



NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday January 17, 2024 at 9:00am-11:00am
Location: Room 209 Assumption Hall or MS Teams

AGENDA

- 1 Approval of Agenda
 - 2 Minutes of Meeting of December 14, 2023 PDC231214M
 - 3 Business Arising from the Minutes
 - 4 Outstanding Business
 - 5 Reports/New Business
 - *5.1 Psychology (Graduate) - New Course Proposal (Form D) Patti Fritz-Approval
PDC240117-5.1
 - *5.2 Languages, Literatures and Culture – New Course Proposals (Form D) Tanja Collet-Najem- Approval
PDC240117-5.2
 - *5.3 Languages, Literatures and Culture – Minor in Arabic Minor Program Changes (Form C) Tanja Collet-Najem- Approval
PDC240117-5.3
 - *5.4 Political Science - Request for Waiver of Course Deletion Lydia Miljan-Approval
PDC240117-5.4
 - *5.5 Kinesiology (Graduate) – Summary of Minor Course and Calendar Changes (Form E) Sarah Woodruff Atkinson-Information
PDC240117-5.5
 - *5.6 Kinesiology (Graduate) Learning Outcomes Sarah Woodruff Atkinson-Information
PDC240117-5.6
- (NB: The Confidential items will be sent in a separate email/package)*
- 5.7 PDC University Program Reviews Final Assessment Reports and Implementation Plans and Progress Reports (**CONFIDENTIAL**) Jeremy Worth-Approval
PDC240117-5.7
 - 5.7.1a BEng Tech – FAR-IP Progress Report Appendices (**CONFIDENTIAL**) PDC240117-5.7

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 Psychology (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

**MOTION: That the following course be approved: ^
PSYC-8591. Advanced Adult Assessment Fall and Winter Practicum**

Rationale/Approvals

- The new course has been approved by the Department of Psychology Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

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

Course # and Title: PSYC-8591. Advanced Adult Assessment Fall and Winter Practicum

A.1 Calendar Description

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

In this practicum during the regular academic year, graduate students in the clinical program complete psychoeducational and psychodiagnostics assessments of community members who seek assessment services at the Psychological Services and Research Centre on-campus under the supervision of a Registered Clinical Psychologist. (Prerequisite: PSYC-8589.) (Adult clinical students will receive registration priority.) (This is an experiential learning course.)

A.2 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	60				See below*				100%

*Students will engage in hands-on practices at the PSRC following consultation with their clinical supervisor. (Will transition to online clinical service provision and supervision, if necessitated by circumstances, e.g., pandemic restrictions)

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
PSYC 8589		n/a	n/a	Yes*	n/a

*It is a required course for students in the adult clinical track of the clinical psychology program.

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	n/a
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PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

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B. RATIONALE

B.1 Course Goal(s)

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

The course is related to the PSYC-8590 (Adult Assessment Practicum) that takes place during the summer. This is a continuation of learning from PSYC-8589 (Advanced Adult Assessment) as well as PSYC-8582 (Clinical Assessment I) and PSYC-8583 (Clinical Assessment II).

Students in our adult clinical track have previously completed one full assessment in the context of PSYC 8589 under the supervision of a faculty member who is also a registered psychologist. In this practicum experience, students will complete 2-3 assessments in the same period of time without substantial time devoted to didactics. This more advanced level of clinical practice is part of their preparation for their capstone internship in clinical psychology.

In an ongoing effort to “untangle” our on-campus practicum courses, this proposal is designed to separate our summer and F/W practica at the Psychological Services and Research Centre taken by our adult clinical students. The proposal follows from previous Form Ds and a Form E from 2021-22, which included PSYC 8590.

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

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

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

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

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

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

Faculty in the Psychology department are engaged in ongoing efforts to better understand our role in the Indigenization of our programs. Thus far, faculty have pursued this understanding in the ways that best fit their teaching and research needs. These strategies have included top-down and bottom-up work, including:

1. Psychology has begun considering Indigenization by attending the Pulling Together Workshops facilitated by Indigenous Learning Specialist Jaimie Kechego in order to do some self-reflective education and gauge how the department may respectfully incorporate Indigenous knowledges. Several Psychology faculty members also recently attended the Indigenous Research and Scholarship Forum.

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2. The Department Head (Dr. Patti Fritz) has surveyed faculty about their efforts and has compiled that information in a document to be circulated to departmental faculty in Fall 2023. The activities outlined here are from that survey.
3. A faculty member in Psychology (Dr. Catherine Kwantes) holds SSHRC (Social Sciences and Humanities Research Council) and ORF-RE grant funding for the Indigenous Workways project aimed at providing information for organizations to help be more inclusive for Indigenous employees. As a part of that, she has taken courses including the Indigenous Canada MOOC from the University of Alberta – she also consults regularly with Indigenous colleagues and elders.
4. One of our newer faculty members (Dr. Onawa Labelle) was hired through the President's Indigenous Peoples Scholars Program. Dr. Labelle has been a leader in the department since her hire.
5. Multiple clinical faculty members have attended or will attend workshops on working with Indigenous clients. These workshops have generally been at professional conferences and have led to continuing education credits.
6. Multiple faculty members have engaged in self-directed study following the advice of Indigenous leaders in our community and academic circles. In this effort, faculty members have read books such as *Research Is Ceremony: Indigenous Research Methods*, *Seven Fallen Feathers*, *Firekeeper's Daughter*, and *Braiding Sweetgrass*.
7. In February 2023, our departmental colloquium speaker (Dr. Lindsey Morcom from Queen's University) presented her work on the impact of Indigenous language revitalization on community relations.
8. Two faculty members (Dr. Kris Romero and Dr. Patti Timmons Fritz) hold a grant from the Diversity, Indigeneity, and Anti-racism Professional Development Fund to work on culturally sensitive clinical assessments. It is their intention to include Indigenous perspectives in this work.
9. *A New Psychology Based on Community, Equality, and Care of the Earth: An Indigenous American Perspective* was recommended for the department, for independent study by faculty.

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

The TRC and Universities Principals on Indigenous education stress the importance of Indigenization of courses or programs to increase Indigenous learners (so that they see themselves reflected back in the course) in the area of psychology, by reading and understanding what these documents mean, Psychology is able to respectfully begin building their own capacity for understanding what it means to Indigenize a course or program. This will be an ongoing process over the coming decades.

