboratory Experiences in Kinesiology II** *(Learning outcomes have been provided. See item 2.0a)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	__X_ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__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/)

KINE-4920. Laboratory Experiences in Kinesiology I
Formerly known as: 95-492: Laboratory Experiences in Human and Exercise Physiology

Learning Outcomes
Last Updated: October 11, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
Reproduce Human and Exercise Physiology and the Psychology of Physical Activity experimental protocols commonly found in literature within laboratory environments. **(Also applies to B, C, D, E, F, G, H, I.)** Synthesize theoretical concepts from Human and Exercise Physiology and the Psychology of Physical Activity to analyze and solve problems related to human movement and performance. **(Also applies to B, C, D, E, F, G, H, I.)** Compose detailed laboratory reports discussing proposed laboratory questions and integrating personal results. **(Also applies to B, C, D, E, F, G, H, I.)** Employ proper ethical behaviour (e.g., confidentiality, sensitivity, academic integrity, adhering to EDI principles, etc.) when collecting data on human participants. **(Also applies to B, C, D, F, G, H, I.)** Work both independently and in teams to complete laboratory tasks. **(Also applies to B, C, D, E, F, G, H, I.)**	**A.** the acquisition, application and integration of knowledge
Operate equipment in the areas of Human and Exercise Physiology and the Psychology of Physical Activity **(Also applies to C, D, E, G, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

KINE-4930. Laboratory Experiences in Kinesiology II
Formerly known as: 95-493: Laboratory Experiences in Motor Learning and Psychology of Physical Activity

Learning Outcomes
Last Updated: October 11, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
Reproduce Motor Learning, Biomechanics and Ergonomics experimental protocols commonly found in literature within laboratory environments. **(Also applies to B, C, D, E, F, G, H, I.)**	**A.** the acquisition, application and integration of knowledge
Synthesize theoretical concepts from Motor Learning, Biomechanics and Ergonomics to analyze and solve problems related to human movement and performance. **(Also applies to B, C, D, E, F, G, H, I.)**	
Compose detailed laboratory reports discussing proposed laboratory questions and integrating personal results. **(Also applies to B, C, D, E, F, G, H, I.)**	
Employ proper ethical behaviour (e.g., confidentiality, sensitivity, academic integrity, adhering to EDI principles, etc.) when collecting data on human participants. **(Also applies to B, C, D, E, F, G, H, I.)**	
Work both independently and in teams to complete laboratory tasks. **(Also applies to B, C, D, E, F, G, H, I.)**	
Operate equipment in the areas of Motor Learning, Biomechanics and Ergonomics. **(Also applies to C, D, E, G, I.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.4: **Kinesiology - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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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.**	Spring, 2024

A. Proposed Course Calendar Revisions

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

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

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

~~**KINE-1050. Introductory Exercise Physiology**~~

~~The focus of this 1st year course in exercise physiology is to introduce students to the various physiological systems of the human body and how they respond to acute and chronic bouts of physical activity. The course will highlight~~

~~how the human body responds to accommodate the exercise stimulus and the benefits of exercise. Designed to stimulate interest in the Movement Science area of our program. (Open to Kinesiology majors only.)~~

KINE-1660. Functional Anatomy II
An in-depth study of the structure and function of the human cardiovascular, lymphatic, endocrine, respiratory, digestive, urinary, and reproductive systems, as well as the somatic and special senses. (3 lecture hours per week; 1 lab hour per week; weekly test.) ~~(Pre-requisites: KINE-1650.)~~

~~**KINE-2220. Introduction to Leisure**~~
~~This introductory course examines leisure and leisure delivery in Canada. Various ways of defining leisure are examined, both historically and for different groups of Canadians, as well as the benefits and challenges of leisure in everyday life. The history of leisure delivery in Canada is then reviewed, as well as current approaches and challenges to leisure delivery. (Open to Kinesiology majors only.)~~

KINE-2700. Research Design
~~A preliminary course to acquaint the student with proper experimental designs and research paper writing. Statistical interpretation and application are included. Current research topics will be included. (2 lecture, 2 laboratory hours a week.)~~ **This course will introduce students to quantitative and qualitative research designs and how they can be utilized when conducting experiments. Students will also be introduced to basic statistical concepts and their application towards data analyzation and data interpretation.**

~~**KINE-3880. Practice, Theory, and Analysis in Football**~~
~~The performance of selected football skills with a special emphasis on an applied mechanical analysis. Also involved will be an indepth study of modern offensive and defensive teams and the kicking game. Other areas of study will concentrate on scouting practices and practice planning principles. (2 lecture, 2 laboratory hours a week.)~~

