



NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Thursday, November 21, 2024 at 9:00am-11:00am
Location: Room 209 Assumption Hall or MS Teams

AGENDA

- 1 Approval of Agenda**
- 2 E-Vote of October 24, 2024** PDC241024E
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**
- 5 Reports/New Business**
 - *5.1 **Certificate in Arts Management– Minor Program Changes (Form C)** Jill Singleton Jackson-Approval
PDC241121-5.1
 - *5.2 **Certificate in Coaching (New) – Minor Program Changes (Form C) and Learning Outcomes** Sarah Woodruff Atkinson-Approval
PDC241121-5.1
 - *5.3 **Political Science - Minor Program Changes (Form C)** Lydia Miljan-Approval
PDC241121-5.3
 - *5.4 **Master of Management - Minor Program Changes (Form C)** Karen Robson-Approval
PDC241121-5.4
 - *5.5 **Master of Management – Program Learning Outcomes** Karen Robson -Information
PDC241121-5.5
 - *5.6 **Communication, Media and Film (Graduate) – New Course Proposal (Form D)** Kyle Asquith -Approval
PDC241121-5.6
 - *5.7 **Languages, Literatures, Cultures – Suspension of Programs** Cheryl Collier-Information
PDC241121-5.7
 - *5.8 **Engineering – Summary of Minor Course and Calendar Changes (Form E)** Bill Van Heyst -Information
PDC241121-5.8
 - *5.9 **Business (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** Karen Robson -Information
PDC241121-5.9
 - *5.10 **Business (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** Karen Robson -Information
PDC241121-5.10
 - *5.11 **Nursing (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** Kathryn Pfaff-Information
PDC241121-5.11

6 Other Business

7 Adjournment

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

**University of Windsor
Program Development Committee**

*5.1 **Certificate in Arts Management (Discontinuation) – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the Certificate in Arts Management be discontinued in accordance with the program/course change forms.[^]

[^]Subject to approval of the expenditures required.

Approvals:

- The changes have been approved by the Faculty of Arts, Humanities, and Social Sciences Council.
- The Certificate in Arts Management is being discontinued as it is no longer financially viable to continue offering the Certificate.
- Freeing up resources allocated to the certificate will allow personnel to work on programs with higher enrolments.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Certificate in Arts Management
DEPARTMENT(S)/SCHOOL(S):	N/A
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>	Winter 2025
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Does the minor program change include new courses?:

Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

No

If yes, list all new courses:

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**.*

Certificate in Arts Management

Admission Requirements

Minimum admission requirements for undergraduate degrees.

Total courses: ten.

(a) STEN-1000, ACCT-1510, MKTG-1310;

(b) DRAM-2750 and DRAM-2760, plus two of VSAR-3800, CMAF-3990, DRAM-3980, DRAM-3990

(c) one of DRAM-2100, ENGL-1001, ENGL-3002, CMAF-2250, CMAF-2820;

(d) two of DRAM-1000, DRAM-2000, DRAM-2250, DRAM-2350, DRAM-3250, DRAM-3350, DRAM-3330, DRAM-3510, DRAM-3520, DRAM-4390, VSAR-3850, VSAR-4910, MACS-2450, MACS-3450, MUSC-1260, MUSC-1270, MUSC-3460, one course from private instruction in Music MUSP-2470 to MUSP-2690 or two of the 1.50 credit hour courses MUSP-2100, MUSP-2200, MUSP-2600, MUSP-3100.

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

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

N/A

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B. RATIONALE

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

The Certificate in Arts Management is being discontinued as it is no longer financially viable to continue offering the Certificate. There are currently two students who are in this certificate program; neither are currently enrolled in classes. Maintaining the program would require us to devote precious resources to maintaining this certificate, resources that are needed by larger programs with more majors. Further, some of the courses needed to complete the certificate have not been taught in the past few years. In short, the financial situation of the faculty does not allow us to support as many low-enrolment programs as we were once able to support.

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

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

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

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

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

While the entire University of Windsor community has a responsibility to respond to the TRC Calls to Action, Faculty of Arts, Humanities, and Social Sciences (FAHSS) programs directly engage with the historical and contemporary legacy of colonization and the impact on Indigenous peoples (e.g., Canada's political and legal system and Indigenous self-governance and sovereignty), contemporary Indigenous identities and their intersections (e.g., with gender, sexuality, disability), and social and cultural erasure, resistance, and revitalization.

The Faculty of Arts, Humanities, and Social Sciences (FAHSS) continues working towards creating a more inclusive and welcoming learning environment for Indigenous students and integrating Indigenous perspectives, knowledge, and ways of knowing into the diverse programs we offer. Under the leadership of the dean and in consultation with the associate deans, heads and directors, and individual faculty members and students, FAHSS has implemented several faculty-wide initiatives, including:

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FORM C

1. Indigenous Studies Minor: FAHSS offers an Indigenous Studies Minor Program that provides students with a foundation in Indigenous histories, cultures, and knowledge systems. The program is currently offered through the Dean's Office and is based on courses in several AAUs.
2. Incorporation of Indigenous Perspectives into Curriculum: The Faculty is working to integrate Indigenous perspectives and knowledge into all programs offered in FAHSS. These efforts are documented in approved PDC forms and includes strategies like adding Indigenous topics and authors and inviting guest speakers.
3. Collaboration with Indigenous Communities: The Faculty is committed to building relationships with Indigenous communities and incorporating their perspectives into research and curriculum development. This includes presentations at Heads and Directors and Faculty Coordinating Council, within the individual AAU's council meetings and faculty retreats (e.g., having Indigenous facilitators lead a workshop on decolonization), and the professional development that individual faculty and staff have done (e.g., attend CTL and external workshops) which they subsequently share with their colleagues and students.
4. Immediate impact: At this time, there are two students in the Certificate in Arts Management program, but they are not currently enrolled. If they return to complete the certificate, we will accommodate their completion of the certificate.