Faculty in our department are actively engaged in research. As part of that work, all researchers are reviewing TCPS2 Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada and OCAP principles.

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

Dr. Fritz frequently shares documents and information with the department related to Indigenous knowledge and traditions. Over the past year, the department has begun raising awareness by attending events or sessions that share Indigenous knowledges. For example, the annual Pow Wows have been an opportunity to see Indigenous knowledges and traditions in action. These were attended by multiple faculty members.

Drs. Labelle and Kwantes have developed an Indigenous Research Methodology module for online learning. This has been shared with our AAU to promote awareness and has been added to the Teams sites as a resource for all courses in the department.

As mentioned above, the department has also invited Indigenous scholars to present Indigenous research to the department.

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

To date these specific suggestions from TRC and University principals can apply to Psychology, but we have not instituted wide-ranging changes yet because we still need to do some self-reflective work and see if there is a respectful fit with the course and Indigenous knowledges.

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Thus far, faculty have begun to make specific changes to their courses as we decolonize our curriculum. Two specific examples from the clinical program are in the Multicultural Issues in Clinical Practice (PSYC 8588) and Clinical Assessment II course (PSYC 8583). The multicultural course is a mandated part of our curriculum from our accreditation body and is taught by Dr. Ben Kuo. Dr. Kuo has specific assignments and content that reflect Indigenous perspectives and clinical needs. The assessment course is taught by Dr. Carlin Miller. For that course, Dr. Miller has consulted with Jaimie Kechego to identify content that reflects trauma-informed assessment needs of FNIM people. She has added several readings to the course content to offer an Indigenous perspective on how to provide culturally sensitive clinical services to FNIM people.

For the Applied Social program, Indigenous knowledge and worldviews are brought into a number of courses. For example, students are required to take a course in Cultural Diversity. This course, taught by Dr. Kathryn Lafreniere, includes a unit with readings that focus on Indigenous perspectives and the experiences of Indigenous students as well as how the discipline of Applied Social Psychology should be incorporating Indigenous worldviews. Additionally, Dr. Lafreniere teaches Community Psychology, and that course has a unit with readings that focus on methods and initiatives with Indigenous communities.

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

Psychology has contacted other postsecondary institutions to inquire about what has been done respectfully at their institutions. At this point, we still have significant work to do in this area as we do not want to do more harm than good.

Notably, the new accreditation standards that govern our clinical psychology program require additional learning engagement points with Indigenous culture. As a result, our department will need to do some of this work in order to receive re-accreditation in 2026 after our 2025 self-study is submitted.

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

Psychology has begun to think about the medicine wheel and how those holistic teachings can be respectfully included by inviting a knowledge holder for example. Psychology is also beginning to consider Indigenous research methodologies and how such approaches may be applied and bring about new understandings. As many of our clinical and applied courses include contact with clients from the community, any time a client identifies as FNIM, faculty ensure students are prepared to engage with the client respectfully and effectively.

What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?

The early foundational work we have done on Indigenousizing the curriculum has made it clear to departmental leaders that we have significant work to do before we can be educational allies to FNIM peoples.

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).

Dr. Miller has consulted with Jaimie Kechego on these responses.

Multiple faculty members have engaged in self-directed study following the advice of Indigenous leaders in our community and academic circles. In this effort, faculty members have read books such as *Research Is Ceremony: Indigenous Research Methods*, *Seven Fallen Feathers*, *Firekeeper's Daughter*, and *Braiding Sweetgrass*.

As part of her Indigenous Workways research project, Dr. Kwantes has also been in regular contact with Russell Nahdee, Jean Becker (ACP, Indigenous Relations at UWaterloo) (names provided with permission) and other Indigenous leads at several Ontario University Indigenous Student Centres. She has been working and publishing with

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a number of Indigenous students. One publication, with a focus on cultural safety for Indigenous employees, is in review. A book chapter exploring the meaning of equity and inclusion in the workplace for Indigenous employees in contexts with a history of colonization, co-authored with an Indigenous scholar, has just been published. She was part of a panel discussion with several Indigenous scholars at a Society for Industrial Organization conference with a focus on bringing Indigenous voices to the discipline of IO Psychology. The work she and her students are doing for the Indigenous Workways project has been presented at multiple conferences, including CANDO (Council for the Advancement of Native Development Officers) and Connexus.

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

In terms of direct engagement on Indigenous issues, we are at the preliminary stages of this analysis. We recognize that there are systemic problems with Psychology that is largely founded in the work products of white (largely European) male researchers and theorists. It is our goal to respectfully add Indigenous perspectives. Although we include some Indigenous content in some of our courses, our work to date on Settler Colonialism and Decolonization is limited. At this point, we are still learning protocols for interacting with Indigenous knowledge holders and our ability to develop timelines for this decolonization is limited.

Because this is not a purely didactic course with only readings or content, it follows the needs of the students and their assessment of their clients' need. Specific content about all groups, including Indigenous groups, is determined on an as-needed basis. For example, if a client identifies as First Nations, the student completing the assessment would likely be encouraged to read relevant work to inform clinical practice and would be discussing these readings with their supervisor and/or their peers in group supervision meetings.

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

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

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

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Independently conduct psychoeducational or complex psychodiagnostic clinical interviews with minimal supervision	A. the acquisition, application and integration of knowledge
· Select appropriate psychoeducational and personality assessment measures based on client presentation	
· Accurately administer the appropriate psychoeducational and personality assessment measures with minimal supervision	

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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. · Identify the core cognitive processes that contribute to learning disorders and other developmental disorders; · Conceptualize client cases with particular attention to differential diagnosis of cognitive and academic disorders;	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
·Examine personal values, motivations, and biases as well as sensitivity and responsivity to individual difference (culture, minority status, gender, lifestyle, etc.) in the context of supervision (also related to I) ·Establish and maintain rapport, trust, respect and positive working alliances in clinical and professional relationships (also related to G.);	E. responsible behaviour to self, others and society
· Write comprehensive psychoeducational or complex psychodiagnostic reports with some degree of independence; · Make appropriate recommendations based on clients' diagnoses; · Provide feedback in comfortable, collaborative, and concise manner.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course (per semester)	Year 1	Year 2	Year 3	Year 4	Year 5
	3-4	3-4	3-4	3-4	3-4

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

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

The enrolment in this course shifts students from the PSYC 8590 (Adult Assessment Practicum) fall and winter sections into this new course. The intention here is to reduce student confusion and the overall burden on the Registrar's Office to change marks and sections when students enroll in the wrong course. It will also reduce the overall burden on the individual course instructor/s for these courses as they will no longer need to determine at the end of PSYC 8590 summer course whether the student should receive a P or IP based on their fall enrolment. Furthermore, having an appropriate course title with a corresponding course code, students will have the information clearly and officially stated in their transcript to show explicitly that they have completed this specific training.