~~**KINE-3940. Practice, Theory, and Analysis of Volleyball**~~
~~Combining physical performance and analytical techniques, this course will assist students in the understanding of skill execution for each of the components of volleyball, enhance their ability to identify and correct errors in execution of skills, and apply the skills to the offensive and defensive strategies of the game. (2 lecture, 2 laboratory hours a week.) (This is an experiential learning course.)~~

~~**KINE-3950. Practice, Theory, and Analysis of Aquatics**~~
~~This course introduces students to the main components of aquatics. It will assist them in understanding the basic execution of the various swimming stroke. Students will develop their ability to identify and correct errors in the execution of swimming skills, plus be introduced to the basic aspects of water safety and lifesaving skills. (2 lecture, 2 laboratory hours a week.)~~

~~**KINE-3980. Practice, Theory, and Analysis of Physical Fitness**~~
~~This course introduces students to the main components of fitness instruction. Anatomy, exercise physiology, program design, leadership, and safety will be reviewed with direct application to fitness instruction. Students will have the opportunity to develop the ability to apply theoretical information to practical exercise experiences. (2 lecture, 2 laboratory hours a week.)~~

KINE-4610. ~~Chronic Disease and Exercise Rehabilitation~~ Clinical Exercise Rehabilitation
This course is designed to provide a broad understanding of: 1) the physiological processes involved in the development of selected chronic diseases (e.g., cardiovascular, respiratory, cancer, autoimmune) and disorders (e.g., Huntington's disease), 2) the risk factors associated with their development and progression, where applicable, and 3) how exercise rehabilitation can be used as a tool for intervention, including past, current and emerging

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

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-4880. Special Topics in Practice, Theory and Analysis of Sport**~~
~~This is a course in which current topics in the field of Practice, Theory and Analysis of Sport are examined.~~

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

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

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

Please consider these prompt questions and additional Resources including disciplinary examples:

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

The Faculty of Human Kinetics is committed to 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, including specifics to the courses mentioned above. Anything new since our last submission is italicized.

In KINE 3610: Musculoskeletal Physiology 3610, examples of scientific research that has contributed to the current framework of our collective understanding of the function of musculoskeletal tissues is provided to the class via

lecture and/or assigned readings. Where possible, published work by notable Indigenous scientists will be used as examples (e.g., https://experts.mcmaster.ca/display/hawke). Further, the course examines how certain diseases manifest in musculoskeletal tissues (e.g., inactivity and poor diet effects on skeletal muscle and bone). Where possible, research that has examined this in Indigenous populations will be used to illustrate disparities among different genetic backgrounds in rates of health problems such as obesity and diabetes.

In KINE 4400: History of Sport in Canada, this course includes Indigenous-focused readings and lecture material – including the cultural meaning of lacrosse, the shifting public perceptions of Tom Longboat and positional race-stacking in hockey. The work of Indigenous scholars/authors/content creators/storytellers have been and will continue to be cornerstones in this course.

In KINE 4610: Clinical Exercise Rehabilitation, Health inequities in Indigenous populations are explored across common chronic conditions including but not limited to anxiety, diabetes, hypertension, obesity, atherosclerotic heart disease, cancer, and respiratory diseases using a variety of mediums, content expert sources, and knowledge mobilization activities. Social injustices are reviewed in terms of their potential contributions to disease development and progression, including access to care issues, food insecurity, education, lifestyle choices, and social economic status. Furthermore, uptake and participation in Exercise Rehabilitation programming, the associated and inherent barriers, and potential strategies to overcome those barriers are also explored through this lens.

In KINE 4660: Cardiac Rehabilitation, the racial, ethnic, and cultural diversity surrounding cardiovascular disease (CVD) prevalence is discussed, with an important focus on Indigenous peoples having the highest prevalence of atherosclerotic heart disease, the most common form of CVD, in Canada. Health inequalities are explored within the disease pathophysiology context itself, including disparate CVD risk factor prevalence and access to care. Furthermore, the uptake and participation in Cardiac Rehabilitation programming, the associated and inherent barriers, and potential strategies to overcome those barriers are also explored through this lens.

From a program- and faculty-wide perspective:

- *Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a new reading by Copeland, Currie, & Moon-Riley (2021) and a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.*
- *Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements*
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled "Lacrosse is Medicine". He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
    - Lancer Hockey provided 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.
  - *Lancer Men's Football team had an Indigenous educational session with Dr. Bev Jacobs at Kat Pasquash in honour of Truth and Reconciliation Day in 2023.*
- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
- We have 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.
- *Isaiah Johns, the assistant coach with Lancer Men's Football recently won the Champion of EDI Award from Ontario University Athletics for his work in diversity and inclusion.*

Specific to the TRC and Univeristy Principles documents that relate to physical activity and sport (#87-91), we have been working on #87-89:

- 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 program- and faculty-wide initiatives listed 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 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).