FAHSS is exploring the development of a required Introductory Indigenous course for all FAHSS students to graduate (this is already offered at other Canadian universities). Under the direction of the Associate Dean of Student Experience and Inter-Faculty Programs, and in keeping with the findings from the Aspire consultations, FAHSS will develop an indigenization and decolonization strategy for the next five years to enable us to better support Indigenous faculty, staff, learners and community partners. The respective FAHSS AAUs are at different stages in their Indigenization and decolonization journey, and more work needs to be done to consult with Elders and Knowledge Keepers.

C. RESOURCES

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

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.

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

N/A

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

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

N/A

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

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

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.)

Freeing up resources allocated to the certificate will allow personnel to work on programs with higher enrollments.

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

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

If not applicable, write n/a.

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

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

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

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

**University of Windsor
Program Development Committee**

5.2 Certificate in Coaching - Minor Program Changes (Form C)

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the Certificate in Coaching be approved in accordance with the program/course change forms.[^]

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Faculty of Human Kinetics (October 25, 2024).
- This is a new Certificate in Coaching.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Certificate in Coaching
DEPARTMENT(S)/SCHOOL(S):	Kinesiology
FACULTY(IES):	Human Kinetics

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

*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.

Certificate in Coaching

Admission Requirements

All students who have met the entrance requirements for the Honours Bachelor of Science (Kinesiology and Health Studies) or the Honours Bachelor of Sport Management and Leadership, who are in good standing and completed the required courses of the first two years, or who have successfully been awarded a Honours Bachelor of Science (Kinesiology and Health Studies) or the Honours Bachelor of Sport Management and Leadership or equivalent degrees are eligible to register for the certificate program.

Degree Requirements

Total Courses: 10

- (a) Required Kinesiology Courses (TAKE ALL):
 - a. KINE-1110. Principles of Mental Skills Training
 - b. KINE-1500. Principles of Sport Management
 - c. KINE-3770. Sports Tactics and Strategies
 - d. KINE-4760. Principles of Coaching
 - e. KINE-4980. Internship*
- (b) Kinesiology Courses (SELECT 1 COURSE):
 - a. KINE-2100. Human Performance
 - b. KINE-2850. Human Growth and Development
- (c) Elective Kinesiology Courses (SELECT 4 COURSES)
 - a. KINE-2300. Sociology of Sport
 - b. KINE-3150. Scientific Principles of Strength and Conditioning
 - c. KINE-3330. Applied Sport Psychology
 - d. KINE-4050. Gender Issues in Sport
 - e. KINE-4330. Special Topics in Sport Leadership
 - f. KINE-4850. Group Dynamics in Sport
 - g. KINE-4750. Individual Studies*

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*Note. For KINE-4980 (Internship), and for students electing to take KINE-4750 (Individual Studies), students must pursue research or job placements related to coaching to be eligible towards this certificate.

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

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

N/A

B. RATIONALE

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

In response to the third recommendation of our last IQAP review to “pursue opportunities for curriculum revitalization including considering new streams, areas of concentration, or majors at the undergraduate level”, a Certificate in Coaching was proposed given our resources within the Faculty of Human Kinetics.

The Certificate in Coaching will address several critical needs in the growing landscape of sports, health, and physical education. This certificate will serve as a vital step toward professionalizing coaching practices, enhancing the quality of coaching, and address the increasing demand for well-trained, certified coaches across various levels of sport. By offering a focused, structured program at the undergraduate level, we can support the development of competent coaches, improve athlete experiences, and contribute to the growing field of sport science and management.

The Certificate in Coaching will offer valuable career-enhancing opportunities for undergraduate students in Kinesiology and Health Studies and Sports Management and Leadership. For students already pursuing careers in these areas, the certificate will provide a recognized credential that complements their degree, making them more marketable in the competitive field of sports. It could also open pathways to more advanced coaching roles or lead to further education, such as graduate studies in coaching, sport psychology, or related fields. Moreover, this certificate will attract not only future coaches but also current coaches seeking professional development.

In line with Canada's growing commitment to equity, diversity, and inclusion, the Certificate in Coaching will provide an opportunity to train coaches to work with athletes from diverse backgrounds, including those from underrepresented groups. Coaches play a critical role in shaping athlete experiences, and inclusive coaching practices are essential to ensuring that all athletes feel welcomed, supported, and able to thrive in sport environments. Based on the curriculum review for diversity in 2020, several of the courses included in this Certificate contain content related to Indigenous peoples, race and ethnicity, sex and gender, 2SLGBTQAI+, peoples with disabilities, religion, and older people. Moreover, students could choose to do their internship and/or individual study class with underrepresented athletes.