C. RESOURCES

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

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

This course is only extending students from an existing course (PSYC 8590; which will now only be offered in the summer) into this new course. Hence, this application does not constitute an increase in the resources needed.

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

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

Current faculty assigned to PSYC 8590 during fall and winter teaches this course.

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

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
 - *equipment or facilities outside the proposer's control,*
 - *external resources requiring maintenance or upgrading using external resources*
- Provide relevant details.*

None.

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

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

None. All of the tasks associated with this new course are currently being completed by the faculty member teaching a fall and winter sections of PSYC 8590. This course does not constitute an increase in teaching needs.

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

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

The proposed course represents a shift in the resources from one course (PSYC 8590) in the fall and winter semesters to this new course with no change in resources.

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

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

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

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

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

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

**University of Windsor
Program Development Committee**

***5.2: Languages, Literatures and Cultures – New Course Proposals (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved: ^
ASIA-1100. Chinese for Beginners
ARAB-2150. Oral Proficiency in Arabic I

Rationale/Approvals

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

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Asian Studies
DEPARTMENT(S)/SCHOOL(S):	Department of Languages, Literatures and Cultures
FACULTY(IES):	Faculty of Arts, Humanities, and Social Sciences

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

A. NEW COURSE PROFILE

Course # and Title: ASIA-1100 Chinese for Beginners

A.1 Calendar Description

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

This language training course introduces students to Mandarin Chinese. Students focus on learning essential vocabulary, practicing pronunciation with Pin Yin, understanding simple grammatical structures, and communicating effectively in Mandarin on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as a field trip (to a local store for example) and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. (Only for students with no or minimal previous background in spoken or written Mandarin.) (This is an experiential learning course.)

A.2 Experiential Learning Categories

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

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

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A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	Yes			Field trip	3			

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

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

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

B. RATIONALE

B.1 Course Goal(s)

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

The proposed course will enrich the Department's course offerings in Asian Studies. These are currently limited to the following two courses: ASIA-2620 *Special Topics in Chinese Culture* and ASIA-2640 *Special Topics in Chinese Literature*.

The course will be part of the Asian Studies concentration in the newly revised Concurrent BAG (Modern Languages with Second Language Education)/B. Education. This new Concurrent degree program trains prospective teachers for the culturally and linguistically diverse Primary/Junior classroom. The Asian Studies concentration is composed of ASIA-2620 *Special Topics in Chinese Culture* and ASIA-2640 *Special Topics in Chinese Literature* and the course outlined in this form, i.e., ASIA-1100 *Chinese for Beginners*.

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

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

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

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

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

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- 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?

ASIA-1100 *Chinese for Beginners* will be integrated in the revised Concurrent BAG (Modern Languages with Second Language Education)/B. Education, which the Department of Languages, Literatures, and Cultures plans to launch in Fall 2024.

This modified degree program adheres to a certain extent to the intercultural principle of Two-Eyed Seeing (Albert Marshall) and includes some Indigenous content. The Department acknowledges that more may need to be added over time to properly prepare Primary/Junior teachers for an inclusive approach to teaching that aims to develop Indigenous awareness among today's diverse elementary student population. The modified degree program requests that all students take two (2) courses in Indigenous Studies. These are to be selected among the courses that are included in the Minor in Indigenous Studies (https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate_calendar_winter_2024.pdf).

The modified degree program also contains a concentration in Linguistics and Second Language Education. These courses, particularly INCS-3200 *Theories of Language Acquisition* and INCS-3210 *Methodologies for Second Language Education*, draw attention to the different profiles and needs of minority, heritage, and Indigenous language learners. With respect to the latter, students will learn that trauma and the burden of stigmatization may hinder the Indigenous language learner's acquisition process, though it is generally understood that Indigenous language reclamation has therapeutic value (Greymorning 2019).

For now, the revised degree program does not contain Indigenous language courses, even though the Department offered two (2) introductory courses in Ojibwe: 06-100 *Introduction to Ojibwe I*, and 06-101 *Introduction to Ojibwe II*, from the late 1990s to about 2012. The courses were deleted just a few years before the Truth and Reconciliation Committee (TRC) concluded its mandate in 2015 and made 94 calls to action "in order to redress the legacy of residential schools and advance the process of Canadian reconciliation" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 1), and before Canada implemented Bill C-91 or the Indigenous Languages Act in 2019, which states that the "recognition and implementation of rights related to Indigenous languages are at the core of reconciliation with Indigenous peoples." Regrettably, the courses were deleted in 2012 due to a combination of (1) a lack of economic viability as understood by the institution at the time, (2) an apparent lack of an institutional champion, and (3) a lack of resources. The latter challenge continues to confound the Department today, amplified by a lack of departmental expertise since the departure of the Ojibwe instructor.

The Department considers Indigenization as an ongoing process, in which it is now re-engaged. It will continue to inform continuing curriculum development in Modern Languages in the years to come.

Greymorning, Neyooxet, Ed., 2019: *Being Indigenous: Perspectives on Activism, Culture, Language, and Identity*, New York: Routledge.