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. For example, after feedback from the Centre for Teaching and Learning, Indigenous Curriculum and Pedagogy Project Coordinator, and Anti-Racism Pedagogies Teaching Leadership Chair at the University of Windsor, the following program learning outcomes were proposed at a Human Kinetics Faculty Council in 2022:
    - Recognize the value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
    - Recognize the historical, systemic, and structural roots of social injustice and identify strategies to redress inequity in our communities.
    - Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers in their professional and personal lives.

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

Finally, several literatures, sources, or Indigenous Knowledge Holders have been consulted and have taken more 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,
- 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.

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

A.2 Experiential Learning Categories

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

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

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**KINE 1660: Functional Anatomy II** *(Learning outcomes were last updated May 8, 2020)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__**X**_ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: ____**2020-05-08**_____ (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 2700: Research Design** *(Learning outcomes have been provided. See item 5.4a)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	__**X**_ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**KINE 4610: Clinical Exercise Rehabilitation** *(Learning outcomes have been provided. See item 5.4a)*
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/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**KINE 4660: Cardiac Rehabilitation** *(Learning outcomes have been provided. See item 5.4a)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	___ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**__X_** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	___ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.4a: **Kinesiology – Learning Outcomes**

Item for: **Information**

This package contains the following learning outcomes:
KINE-2700. Research Design
KINE-4610. Clinical Exercise Rehabilitation
KINE-4660. Cardiac Rehabilitation

KINE-2700. Research Methods
Formerly known as: 07-95-270

Learning Outcomes
Last Updated: October 11, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
critically evaluate and compare various types of research designs (e.g., experimental and non-experimental) **(Also applies to B, C, D.)**	**A.** the acquisition, application and integration of knowledge
describe, explain, and apply the steps of the scientific method **(Also applies to C, D.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
develop a poster that is germane to what is required when presenting at a scientific conference **(Also applies to E, H.)** identify and explain basic statistical concepts for examining validity and reliability, as well as concepts for conducting hypothesis testing. employ Microsoft Excel for managing data and conducting basic statistical analysis	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
synthesize a research paper in the field of Kinesiology and present its findings and application to an audience **(Also applies to A, B, C, D, E, H.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

KINE-4610. Clinical Exercise Rehabilitation
Formerly known as: 95-461

Learning Outcomes
Last Updated: November 14, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
identify, describe, and explain the pathophysiological mechanisms associated with the development and progression of selected chronic conditions, their prevalence in society and the role of social injustice, and the beneficial effects of exercise **(Also applies to B, D, E, I.)** evaluate evidence-based clinical exercise physiology best practices to design safe exercise rehabilitation programming for individuals with selected chronic conditions **(Also applies to B, C, D, E, I.)** engage with others in discussing illness, disability, and exercise rehabilitation as it relates to select chronic conditions **(Also applies to B, C, D, E, F, G, H, I.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

KINE-4660. Cardiac Rehabilitation

Learning Outcomes

Last Updated: November 14, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
identify, describe, and explain the pathophysiological mechanisms associated with the development and progression of heart disease, its diagnosis and treatment, its prevalence in society and the role of social injustice, and the beneficial effects of exercise-based cardiac rehabilitation in improving longevity and quality of life **(Also applies to B, D, E, I.)** interpret and apply evidence-based clinical best practice guidelines to design safe, comprehensive, and individualized cardiac rehabilitation programming **(Also applies to B, C, D, E, I.)** engage with others in discussing heart disease-related disability and the role of cardiac rehabilitation, and creatively disseminate knowledge into community-based clinical settings **(Also applies to B, C, D, E, F, G, H, I.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.5 **Kinesiology – Learning Outcomes**

Item for: **Information**

This package contains the following learning outcomes:
KINE-3610. Musculoskeletal Physiology
KINE-4440. History of Sport in Canada
KINE-4570. Hockey in Canada
KINE-4590. Sport Media

KINE-3610. Musculoskeletal Physiology
Formerly known as: 95-361

Learning Outcomes
Last Updated: October 23, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
connect the structure and function of musculoskeletal tissues explain the underlying processes that enable musculoskeletal tissues to a) respond to acute and chronic exercise, b) repair following damage/injury, and explain how these processes are altered in selected disease states (muscular dystrophy, diabetes, osteoporosis) **(Also applies to C, D.)** distinguish between healthy, exercised-trained, and diseased musculoskeletal tissues as per the outcomes of laboratory assessments **(Also applies to B, C.)** read, interpret, and critically appraise published scientific literature in the area of musculoskeletal physiology **(Also applies to B, C, D, I.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	l. the ability and desire for continuous learning