The Certificate in Coaching emphasizes experiential learning through practical, hands-on coaching experiences. By collaborating with the Lancers, local sports organizations, schools, and community programs, we can offer students real-world coaching opportunities where they can apply the theoretical knowledge gained in the classroom. The Internship (and Individual Study) will not only help students gain confidence in their coaching abilities but also allow them to build networks and relationships within the sport community.

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In conclusion, the Certificate in Coaching is a timely and necessary addition to the Faculty of Human Kinetics. It addresses the increasing demand for qualified, evidence-based coaching, enhances professional development opportunities, and promotes inclusive sport environments. This program would ultimately contribute to the broader goals of improving athlete experiences and advancing the profession of coaching in Canada.

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

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

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

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

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

From a program- and faculty-wide perspective:

- We recently introduced new program learning outcomes (senate approved: May 9, 2024) for the BSML and BScKHS undergraduate degree programs:
 - Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- 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, which is a core course for both degree (BSML and BScKHS) students, introduced 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:

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- Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (<https://windsorstar.com/news/local-news/lacrosse>)
- Lancer Hockey provided support to First nations communities in British Columbia (<https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx> and <https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx>)
- Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (<https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival>)
- In 2021, The Department of Kinesiology Hosted a lecture entitled “Fire Keepers and the Fire Within” by Stanford Zhupkooum White in support of Orange Shirt Day. (<https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey>)
- In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (<https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850>)
- Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
- Lancer Men’s Football team had an Indigenous educational session with Dr. Bev Jacobs and Kat Pasquach in honour of Orange Shirt 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.

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

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
 - In addition to the 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).

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- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
 - See above re Lancer Hockey
- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
 - KINE:4520 (Sport Policy and Governance) is an upper year Honours Bachelor of Sport Management and Leadership course that includes content regarding the government's role in setting sport and recreation priorities (how some individuals may benefit over others), the history of sport policy in Canada and changing political ideologies, and a review of sport policies (including the Policy on Aboriginal Peoples' Participation in Sport).

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

- This is something that is continually discussed in both the working group on EDII in the curriculum and our EDII committee. While we recently approved new program learning outcomes at the undergraduate level, we expect to continue discussions about how to bring in additional content at the graduate level.

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-circnac.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.

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C. RESOURCES

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

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

N/A. All of the above courses are currently offered regularly.

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

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

N/A. All courses are currently taught by full-time faculty members.

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

Certificate in Coaching Learning Outcomes

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute. At the end of this program, the successful student will know and be able to:</i>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>A. Apply proven and effective coaching techniques</p> <p>Describe the structure of Canadian sport, relevant qualifications, and various pathways important to coaching in Canada</p> <p>Plan, execute, and evaluate a competent sports coaching session using a variety of coaching methods</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>B. Analyse a sports performance and constructively provide feedback to</p>	<p>B. research skills, including the ability to define problems and access, retrieve and</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>

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Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><i>This is a sentence completion exercise.</i> <i>Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
individual performance (also relevant to D and H)	evaluate information (information literacy)	
<p>C. Evaluate the sociological and psychological issues relevant to the contemporary sports coach</p> <p>Evaluate the challenges and barriers to sports development and participation (also relevant to I)</p>	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Plan, execute, and evaluate a competent sports coaching session using a variety of coaching methods	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Explain the importance and capacity of diversity to generate creative solutions and action. (also relevant to H)	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Act with integrity and empathy to engage and motivate others using effective written and verbal communication	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Build and increase group and team effectiveness by capitalizing on diverse individuals' perspectives and talents	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**University of Windsor
Program Development Committee**

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

Item for: **Approval**

MOTION: That the Honours Political Science with Thesis, Honours Political Science with French Specialization and Thesis, Combined Honours Political Science Programs with Thesis in Political Science be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE
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FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Political Science with Thesis Honours Political Science with French Specialization and Thesis Combined Honours Political Science Programs with Thesis in Political Science
DEPARTMENT(S)/SCHOOL(S):	Department of Political Science
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>	Winter 2025
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A.1 PROGRAM REQUIREMENT CHANGES

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

Honours Political Science with Thesis

- (a) POLS-1000, POLS-1300, POLS-1600, ~~POLS-2700~~, and POLS-2750, POLS-4970 and POLS-4980;
- (b) one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5];
- (c) eleven twelve additional Political Science courses, including at least two at the 3000-level and one other at the 4000-level

Honours Political Science with French Specialization and Thesis

- (a) University of Windsor [14 courses]:
- (i) POLS-1000, POLS-1300, POLS-1600 and POLS-2750;
- (ii) POLS-2035, POLS-2045 or POLS-2055 [French];
- (iii) one of POLS-2510 or POLS-2520 [to be taken in Semester 3, 4 or 5];
- (iv) ~~POLS-2700~~, POLS-4970 and POLS-4980;
- (v) four five additional Political Science courses, including at least two at the 3000-level and one other at the 4000-level.

Combined Honours Political Science Programs with Thesis in Political Science

- (a) POLS-1000, POLS-1300, POLS-1600, ~~POLS-2700~~, POLS-2750, POLS-4970 and POLS-4980; one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5]; and seven eight additional courses, including at least one other at the 4000-level.