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B.3 LEARNING OUTCOMES (QAF section 2)

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

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

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Express themselves in basic Mandarin Chinese, demonstrating a beginner-level understanding of the grammatical structure of the language. (Also applies to F.)</p> <p>Discuss everyday topics using appropriate beginner-level words and expressions in Mandarin Chinese. (Also applies to F.)</p> <p>Explain the history and linguistic development of standard Mandarin Chinese.</p>	A. the acquisition, application, and integration of knowledge
<p>B. Find appropriate Mandarin Chinese equivalents for English words or idioms in an English/Chinese dictionary and apply them appropriately.</p> <p>Research topics related to Mandarin Chinese and discuss the findings.</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>C. Critically reflect on the cultural and linguistic differences between the Mandarin Chinese speech community and their native language community.</p> <p>(Also applies to I.)</p>	C. critical thinking and problem-solving skills
D. Read, write, and discuss simple texts in Mandarin Chinese.	D. literacy and numeracy skills
E. Identify and evaluate Chinese cultural perspectives, values, and claims.	E. responsible behaviour to self, others, and society

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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
F.	F. interpersonal and communications skills
G. Collaborate effectively with peers on oral and written tasks related to Mandarin Chinese.	G. teamwork, and personal and group leadership skills
H. Demonstrate beginner-level knowledge of Mandarin Chinese characters, sayings, and proverbs.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

Note: The learning outcomes listed in the table above were reviewed by the Centre for Teaching and Learning.

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	25	30	35	35

It is expected that enrolment in the new course will meet or exceed the cap (35 students) that is traditionally set for language training courses in the Department of Languages, Literatures, and Cultures.

This expectation is based on the following facts:

- Enrolment in the two existing Asian Studies courses, ASIA-2620 and ASIA-2640, generally sits between 45 and 50 students.
- Canadians with Chinese ancestry make up one of the largest non-European ethnic groups in Canada. Living primarily in Ontario and British Columbia, Chinese Canadians represent approximately 5% of the Canadian population ([Racialized groups - Canada at a Glance, 2022 \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/92-62-x/2022001/article/00001-eng.htm)). The community continues to grow, with many Chinese immigrants and students moving to Canada, and particularly Ontario, every year.
- Elementary and secondary schools in Ontario, Windsor-Essex County included, are attended by a linguistically and culturally diversified student body. Learning basic communication skills in Mandarin is quite valuable for future Primary/Junior teachers, who will be working with a diverse student population, composed of students who often are English Language Learners (ELL).
- China is a global player in the business and political sphere. Basic knowledge of Mandarin Chinese is also valuable for those University of Windsor students who plan a career, not in education, but in the private or public service sector.

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

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

The new course may draw some students from other language training courses offered by the Department, but the impact is not expected to be significant. ASIA-1100 is the only offering in Mandarin Chinese, whereas Arabic, Spanish, German, and Italian are taught at all levels: beginner, intermediate, and advanced. Consequently, the latter four

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languages constitute language concentrations in degree programs, such as the revised Concurrent BA G (Modern Languages with Second Language Education)/B. Education, whereas Mandarin Chinese does not. It will satisfy a degree requirement towards intercultural competence.

Beyond the Department, the new course is likely to appeal to a wide range of students, looking to satisfy a language arts elective.

C. RESOURCES

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

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

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

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

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

The impact of the new course on existing human, physical, and financial resources is insignificant.

The newly proposed course will be a typical classroom-based course with some experiential learning options. It does not require additional institutional resources and service. The proposed course does not need any special equipment. Existing classrooms are sufficient for course delivery.

All Asian Studies courses, including ASIA-1100, were developed with the assistance of a sessional instructor, who is a native speaker of Mandarin Chinese, and holds a Ph.D. from the Chinese Academy of Sciences (Beijing, China). The three ASIA courses – ASIA-1100, ASIA-2620, and ASIA-2640 – will be offered by the instructor on rotation.

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

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

As mentioned, all Asian Studies courses are offered by a dedicated sessional instructor, who has been affiliated with the Department of Languages, Literatures, and Cultures for nearly a decade.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

The introduction of ASIA-1100 is part of the restructuring of the Concurrent BA G (Modern Languages with Second Language Education)/B. Education. As part of that restructuring, Asian Studies courses which up until now were only offered as service courses will become part of the General Bachelor of Arts which forms the basis of the revised Concurrent BA G (Modern Languages with Second Language Education)/B. Education.

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

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

If not applicable, write n/a.

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

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

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

If not applicable, write n/a.

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

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Arabic Studies
DEPARTMENT(S)/SCHOOL(S):	Department of Languages, Literatures, and Cultures
FACULTY(IES):	Faculty of Arts, Humanities, and Social Sciences

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

Course # and Title: ARAB-2150. Oral Proficiency in Arabic I

A.1 Calendar Description

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

A course designed to strengthen the student's competence in oral Arabic through intensive training at an intermediate level, in both oral expression and aural comprehension. (May not be taken for credit by native speakers of Arabic.) (Prerequisite: permission of instructor.)(This is an experiential learning course.)

A.2 Experiential Learning Categories

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

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

- | | |
|---|---|
| <input type="checkbox"/> applied research
<input type="checkbox"/> capstone
<input type="checkbox"/> clinic
<input type="checkbox"/> co-op
<input type="checkbox"/> community service learning
<input type="checkbox"/> creative performance or exhibit <i>(for visual and performing arts)</i>
<input type="checkbox"/> entrepreneurship
<input type="checkbox"/> field experience or site visit

<input type="checkbox"/> labs
<input type="checkbox"/> No experiential learning in this course | <input type="checkbox"/> field work
<input type="checkbox"/> industry/community consulting project
<input checked="" type="checkbox"/> interactive simulations
<input type="checkbox"/> internship – full-time
<input type="checkbox"/> internship – part-time
<input type="checkbox"/> professional practicum
<input type="checkbox"/> research project
<input type="checkbox"/> study abroad |
|---|---|

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	3				3			

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Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Permission of instructor				Yes	

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

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

B. RATIONALE

B.1 Course Goal(s)

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

The proposed course will strengthen the course offerings in Arabic Studies, particularly in the area of Arabic language training. Arabic Studies currently has four (4) language training courses: ARAB-1100 *Introduction to Arabic I*, ARAB-1110 *Introduction to Arabic II*, ARAB-2100 *Intermediate Arabic I*, and ARAB-2110 *Intermediate Arabic II*. These four (4) courses develop Arabic language skills at the beginner and intermediate level and emphasize the acquisition of reading and writing skills in Arabic. The proposed course complements this series of four courses. It is aimed at strengthening the student's oral proficiency in Arabic, and specifically the student's listening and speaking skills at an intermediate level. Oral proficiency is a crucial component of the language learner's communicative competence and ability to use a second language effectively to communicate.