KINE-4400. History of Sport in Canada

Learning Outcomes

Last Updated: November 09, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
explain and assess the influence of sport on Canadian society.	**A.** the acquisition, application and integration of knowledge
apply effective research skills	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
discuss and critique the roles of regionalism, socioeconomics, race, ethnicity, sex, and gender in Canadian society **(Also applies to E.)**	**C.** critical thinking and problem-solving skills
review and argue the merits of literary works pertaining to sport in Canada from a historical perspective	**D.** literacy and numeracy skills
	E. responsible behaviour to self, others and society
articulate (orally and written) thoughts on controversial/key discussions	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
critique the role of sport in Canadian society, particularly how the past influences the present and could impact the future	**I.** the ability and desire for continuous learning

KINE-4570. Hockey in Canada
Formerly known as: 95-457

Learning Outcomes
Last Updated: November 09, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
Analyze the importance of hockey in Canadian society, with respect to historical aspects as well as dimensions of race, religion, regionalism, nationalism, gender, economics and politics.	**A.** the acquisition, application and integration of knowledge
Search databases and mine bibliographies to access relevant resources.	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
assess barriers and access issues that limit involvement of marginalized groups in this widely celebrated cultural enterprise (also applicable to section E). **(Also applies to E.)**	**C.** critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
articulate (both orally and in writing) their thoughts on controversial/key discussions related to hockey.	**F.** interpersonal and communications skills
work within a group setting, both leading and following, in discussions and debates.	**G.** teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
explain how hockey's relationship with Canadians has and will be in flux, due to elements such as cost, injury and multiculturalism, among others	**I.** the ability and desire for continuous learning

KINE-4590. Sport Media
Formerly known as: 95-459

Learning Outcomes
Last Updated: November 09, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
Analyze media evolution, practices and representations and the complex symbiotic relationship between sport and media.	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
articulate the role of the sport-media nexus and assess its influence (social, economic, industrial, etc)	**C.** critical thinking and problem-solving skills
generate media content using local scope/focus	**D.** literacy and numeracy skills
discuss how dimensions of class, race, gender, bias etc relate to issues of ethical media behaviour and a responsible fourth estate.	**E.** responsible behaviour to self, others and society
discuss essential topics in small and large groups and effectively communicate about sport in a variety of mediums.	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
appraise shifts in sport media as new technologies and issues immerse and advocate for ethical media practice	**I.** the ability and desire for continuous learning

University of Windsor
Program Development Committee

***5.6 Co-operative Education Program Regulations – Faculty of Arts, Humanities and Social Sciences (FAHSS)**

Item for: **Information**

Forwarded by: **Kristen Morris, Co-operative Education and Workplace Partnerships (CEWP)**

Rationale:

- In May 26 2023 Senate approved that a co-op option be added to the following programs: Bachelor of Arts (Honours) Communication, Media, and Film: English; History; French; Modern Languages and Second-Language Education (Spanish Stream); Political Science; Psychology; Philosophy; Drama; and, Drama in Education and Community with a Concentration in Applied Theatre.
- The Regulations provide clarification and guidance to FAHSS students navigating the intricacies of cooperative education.
- *See attached.*

Co-operative Education Program Regulations

Faculty of Arts, Humanities and Social Science (FAHSS) Co-op

The FAHSS co-op programs integrate 3 four-month, paid, full-time, career related work terms. By combining semesters of study with career-related positions, students acquire valuable professional experience in the workplace.

The FAHSS Co-op Program is not available for transfer students, combined honours, concurrent, general or thesis programs.

Students can apply for the FAHSS Co-op Program either directly out of grade 12 (or equivalent) year, or in the winter term of their first year of study in the program.

Admission to the program is competitive. Students applying directly out of grade 12 (or equivalent) year will be admitted based on academic achievement (typically, a minimum 80% cumulative entry average and a 70% in ENG4U is required). First year, term two students must be in good academic standing and complete an application form with the Co-operative Education and Workplace Partnerships office.

Post-admission, co-op stream students must meet the program minimum continuation requirements of remaining in good standing (60% cumulative average and 60% major average).

Once students have accepted an offer of employment for a work term, they must remain in the co-op program until they have completed their work term requirements. Failure to complete the work term and/or work term requirements (as per the work term course outline) will result in a non-pass grade for that work term course, and they will be required to withdraw from the co-op stream. The co-op fee for the work term is non-refundable.