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE

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B. RATIONALE

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

The proposed changes in the “with Thesis” programs listed above (Honours Political Science, Honours Political Science with French Specialization, and Honours Combined Political Science) remove the course POLS-2700 from the requirements for completing the thesis program, and replace this course with an additional Political Science course (POLS-xxxx) in the major options for the degree. This brings these three thesis programs in line with changes previously made in the Honours International Relations and Development Studies with Thesis and the Honours Law and Politics with Thesis degrees, and are necessary for two reasons. First, the future of the course POLS-2700 Information Searching and Analysis is uncertain as the faculty member who taught it over the last several years has retired. More importantly, the first five years of the “with Thesis” programs have made it clear that adding a third required class in the fourth year beyond the two primary POLS-4970 and POLS-4980 courses, in which students actually do the research, writing, and presentation for their thesis, is not viable. Students do not know if they will be able to do the “with Thesis” option until the end of their third year/semester 6 because of the threshold of 80+ cumulative and major GPA required to get into the POLS-4970 course in fall of their final year. If they had not already taken POLS-2700 to this point, a third required course alongside POLS-4970 and 4980 in that final year has proven difficult to schedule, particularly as it has not been offered every year and will not be for the foreseeable future. This has necessitated course equivalencies for almost every student completing the thesis. POLS-2700 was already removed from the requirements for the Law and Politics and International Relations with Thesis programs when other changes were made to those programs in the last 2-3 academic years.

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

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

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

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

As this is a minor change to three programs that bring it in line with existing analogous programs in the department, there is little to no impact on the way the department and faculty and students in the department engage with the ideas and practicalities of Indigenization and Decolonization. The department has made a concerted effort to engage with these ideas as part of our course design and delivery and in encouraging students to explore topics related to

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Indigenous politics, such as reconciliation, decolonization, sovereignty, and cultural rights, as part of our courses and in their thesis research. Several students have completed their theses over the last five years on topics relevant to questions and practices of Indigenization, and considerations of Decolonization, and an Indigenous faculty member was active in supervising students researching these topics for their theses. The removal of a required course for the thesis also adds a greater level of flexibility to students' major options, allowing them to perhaps take one of the department's courses on Indigenous politics (POLS-2000, 3000, and 4000) when they may have not otherwise done so. In addition, the POLS-4970 course is taught in a way that emphasizes integrating narrative structure into students' research writing, which aligns with Indigenous traditions of storytelling as a form of instruction, knowledge creation, and knowledge transfer.

C. RESOURCES

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

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

The proposed changes do not add any new resource demands. All current staff, space, library, and support resources are adequate to deliver the revised programs.

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

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

There is no reliance on sessional faculty in delivering the revised program, as students must choose a research supervisor for their thesis from among the full-time faculty in the Department of Political Science. While an LTA or adjunct may be suitable for this, it is decided on a case-by-case basis and with the guidance of the instructor for the POLS-4970 course, who is a full-time tenure-track faculty member.

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

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

N/A

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

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

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C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

No new resources are anticipated or required for the programs as revised. Dr. Major is leaving the university, however, and replacing her with an Indigenous scholar would be an excellent way for the university to demonstrate its commitment to Indigenization and the continued success of the Department of Political Science.

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 proposed revisions do streamline the three thesis programs under discussion, and align them with the basic requirements (POLS-4970 and POLS-4980 in the fourth year) of our other two thesis programs, providing students with flexibility and reducing workload by no longer requiring a replacement course for POLS-2700.

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

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

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

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

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

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

**University of Windsor
Program Development Committee**

*5.4: **Master of Management – Minor Program Changes (Form C)**

Item for: **Approval**

MOTION: That the degree requirements for the Master of Management be changed in accordance with the program/course change forms.[^]

[^]Subject to approval of the expenditures required.

Approvals:

- The changes have been approved by the Odette School of Business and the Faculty of Graduate Studies Council.
- *See attached.*

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Management
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Graduate Winter 2025
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A.1 PROGRAM REQUIREMENT CHANGES

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

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

Master of Management

Degree Requirements

Total courses: ~~123~~ (~~14 course equivalents~~)

All courses are offered by the Odette School of Business Administration. In this program students follow a prescribed sequence of courses in cohort fashion, with no electives.

~~Pre-program: Intensive 8-week ESL instruction and orientation to Canadian culture and business practices.~~

All Fields

BSMM-8110. Accounting Concepts and Techniques
 BSMM-8120. Finance in a Global Perspective
 BSMM-8130. Managing for Organizational Effectiveness
 BSMM-8140. Marketing
 BSMM-8000. Business Communications, ~~Parts A and B (delivered over two consecutive terms)~~
~~BSMM-8310. International Business~~
 BSMM-8320. Quantitative Studies
 BSMM-8510. Business Strategy (capstone course)

[...]

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

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

N/A

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B. RATIONALE

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

The Business Communication course is currently delivered as two 1.5 credit weight courses (BSMM-8000A and BSMM-8000B) that are taken in two consecutive semesters. This arrangement is awkward in that it sees students receiving an “In Progress” (IP) grade at the end of the first term in the “A” part of the course. Grades obtained in this part of the course must then be passed to instructors delivering the second “B” part of the course so that they can generate a final course grade that is reported for BSMM-8000B. Additional challenges arise for students who do not pass the course. These students must retake both the A and B parts of the course across two terms. The proposed change eliminates these issues by moving to a model where the course is offered in a single semester as a 3.0 credit weight course.