The course will be part of the Arabic language concentration in the newly revised Concurrent BAG (Modern Languages with Second Language Education)/B. Education. This new Concurrent degree program trains prospective teachers for the culturally and linguistically diverse Primary/Junior classroom. The Arabic language concentration is composed of ARAB-1100 *Introduction to Arabic I*, ARAB-1110 *Introduction to Arabic II*, ARAB-2100 *Intermediate Arabic I*, and ARAB-2110 *Intermediate Arabic II*, and the course outlined in this form, i.e., ARAB-2150 *Oral Proficiency in Arabic I*.

The course will also be integrated into the Language Stream requirements of the Minor in Arabic Studies.

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

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

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

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

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

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- 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 mission of the Department of Languages, Literatures, and Cultures is to introduce students to the literature and culture of languages other than Canada's dominant language, i.e., English. It offers a range of programming focusing on Canada's other official language, French, as well as on heritage and immigrant languages, such as Arabic, Spanish, German, and Italian. Notably absent from this list are Indigenous languages, though they form a crucial component of Canada's linguistic landscape. This was not always the case. Indeed, from the late 1990s to about 2012, the Department housed a small 'Aboriginal Studies' program consisting of two (2) introductory courses in Ojibwe: 06-100 *Introduction to Ojibwe I*, and 06-101 *Introduction to Ojibwe II*. The courses were deleted just a few years before the Truth and Reconciliation Committee (TRC) concluded its mandate in 2015 and made 94 calls to action "in order to redress the legacy of residential schools and advance the process of Canadian reconciliation" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 1). It appears that the courses were deleted due to a regrettable combination of (1) a lack of economic viability as understood by the institution at the time, (2) an apparent lack of an institutional champion, and (3) a lack of resources. The latter challenge continues to confound us today.

The Department strongly agrees that "Aboriginal languages are a fundamental and valued element of Canadian culture and society, and [that] there is an urgency to preserve them" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 2). The Department also urges "post-secondary institutions [such as the University of Windsor] to create university and college degree and diploma programs in Aboriginal languages" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 2). The Department is strongly supportive of today's Indigenous-led language revitalization initiatives and agrees with Hall (2019: 218) that "language revitalization is a cultural rehabilitation." "Strengthening the language" helps to restore cultural pride, and is, as argued by Hall (2019) and also Daniels and Sterzuk (2022), therapeutic for communities that have been injured. The Department is willing to provide assistance to such initiatives on the University of Windsor campus, however modestly given its limited resources.

With respect to its own programming, the Department of Languages, Literatures, and Cultures plans to launch in Fall 2024 a revised version of the Concurrent BA General (Modern Languages with Second Language Education)/B. Education. The revised Concurrent degree program aims to train teachers for today's highly diverse classroom. The revised program contains course content and course requirements in Indigenous Studies to raise awareness of Indigenous histories and cultures, and help students grasp the difference between Second Language Education and Indigenous Language Revitalization, where language teaching focuses not on a majority language, such as English, but on an endangered and historically stigmatized language.

The modified degree program also contains a concentration in Linguistics and Second Language Education. These courses, particularly INCS-3200 *Theories of Language Acquisition* and INCS-3210 *Methodologies for Second Language Education*, draw attention to the different profiles and needs of minority, heritage, and Indigenous language learners.

For now, the revised degree program does not contain Indigenous language courses.

ARAB-2150 *Oral Proficiency I* will be integrated in the revised Concurrent BAG (Modern Languages with Second Language Education)/B. Education.

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This new course offering as well as the newly revised Concurrent BAG (Modern Languages with Second Language Education)/B. Education reflect the Department's commitment to cultural and particularly linguistic diversity on campus.

Daniels, B. & A. Sterzuk. 2022: Indigenous Language Revitalization and Applied Linguistics: Conceptualizing an Ethical Space of Engagement Between Academic Fields, *Canadian Journal of Applied Linguistics*, 25:1, 1-18.

Hall, Robert. 2019: Literacy and revitalizing endangered languages, In: Neyooxet Greymorning (Ed.), *Being Indigenous: Perspectives on Activism, Culture, Language, and Identity*, New York: Routledge, 212-227.

B.3 LEARNING OUTCOMES (QAF section 2)

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

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

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Recall and use Arabic idiomatic expressions to perform different direct or indirect speech acts (request, advice, promise, permission, warning, etc.) (Also applies to D, F.)	A. the acquisition, application and integration of knowledge
B. Research topics in Arabic Studies and present the findings orally. (Also applies to A, C, F.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D. Read and/or listen to a text or video and answer questions related to it in spoken Arabic. (Also applies to A, H.)	D. literacy and numeracy skills

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Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
E. Appropriately use words and expressions pertaining to Standard Arabic. (Also applies to A, D.)	E. responsible behaviour to self, others and society
F. Express themselves in Arabic spontaneously and naturally. (Also applies to A, D.)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

Note: The learning outcomes listed in the table above were reviewed by the Centre for Teaching and Learning.

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

Oral proficiency courses offered by the Department of Languages, Literatures, and Cultures tend to be capped at 20 students. The cap is needed so that all students can participate actively in the course's oral production and aural comprehension exercises.

Enrolment numbers in Arabic Studies courses are generally quite healthy and tend to reach the cap of 35 (language courses) or 50 students (literature and culture courses). It is expected that the cap of 20 students will also be met for ARAB-2150.

The course will be attractive for students registered in the revised Concurrent BAG (Modern Languages with Second Language Education)/B. Education, as well as for the growing number of University of Windsor students who are of Arabic descent.

In Southwestern Ontario, Arabic is one of the fastest growing immigrant languages. The 2021 Census recorded a rise of about 23% in the number of people with Arabic as a first language, growing from a little over 14,000 to more than 18,000 between 2016 and 2021 ([Census Profile, 2021 Census of Population \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/92-62-0001/2021001/article/00001-eng.htm)). The Windsor census

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metropolitan area (WCMA) is after Calgary and Vancouver a major destination for Arab immigration ([Census Reports — Canadian Arab Institute](#)), and in fact has been so since at least the 1960s, attracting first a predominantly Christian Lebanese population. The second- and third- generation descendants of these earlier Arabic-speaking immigrants are now heritage speakers of the language, with many maintaining strong ties to the country of origin.