The deadline to withdraw from the co-op program and receive a fee refund for the current study term is the 1st Friday of classes. Students in the winter of first year have an extended withdrawal deadline date provided by Co-operative Education & Workplace Partnerships.

Students that choose to withdraw from the co-op program, cannot re-join the co-op program at a future date.

All co-op positions must be full-time, paid, related to the degree program, and approved by the University. The process of securing a Co-op position is competitive. Co-op students will apply for work opportunities as advertised by the Co-operative Education and Workplace Partnerships office using an Internet-based software program and employers will make interview and hiring decisions. Students are also encouraged to seek co-op employment outside of the advertised postings by completing a guided job search process in partnership with their coordinator at Co-operative Education and Workplace Partnerships.

Students must successfully complete 3 work terms to be eligible for the co-op designation. Students that are not able to secure a work term placement for any of the three work terms will continue in the non-coop stream. Although we strive to provide co-op opportunities to all our students, placements are not guaranteed as students must be selected for employment by the employer.

FAHSS Co-op students must remain full-time students and must follow a standardized work/study sequence schedule. Faculty advisors can assist with course scheduling. Work/study sequence changes are not permitted.

Year of Study	**Fall Term**	**Winter Term**	**Summer Term**
Year 1	Study term 1	Study term 2	Study term 3
Year 2	Work term 1	Study term 4	Work term 2
Year 3	Study term 5	Study term 6	Work term 3
Year 4	Study term 7	Study term 8	

University of Windsor
Program Development Committee

***5.7 Bachelor of Information Technology (BIT) - Course Sequencing**

Item for: **Information**

Forwarded by: School of Computer Science

Rationale:

- The School of Computer Science would like to add a recommended course sequence to the BIT program.
- *See attached.*

Honours Bachelor of Information Technology (BIT)

Recommended Course Sequence
1st year: ten courses, including COMP-1000, COMP1047, COMP-2057, COMP-2067, COMP-2087, ECON-1100, MSCI-1000, STEN-1000
2nd year: ten courses, including COMP-2097, COMP-2547, COMP-2707, STAT-2910, MGMT-2400, MKTG-1310
3rd year: ten courses, including COMP-3037, COMP-3057, COM-3067, COMP 3077, COMP-3250
4th year: ten courses, including COMP-4990(a 6.0 credit hour course)

Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Mobile Application Development at St. Clair College)

Program Sequence (with recommended Winter entry)
Winter (Semester 1): COMP-1000, COMP-2067, COMP-2097, ECON-1100, STAT-2910
Fall (Semester 2): COMP-2087, COMP-2547, COMP-3037, COMP-4990 (A), MSCI-1000
Winter (Semester 3): COMP-3250, COMP-4990 (B), MGMT-2400, MKTG-1310, STEN-1000

Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Computer Systems Technology – Networking at St. Clair College)

Suggested Program Sequence (with recommended Winter entry)
Winter (Semester 1): COMP-1000, COMP-2067, COMP-2097, ECON-1100, STAT-2910
Fall (Semester 2): COMP-2087, COMP-2547, COMP-4990 (A), MSCI-1000, STEN-1000
Winter (Semester 3): COMP-3077, COMP-3250, COMP-4990 (B), MGMT-2400, MKTG-1310

Suggested Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Computer Information Systems Technicians)

Suggested Program Sequence (with recommended Fall entry)
Fall (Semester 1): COMP-1000, COMP-2057, COMP-2067, ECON-1100, STAT-2910
Winter (Semester 2): 5 courses, including COMP-2087, COMP-2097, COMP-2707, MKTG-1310
Fall (Semester 3): 5 courses including COMP-2547, COMP-4990 (A), MSCI-1000, STEN-1000
Winter (Semester 4): 5 courses including COMP-3077, COMP-3250, COMP-4990 (B), MGMT-2400

Honours Bachelor of Information Technology (BIT) Degree Completion Pathway for Students from Web Development and Internet Applications)

Suggested Program Sequence (with recommended Fall entry)
Fall (Semester 1): 5 courses, including, COMP-1000, COMP-2067, ECON-1100, STAT-2910
Winter (Semester 2): 5 courses, including COMP-2087, COMP-2097, MKTG-1310, STEN-1000
Fall (Semester 3): 5 courses including COMP-2547, COMP-3037, COMP-4990 (A), MSCI-1000,
Winter (Semester 4): 5 courses including, COMP-3250, COMP-4990 (B), MGMT-2400