The second aspect of the proposed change is the elimination of BSMM-8310 (International Business) as a required course for degree completion. The current Master of Management program was developed to address the needs of international students seeking to study in Canada and then return to their home country. In the intervening period, a growing proportion of students in the program are seeking to remain in Canada and enter the Canadian workforce. Hence, as part of our curriculum renewal efforts, we have been reviewing program course content to ensure its suitability. This has resulted in recent revisions to courses in the Human Resource Management stream of the program. Further review suggests that a course in International Business is not required to provide program graduates with the core competencies expected from a graduate of a Master of Management program. As such, the requirement to take this course is being eliminated. This change will return the Master of Management program to its original 12 course design.

The third aspect of the proposed change is the elimination of the pre-program. This pre-program is obsolete in light of the inclusion of English language proficiency testing in program admission requirements and the incorporation of culture and business practice learning into classes and non-academic programming that takes place throughout the duration of the program.

Finally, it is important to note that the proposed changes will also facilitate our efforts to respond to some significant competitive pressures to deliver the Master of Management program in a twelve-month period. These pressures are coming from the growing number of 12-month Master of Management programs being offered by Canadian post-secondary institutions, the threat of 12-month master level degrees being offered by Ontario colleges, and recent regulatory changes that permit graduates from master’s degree programs that are at least 8 months in duration to obtain a three-year post-graduation work permit. This last development came into effect on February 15, 2024 and it is therefore essential that we respond quickly to remain ahead of competing programs.

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

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

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

A Centre for Teaching and Learning (CTL) Curriculum Project Engagement (COPE) grant was awarded to undertake a formal process of decolonization of the Master of Management program. Launched in January 2023, this initiative encompasses the entire program including students, staff, and instructors. All aspects of the program have been reviewed, reflected upon, and actioned including instructor orientation, recruitment, admissions, student orientation, and coursework. The COPE grant has also supported development of foundations for ongoing curriculum review and renewal. The objective of this graduate level program is to ensure that the curriculum embeds aspects of holistic and experiential education which are key aspects of Indigenous Ways of Knowing. Instructors and students are expected to engage as co-learners on a learning journey and students are encouraged to share their experiences and concerns relating to course content.

Curriculum review efforts within the Master of Management program are aimed at creating curriculum and pedagogy that will be viewed favorably by prospective students from Indigenous communities and deliver positive learning experiences. Internally, we have created programming outside of regular coursework to ensure our commitment and acknowledgement of the Calls to Action put out by the Truth and Reconciliation Commission. An Indigenous history seminar has been developed in cooperation with members of the Indigenous community. This seminar is being delivered to instructors in the Master of Management program during new instructor orientation sessions as well as to students during their orientation.

Instructors and course developers are supported in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. Faculty members understand and appreciate the value of identifying and sharing opportunities to Indigenize course content. Course design explicitly aims to encourage dialog among Indigenous and non-Indigenous students. Efforts are made to structure dialog in ways that enhance learning and foster the development of relations between learners as they develop their careers in the world of business. Content is multi-modal in nature, relying on case readings, presentations, lectures, reflections, informal storytelling, hands-on exercises, and multi-media content such as videos and audio recordings. Instructors are encouraged to adopt various forms of assessment in their courses to ensure that students have opportunities to express their knowledge in a variety of ways. This ultimately encourages the development of students as business professionals rather than simply focusing on their capacity to retain intellectual knowledge. The Master of Management program has recently identified an indigenous advisor who will support instructors in their course development and delivery efforts.

The majority of students in the Master of Management program are international students with limited knowledge of the real history of Canada and the injustices experienced by Indigenous people through this history. Recognizing this as a gap in knowledge, we have created an Indigenous history session and embedded it into the new student orientation. In addition to this presentation on the true history of Canada, the new student orientation has provided a platform for discussion with an elder and an introduction to land acknowledgements. Odette faculty and staff, including the Acting Dean and the Director of the Master of Management program, have been developing personal

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land acknowledgements. These personal statements are shared at new student orientation sessions and prior to salient events such as faculty council meetings.

Efforts have been undertaken to introduce Master of Management students to various aspects of Indigenous culture and traditions. Such activities include traditional dance demonstrations and Indigenous lunch events. Traditional tacos made from Bannock (or fry bread) and topped with a mixture of beans, meat, and other toppings were, for example, served for lunch to a cohort of Master of Management students. During the 2024 summer term students were introduced to indigenous history as part of a trip to Point Pelee and through their participation in a Turtle Island Walk on the university campus. In addition to their informational value, these events have been structured to encourage dialog between Master of Management students and local Indigenous community members. This dialog takes place both during and after events. Dialog has also been fostered by, for example, engaging Master of Management students in a sharing circle with Indigenous youth. Based on guidance from an elder, this sharing circle is being followed up with further events and activities to encourage ongoing dialog and continued reflection.

Other changes that we have put in place at the program level include the incorporation of Indigenous events into the calendar of events on the Master of Management Program Brightspace page. This page also provides a direct link to a wide range of Indigenous resources assembled by the University's Indigenous Librarian. In addition to this, all Master of Management program courses use a consistent Brightspace course template. As a result, a link to these resources appears on the course home page for every Master of Management course.