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

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

The aim of this course is to strengthen our complement of courses in Arabic Studies, and particularly the set of courses focusing on Arabic language proficiency. While ARAB-1100 *Introduction to Arabic I*, ARAB-1110 *Introduction to Arabic II*, ARAB-2100 *Intermediate Arabic I* and ARAB-2110 *Intermediate Arabic II* prioritize reading and writing skills in Arabic, ARAB-2150 focuses exclusively on the learner's speaking and listening skills. The courses do not compete, but complement each other, and hence enrolment in existing courses should not be adversely affected.

C. RESOURCES

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

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

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

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

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

Arabic Studies courses are offered by a full-time faculty member who is cross appointed with French Studies. The faculty member teaches a maximum of 2 Arabic Studies culture and literature courses per year. Arabic language training courses tend to be offered by sessional instructors, who are native speakers of the language and have lived experience of the Arab world.

The introduction of the course will not significantly impact the existing human, physical, and financial resources of the department. All Arabic Studies courses are offered on rotation. The new course will be inserted in the existing rotation.

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

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

The Department of Languages, Literatures, and Cultures does not currently house adjunct or limited-term faculty. However, for course delivery, the department does rely on sessional instructors on an as needed basis. This also applies to Arabic Studies. First-year and second-year language training courses in Arabic tend to be offered by sessional instructors. The instructors for these courses are required to hold an MA, and preferably a Ph.D., in Linguistics, Literary Studies, or connected field, preferably but not necessarily with a focus on Arabic, and have native to near-native fluency in the language they teach.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

The introduction of ARAB-2150 is part of the restructuring of the Concurrent BA G (Modern Languages with Second Language Education)/B. Education. As part of that restructuring, Arabic Studies courses which up until now were only offered as part of a Minor in Arabic Studies will become part of the General Bachelor of Arts which forms the basis of the revised Concurrent BA G (Modern Languages with Second Language Education)/B. Education.

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

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

If not applicable, write n/a.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

If not applicable, write n/a.

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

**University of Windsor
Program Development Committee**

*5.3: **Minor in Arabic – Minor Program Change (Form C)**

Item for: **Approval**

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

MOTION: **That the Minor in Arabic be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Languages, Literatures, and Cultures Council, and the Faculty of Arts, Humanities, and Social Sciences Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Minor in Arabic Studies
DEPARTMENT(S)/SCHOOL(S):	Department of Languages, Literatures, and Cultures
FACULTY(IES):	Faculty of Arts, Humanities, and Social Sciences

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

A.1 PROGRAM REQUIREMENT CHANGES

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

Example:

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

Minor in Arabic Studies

The Minor in Arabic Studies is offered in either a language intensive or culture intensive stream.

Required: a minimum of six courses, ~~including ARAB-1100 and ARAB-1110~~. (Those with prior language proficiency cannot register **in ARAB-1100 and ARAB-1110** for these courses and will have to take ARAB-2100 and ARAB-2110 in their place.)

Language stream requirements:

(a) **For students with little or no prior knowledge of spoken or written Arabic:** **ARAB-1100, ARAB-1110, ARAB-2100, ARAB-2110 and/or ARAB-2150** and ~~any~~ **up to TWO** of the following: ARAB-2610, ARAB-2620, **ARAB-3610, ARAB-3620, POLS-2350, POLS-3650, HIST-1130, HIST-2110, HIST-2120, HIST-3100**, FREN-2830, FREN-3580, ~~POLS-2610, POLS-3650, WGST-1600~~.

(b) **For students with prior knowledge of spoken or written Arabic:** ARAB-2100, ARAB-2110, **ARAB-2150** and ~~any two~~ **THREE** of the following: ARAB-2610, ARAB-2620, **ARAB-3610, ARAB-3620, POLS-2350, POLS-3650, HIST-1130, HIST-2110, HIST-2120, HIST-3100**, FREN-2830, FREN-3580, ~~POLS-2610, POLS-3650, WGST-1600~~.

Culture stream requirements:

(a) ~~any four of the following:~~ ARAB-2610, ARAB-2620, **ARAB-3610 and/or ARAB-3620, and up to THREE of the following: POLS-2350, POLS-3650, HIST-1130, HIST-2110, HIST-2120, HIST-3100**, FREN-2830, FREN-3580, ~~POLS-2610, POLS-3650, WGST-1600~~.

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

If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.

N/A

B. RATIONALE

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

ARAB-2150 *Oral Proficiency in Arabic I* was recently created to strengthen the Arabic language course offerings in Arabic Studies.

Currently four (4) Arabic language training courses are included in the Language Stream requirements of the Minor in Arabic Studies: ARAB-1100 *Introduction to Arabic I*, ARAB-1110 *Introduction to Arabic II*, ARAB-2100 *Intermediate Arabic I*, and ARAB-2110 *Intermediate Arabic II*. These four (4) courses develop Arabic language skills at the beginner and intermediate level and emphasize the acquisition of reading and writing skills in Arabic.

ARAB-2150 *Oral Proficiency in Arabic I* complements this series of four courses. It is aimed at strengthening the student's oral proficiency in Arabic, and specifically the student's listening and speaking skills at an intermediate level. Oral proficiency is a crucial component of the language learner's communicative competence and ability to use a second language effectively to communicate. Hence, it is an important addition to the Language Stream requirements.

The new calendar description also delineates more clearly the Language Stream requirements for students with or without prior knowledge of spoken or written Arabic. Students with no prior knowledge of the language take Language Stream requirements (a), while students with some knowledge of Arabic take Language Stream requirements (b).

In addition, WGST-1600 was removed from the Minor as it is no longer offered. POLS-2610 *Politics, History, and Western Religions* was replaced with POLS-2350 *Government and Politics in the Middle East*, which is more regularly offered. ARAB-3610 *Literature and Film in North Africa and the Middle East* and ARAB-3620 *Modern Arabic Poetry in Translation*, also offered by Arabic Studies, are now included in the Minor, as options in the Language Stream and as required courses in the Culture stream.

The Departments of History and Political Science were consulted for all HIST and POLS courses included in the revised minor.