In broader terms, the Odette School of Business is committed to incorporating Indigenous content, perspectives, and material into its programs and curriculum. As a Faculty, we are undertaking collective learning on Indigenization and decolonization to meet this goal. While it is recognized that this is an ongoing and evolving process, at each stage we have sought to take genuine, meaningful actions that result in changes that are significant and enduring.

The school has established the Equity, Diversity, Inclusion, Belonging, and Reconciliation (EDIBR) Committee and has formally approved the Terms of Reference for this committee after a period during which it operated under interim terms of reference. The EDIBR Committee's responsibilities include monitoring all practices at Odette, educating faculty, students, and staff on EDIBR, and promoting professional development opportunities for faculty and staff that advance the goals of equity, diversity, inclusion, belonging, and reconciliation at Odette. In addition, Odette has launched multiple endowed scholarships to provide greater opportunities for Indigenous students. Further to this, the Accounting Department at the Odette School of Business has created the CPA Ontario Foundation Bursary for Indigenous Student Success. The goal of this bursary is to better address existing barriers to the CPA profession and support the educational success of Indigenous students who are pursuing their CPA designation. Finally, Odette has engaged in efforts to recruit Indigenous youth into our undergraduate and graduate programs. This includes participation at recruitment events held for Indigenous high school and elementary school students.

University of Windsor Indigenous Scholars have presented at our Faculty Council and at various Odette committees. Faculty area groups have met to identify and share opportunities to indigenize course content and faculty who are tasked with course development actively participate in workshops and program development sessions designed to support their efforts to indigenize the curriculum. Many faculty members have also attended workshops and events organized by the Centre for Teaching and Learning (CTL) to learn and gain greater understanding of efforts to integrate Indigenous content and perspectives into course curriculum. In March 2023, Odette held an Indigenization of Business Education event that explored the meaning of Indigenization, how Odette can undertake the process of Indigenizing our curriculum, and the student experience as expressed through the voices of Indigenous elders, university faculty and staff, and Odette alumni. Approximately 40 Odette faculty and staff attended the event which was funded by a successful University Diversity, Indigeneity, and Anti-Racism Professional Development Funds grant application. In early 2024 Odette initiated a project on the development of formative and summative Indigenous Modules for the undergraduate program. This work, funded by a grant from the Centre for Teaching and Learning, will be completed under the leadership of the Associate Dean Academic and the Undergraduate Program Director.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Finally, the Odette School of Business recognizes the value of promoting partnerships among educational institutions and local Indigenous communities. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and is working to relaunch this initiative by reaching out to Indigenous stakeholders and invite their participation. The Master of Management program is also working to develop its long-term relationships and partnerships with Indigenous community organizations. All such efforts are rooted in issues and concerns of relevance to Indigenous communities rather than those of the Odette School of Business.

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 program is currently delivered under Letter VII of the collective bargaining agreement. The change will, as such, have no impact on faculty resources. The program will, however, require slightly less classroom space as a consequence of the return to a 12-course model. Otherwise, only very minimal impact is expected.

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 a consequence of the change the program will be slightly less reliant on contract instructors. This will provide some resource capacity for program expansion initiatives that are currently under development.

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.

Faculty qualifications and the appointments process will be unchanged. Specifically, instructors will be appointed through a special appointments committee under the terms of Letter VII of the WUFA Collective Bargaining Agreement. The minimum qualification will be a Master level degree in a discipline that is directly relevant to course content. In accordance with the strategic vision of the Odette School of Business and our need to maintain our Association to Advance Collegiate Schools of Business (AACSB) accreditation, strong preference will be given to instructors with a terminal degree in a directly relevant discipline and instructors with active research programs that are directly related to course content.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

As a course-based Master level program there is no supervisory load imposed on faculty.

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.

Financial assistance is not provided to students in this course-based program.

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None

C.5 Planned Reallocation of Resources and Cost-Savings

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

Resource savings will be minimal. Any savings that are achieved will be redeployed to program expansion initiatives that are currently under development.

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

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

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

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

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

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

*5.5: **Master of Management Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Odette School of Business**

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).

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

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

Master of Management Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations
<p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>A. Describe and evaluate the effects of differences in business environments on the likelihood of business success (e.g. different economic drivers, industry contexts, agreements, stakeholder attitudes, cultural norms, etc.).</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>

Master of Management Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
B. Undertake research to define business issues, access, retrieve and evaluate the relevance of data, and apply research results to make business decisions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Apply an evidence-based decision model to evaluate and recommend the best available alternative to resolve a business problem.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Analyze both qualitative and quantitative data and findings to distinguish and evaluate their relevance to the resolution of business issues.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Explain differences between ethical and legal environments (e.g. Global Reporting Initiative, Indigenous rights, etc) to evaluate and exercise responsible social behaviours in business contexts.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge
F. Act professionally in demeanour and behaviour in written and verbal communications.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Identify and apply appropriate team skills to constructively deploy diversity within teams to inform the resolution of business issues.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Assess and extend current knowledge to formulate innovative ideas about what could constitute success in the conduct of business.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Apply current understanding, critical thinking skills, and intellectual curiosity to extend and apply new knowledge and skills to the conduct of business.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

**University of Windsor
Program Development Committee**

*5.6 **Communication Media and Film – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the following course be approved:[^]
CMDC-8990. Internship

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- The new course has been approved by the Department of Communication, Media and Film, the Faculty of Arts, Humanities and Social Studies, and the Faculty Graduate Council.
- As per Senate's approval (October 8, 2024) to change the name of the Communication and Social Justice (CASJ) program to Communication, Media and Digital Culture (CMDC), the course codes will be revised to align with the new program name.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Communication, Media & Film
DEPARTMENT(S)/SCHOOL(S):	Communication, Media & Film
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2025
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A. NEW COURSE PROFILE

Course # and Title: CMDC-8990. Internship

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.

Application of communication skills, knowledge of diverse media, and advanced research abilities to site-specific work situations. (Prerequisites: CMDC/CASJ-8500 and CMDC/CASJ-8501).

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 checked="" 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"/> labs <input type="checkbox"/> No experiential learning in this course	<input type="checkbox"/> field work <input type="checkbox"/> industry/community consulting project <input type="checkbox"/> interactive simulations <input type="checkbox"/> internship – full-time <input checked="" type="checkbox"/> internship – part-time <input type="checkbox"/> professional practicum <input type="checkbox"/> research project <input type="checkbox"/> study abroad
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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 <i>[please specify]</i>	Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning
3.0	120				Internship				8-10

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
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PROGRAM DEVELOPMENT COMMITTEE
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CMDC/CASJ-8500	none	none	none	no	no
CMDC/CASJ-8501					

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

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

B. RATIONALE

B.1 Course Goal(s)

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

The purpose of this internship course is to provide our graduate students with an experiential learning opportunity so as to better prepare them for their professional lives post-graduation. The hope is that by providing graduate students with the opportunity to gain 'real-world' work experience and course credit at the same time, the newly minted MA in Communication, Media & Digital Culture (CMDC) will become an even more attractive option for prospective graduate students.

Putting knowledge and theory into practice, the internship complements many of the other courses being offered in CMDC. Developing and refining the necessary skills, aptitudes, and acumens so as to thrive in the contemporary workplace requires mentorship, guidance, and experience. This course aims to provide access to each. Additionally, it will assist in developing the necessary connections between our students and the organizations, institutions, and individuals in the local community, assisting them in developing their personal and professional networks.

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE

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FORM D

The MA program in Communication, Media and Digital Culture is deeply committed to Indigenization, and we are constantly pursuing additional steps toward that end. The TRC's findings and recommendations calling for efforts to ensure systemic change provide context for our work as do the intellectual and political trails blazed by Indigenous scholars, leaders, and activists who have identified the need for significant interventions to facilitate curricular and institutional reforms.

Thus far, the graduate program has accomplished the following:

- (i) We began by conducting a survey of graduate faculty members regarding Indigenous components currently reflected in specific MA courses and planned actions for future classes.
- (ii) In 2021, the Graduate Chair first met with CTL's Indigenization Learning Specialist to discuss best practices, Indigenous epistemologies, and Indigenous pedagogy. They offered additional information/resources for our own self-education.
- (iii) In 2022, we updated course descriptions and course-level learning outcomes for most of our calendar courses. Indigenous content, non-Western perspectives and methodologies, and/or critical analyses of settler colonialism are now embedded in the descriptions and/or outcomes of most of our graduate courses, including the required CMDC-8500 and CMDC-8502 (formerly CASJ-8500 and CASJ-8502).
- (iv) We continuously review and share a variety of sources to inform our activities including, but not limited to, the TRC Report/Calls to Action and CTL resource materials.

It is important to note that those who teach courses in the MA program have already been incorporating Indigenous perspectives/approaches/methods. Several courses interrogate settler colonialism, the colonial imaginary, the white, Western "gaze," decolonization and integrate materials authored by Indigenous scholars to critically explore the epistemological/ontological assumptions of our field and Western knowledge systems generally speaking.

Specifically, settler colonialism and decolonization are substantively addressed in CMDC-8500, CMDC-8501, CMDC-8502, CMDC-8513, CMDC-8514, CMDC-8515, and CMDC-8518. Materials from Indigenous scholars are included in CMDC-8501, CMDC-8502, CMDC-8513, CMDC-8515, and CMDC-8518. Examples of materials assigned in these courses include:

Bosch, T. (2022) Decolonizing digital methods, *Communication Theory*, 32, 298–302, <https://doi.org/10.1093/ct/qtac005>

Cordes, A., & Chávez, C. (2022). Indigenous Hitmakerz in the Arctic: Negotiating local needs with global ambitions within commercial music industries. *Critical Studies in Media Communication*, 39(5), 472–487. <https://doi.org/10.1080/15295036.2022.2121413>

Couldry, N., & Mejias, U.A. (2021). The decolonial turn in data and technology research: What is at stake and where is it heading? *Information, Communication & Society*, 26, 786–802. <https://doi.org/10.1080/1369118X.2021.1986102>

Henderson, L. (2020). Media studies futures: Whiteness, Indigeneity, multi-modality, and a politics of possibility. *Television & New Media*, 21(6), 581–589. <https://doi.org/10.1177/1527476420921515>

Kimmerer, R. W. (2015). *Braiding sweetgrass*. Milkweed Editions.