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

From the late 1990s to about 2012, the Department of Languages, Literatures, and Cultures housed a small 'Aboriginal Studies' program consisting of two (2) introductory courses in Ojibwe: 06-100 *Introduction to Ojibwe I*, and 06-101 *Introduction to Ojibwe II*. The courses were deleted just a few years before the Truth and Reconciliation Committee (TRC) concluded its mandate in 2015 and made 94 calls to action "in order to redress the legacy of residential schools and advance the process of Canadian reconciliation" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 1). Despite the regrettable cancellation of *Introduction to Ojibwe I* and *II*, the Department remains profoundly supportive of Indigenous language preservation initiatives. The Department strongly agrees that "Aboriginal languages are a fundamental and valued element of Canadian culture and society, and [that] there is an urgency to preserve them" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 2). The Department also urges "post-secondary institutions [such as the University of Windsor] to create university and college degree and diploma programs in Aboriginal languages" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 2).

ARAB-2150 *Oral Proficiency I* will also be integrated in the revised Concurrent BA G (Modern Languages with Second Language Education)/B. Education. This modified degree program adheres to a certain extent to the intercultural principle of Two-Eyed Seeing (Albert Marshall) and includes some Indigenous content. The Concurrent degree program trains prospective teachers for the culturally and linguistically diverse Primary/Junior classroom. The Department acknowledges that more Indigenous content may need to be added over time to properly prepare Primary/Junior teachers for an inclusive approach to teaching that aims to develop Indigenous awareness among today's diverse elementary student population. The modified degree program requests that all students take two (2) courses in Indigenous Studies. These are to be selected among the courses that make up the Minor in Indigenous Studies, as described on page 61 of the University of Windsor undergraduate calendar (https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate_calendar_winter_2024.pdf).

The modified degree program also contains a concentration in Linguistics and Second Language Education. These courses, particularly INCS-3200 *Theories of language acquisition* and INCS-3210 *Methodologies for Second Language Education*, draw attention to the different profiles and needs of minority, heritage, and Indigenous language learners. Students are introduced to the growing body of knowledge in this area, as evidenced by, for instance, the many articles on this and related topics in the *Canadian Modern Language Review / La revue canadienne des langues vivantes* (University of Toronto Press) and the *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée* (Canadian Association of Applied Linguistics (CAAL)/ Association canadienne de linguistique appliquée (ACLA)).

The Minor in Arabic Studies as well as the newly revised Concurrent BAG (Modern Languages with Second Language Education)/B. Education reflect the Department's commitment to cultural and particularly linguistic diversity on campus.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

C. RESOURCES

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

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

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

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

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

The inclusion of ARAB-2150 *Oral Proficiency in Arabic I* in the Language Stream of the Minor in Arabic Studies will not significantly impact the existing human, physical, and financial resources of the department. All Arabic Studies courses are offered on rotation. The new course will be inserted in the existing rotation.

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

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

The Department of Languages, Literatures, and Cultures does not currently house adjunct or limited-term faculty. However, for course delivery, the department does rely on sessional instructors on an as needed basis. This also applies to Arabic Studies. First-year and second-year language training courses in Arabic tend to be offered by sessional instructors. The instructors for these courses are required to hold an MA, and preferably a Ph.D., in Linguistics, Literary Studies, or connected field, preferably but not necessarily with a focus on Arabic, and have native to near-native fluency in the language they teach.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

ARAB-2150 is also part of the restructuring of the Concurrent BAG (Modern Languages with Second Language Education)/B. Education. As part of that restructuring, Arabic Studies courses which up until now were only offered as part of a Minor in Arabic Studies will become part of the General Bachelor of Arts which forms the basis of the revised Concurrent BA G (Modern Languages with Second Language Education)/B. Education.

Further, ARAB-3610 *Literature and Film in North Africa and the Middle East* and ARAB-3620 *Modern Arabic Poetry in Translation*, also offered by Arabic Studies as service courses, are now included in the Minor.

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

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

If not applicable, write n/a.

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

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

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

If not applicable, write n/a.

**PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C**

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

**University of Windsor
Program Development Committee**

***5.4: Political Science – Request for Waiver of Course Deletion**

Item for: **Approval**

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

**MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
POLS-2035 Quebec Politics and Society [French]**

Request for Waiver of Course Deletion Form

Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.

1. Faculty, Department, and Program Title

FAHSS, Political Science – Honours Political Science with French Specialization

2. Course Number and Title

POLS-2035 Quebec Politics and Society [French]

3. Credit hours, Total Contact hours and Delivery format

3 credit hours per week, in-person

4. Calendar Description

This course, which is taught in French, introduces students to political life in the province of Quebec, with a focus on the structure and functions of governing institutions, political culture and ideology, and the origins of key political traditions and practices. Topics may include the origins and evolution of Québécois nationalism, the unique position of Quebec in Canadian federalism, provincial policy initiatives to protect and extend the French language in the public sphere, and external relations with Canada and the international community.

5. Pre/co/anti-requisites

N/A

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

POLS-2035 is one of two Poli Sci courses (POLS-2035 and POLS-2055) that were integrated into all French Studies degree programs this Fall based on a request from Political Science. French Studies agreed to do this because the course content is relevant for French Studies students, but also in large part to help boost enrolment in these two French-language POLS courses. French Studies submitted all the required PDC forms this Fall and they have now been approved by FCC and PDC.

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

This is an integral component of the Honours Political Science with French Specialization

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

Ensuring a high quality, relevant teaching, learning, and student experience for everyone. In particular, this course with the assistance of the French Studies department supports interdisciplinary and collaborative program development.

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

Low enrolment, but with the assistance of the French department, we believe there will be enough demand to maintain the course.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

The course has been listed on the draft teaching loads for Fall 2024.

7. RESOURCE IMPLICATIONS: None

University of Windsor
Program Development Committee

*5.5: Kinesiology – (Graduate) 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.

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 8010. Legal and Human Rights Issues in Sport Management [delete class]~~

~~An analysis of the research and professional practice related to the role of legislation and litigation as they relate to sport and physical activity programs and services and participation. Specific emphasis will be placed on the issue of human rights, covering topics including legislation and case study analyses from the sport management domain.~~

~~KINE 8210. Exercise Rehabilitation Clinical Exercise Physiology~~

~~This interactive graduate level course is designed to intentionally link theory and practice on topics related to exercise rehabilitation, including exercise prescription and adherence, coronary artery disease and associated risk factors, and other special populations.~~

KINE-9698. Community Internship

The purpose of the PhD. In Kinesiology Internship is to fully complement the program's focus on community, which is used as broadly as possible. The goal is to increase awareness of the impact that this program can make on the global and local communities. The expectation is that this would occur in either year 2 or 3 of the program and would consist of 120-160 hours of work within any community-based organization. The product of the internship can take many forms (e.g.) a review paper, a seminar, a conference presentation, an organizational efficiency analysis, or a combination of more than one of these items. The specific product that the student is responsible for will be established in writing within the first 30 hours of internship experience. This course will be graded on a PASS/FAIL basis. A 120-160 hour internship under the supervision of a specialist within a selected community organization (broadly defined). This experience will provide students with an opportunity to apply theoretical and conceptual knowledge gained throughout their coursework (graded pass/fail). (This is an experiential learning course.)

KINE-9950. Doctoral Seminar

Using an inter-disciplinary modular approach, this seminar will provide doctoral students with a background in a variety of theoretical and methodological frameworks that are relevant to the practice of Kinesiology research. Topics presented will reflect students' research backgrounds and interests. ~~The seminar will emphasize the connections between theory and method, and prepare students to develop methodological and theoretical frameworks for their own doctoral research.~~ Through the seminar, we aim to prepare students to become reflexive members of a scholarly community through focused, intellectual discussion and inquiry, as well as through the development of specific skills such as preparing conference proposals, submitting research grants and submitting writing for publication. This course will be graded on a PASS/FAIL basis. (Doctoral students must register in this course a total of six semesters during the Fall and Winter terms of full-time registration.)

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

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

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

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

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

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

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

In **KINE 8210: Clinical Exercise Physiology**, 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. Moreover, 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. The impact of these disparities is further emphasized via the lived experience of Indigenous peoples, where applicable, during the experiential learning component of this course.

KINE-9698 and KINE-9950 are student-led which allows them to complete an internship or doctoral research in the area of their choice, including with a focus on Indigeneity. Students will be encouraged to incorporate Indigenous perspectives, where they are able.

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>)*

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

- 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_\(Fall_2017\)](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).

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

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

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

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

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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

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

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

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

**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 8210: Exercise Rehabilitation KINE 9698: Community Internship KINE 9950: Doctoral Seminar <i>(See attached for learning outcomes)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

KINE-8210. Clinical Exercise Physiology**Also known as: Exercise Rehabilitation**

Formerly known as: 95-521

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:
<p>assess the pathophysiological mechanisms associated with the development and progression of selected chronic conditions, their prevalence in society and the role of social injustice and justify how exercise is used as a tool to improve quality of life (Also applies to B, D, E, I.)</p> <hr/> <p>critique existing research relating to clinical physiology, chronic conditions, and exercise rehabilitation, and creatively disseminate this knowledge to peers and exercise rehabilitation professionals (Also applies to B, C, D, E, F, G, H, I.)</p> <hr/> <p>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.)</p> <hr/> <p>professionally discuss exercise rehabilitation within the context (as it relates to) of select chronic conditions with peers, team members, and clients. (Also applies to C, D, E, F, G, H, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>apply evidence-based rehabilitation programming to clients participating in community-based exercise rehabilitation programs (Also applies to E, F, G, H, I.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>

This document is part of a PDC application package (#94, created December 07, 2023).
The submitter has declared that the appropriate Faculty Council has reviewed and approved this submission.

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

KINE-9698. Community Internship

Formerly known as: 95-698

Learning Outcomes

Last Updated: October 26, 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:
apply the sum of what they have learned to date, to real-world challenges within the community setting (Also applies to B, C, D.) <hr/> practice sound reasoning to analyze issues, make decisions, and overcome problems (Also applies to B, C, D.)	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)
work responsibly, reliably, and effectively, prioritizing personal accountability in the workplace (Also applies to E, G.)	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
exhibit integrity, ethical behaviour, openness, inclusivity, and the ability to interact respectfully with all people (Also applies to F, G.)	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-9950. Doctoral Seminar

Formerly known as: 95-695

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:
identify, discuss, and assess relevant professional and research concepts and issues in Kinesiology (Also applies to B, C, D.) devise creative solutions in problem solving and dissemination processes with feedback from peers and community players to broaden the understanding of an issue (Also applies to C, 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)
actively explore career pathways, professional skills, new developments, and technology in the field of kinesiology (Also applies to E, F, G, I.)	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.6 **Kinesiology – (Graduate) Learning Outcomes**

Item for: **Information**

This package contains the following learning outcomes:

KINE-9920. Independent Study

KINE-9980. Dissertation Research

KINE-9920. Independent Study

Formerly known as: 95-692

Learning Outcomes

Last Updated: October 13, 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 and assess current discipline-relevant issues in Kinesiology engage in original qualitative or quantitative research methodologies relevant to the study of Kinesiology (Also applies to B, C, D, H.)	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
identify and uphold the ethical obligations as established by the Tri-Agency Framework: Responsible Conduct for Research produce and engage in meaningful knowledge translation with specific and diverse audiences (Also applies to F, H, I.)	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

KINE-9980. Dissertation Research

Formerly known as: 95-798

Learning Outcomes

Last Updated: October 13, 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:
Advance the Kinesiology profession through the development, articulation, defence, and dissemination of original research on an area of importance to Kinesiology (Also applies to C, F, I.)	A. the acquisition, application and integration of knowledge
Engage in original qualitative and/or quantitative research methodologies relevant to the study of Kinesiology (Also applies to A, C, D, H.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
Identify, synthesize, and critique evidence in a research area of importance to Kinesiology	D. literacy and numeracy skills
Identify and uphold the ethical obligations as established by the Tri-Agency Framework: Responsible Conduct for Research	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
analyze people, programs, policies, institutions, and/or organizations at the local, national, and international levels with the goal of enhancing the wellbeing of both individuals and communities <hr/> Identify new questions or issues to be examined with the goal of enhancing the wellbeing of both individuals and communities	I. the ability and desire for continuous learning