Kinder, J. B. (2021). Gaming extractivism: Indigenous resurgence, unjust infrastructures, and the politics of play in Elizabeth LaPensée's Thunderbird Strike. *Canadian Journal of Communication*, 46, 247–269. <https://doi.org/10.22230/cjc.2021v46n2a3785>

Kovach, M. (2015). Emerging from the margins: Indigenous methodologies. In L. Brown & S. Strega, *Research as Resistance* (2nd ed.) (pp. 43–64). Canadian Scholars' Press

Magallanes-Blanco, C. (2022). Media and communication studies. What is there to decolonize? *Communication Theory*, 32, 267–272. <https://doi.org/10.1093/ct/qtac003>

Moosa-Mitha, M. (2015). Situating anti-oppressive theories within critical and difference-centred perspectives." In L. Brown & S. Strega, *Research as Resistance* (2nd ed.) (pp. 65–95). Canadian Scholars' Press.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Phillips, S., & Verhoeven, D. (2020). "How Do We Live Together Without Killing Each Other?" Indigenous and Feminist Perspectives on Relationality. *Communication, Culture & Critique*, 13, 249-253. <https://>

Moreover, in considering the ways in which this proposed internship in particular might respond to the TRC, the CMF Department Head and Graduate Chair of the MA Program met with representatives from Turtle Island – Aboriginal Education Centre as well as the Senior Advisor to the President on Indigenous Relations and Outreach. These meetings were organized in an attempt to align this internship course with the communications and media needs of each from the beginning. The hope is that we might have one or two of our MA students interning in these offices and in so doing benefitting from (and contributing to) the knowledge and expertise found therein.

This opportunity is, of course, ultimately dependent on the prerogative and capacity of these offices, but the initial meetings were positive and the potential to advance the goals and mission of these offices, at the same time as providing our graduate students with real-world work experience is one too good to ignore. These discussions are ongoing, but the program is strongly committed to doing everything it can to support the goals and aspirations identified in the recommendations provided by the TRC, specifically, call to action #86 on media programs, and the University of Windsor's commitment to the decolonization process.

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	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
A. Apply communication concepts/models/skills learned in previous courses/degrees to workplace settings and situations within a communication-related role.	A. the acquisition, application and integration of knowledge
B. Use advanced research skills to better understand the communicative context, issues, challenges and opportunities facing the host organization or institution.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Employ critical/creative thinking to achieve the goals identified by the organization within the parameters of a particular research project or set of tasks (e.g., research report writing, grant writing, PR, advertising, social media public awareness, etc.).	C. critical thinking and problem-solving skills
D. Apply Skills in Research Methods. Clearly and confidently articulate ideas and arguments orally	D. literacy and numeracy skills
E. Work professionally and cooperatively with others to successfully perform the duties of a communication-related position	E. responsible behaviour to self, others and society

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>Contribute productively and responsibly to meetings and group discussions</p>	
<p>F. Communicate the results of their labour/research to the supervisor at the host organization in a clear and effective manner.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Consult with members of the group and integrate those conversations into future tasks.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>Build networks and relationships with community stakeholders</p>	
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Incorporate materials from the internship experience into a professional portfolio that delineates skills used/skills acquired on the job and how they are relevant to a future career in the field of communication (broadly construed)</p>	<p>I. the ability and desire for continuous learning</p>

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
	2	3	5	7	10

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 impact of this course on enrolment in existing required courses will be non-existent. As the proposed internship course will 'count' as an elective, it may have minimal adverse effect on other elective courses being offered by the AAU. However, we believe that in addition to the name change in the graduate program to Communication, Media & Digital Culture, making an internship available to prospective MA students will compensate for this by increasing overall enrolments.

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

PROGRAM DEVELOPMENT COMMITTEE
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upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities GA/TA

The department's existing undergraduate internships are supported by the Office of Career Development and Experiential Learning (CDEL). The program's Graduate Chair has already met with CDEL regarding the MA Internship, and they have agreed to provide similar support to this endeavour.

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

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

None

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

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

CMF has in place already an Internship Coordinator that oversees four sections of our Undergraduate Internship courses: [CMAF-3990 (01); CMAF-3990 (02); CMAF-4990 (01); and CMAF-4990 (02)]. This work takes place throughout the year and spans all three terms (Fall; Winter; Spring).

For this work, the Internship Coordinator receives one course release. The addition of an Internship at the MA level in the department would be assigned to the existing Internship Coordinator and would require no additional resources on behalf of the AAU. Because the Internship Coordinator must be a full-time permanent faculty member, and because all of the department's full-time permanent faculty have Graduate Faculty status, this course will be overseen by an approved Graduate Faculty member.

Coordinating CMDC-8990 will thus be the responsibility of the existing Internship Coordinator in conjunction with CDEL, the Graduate Chair, and host organizations.

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None

C.5 Planned Reallocation of Resources and Cost-Savings

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

If the new internship course proves popular among students, the department may be able to streamline elective course offerings at the graduate level in the future.

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NEW COURSE PROPOSALS
FORM D

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

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

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

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

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

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

**University of Windsor
Program Development Committee**

*5.8: **Modern Languages – Suspension of Admissions**

Item for: **Information**

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

MEMORANDUM

To: Program Development Committee (PDC)

Date: October 18, 2024

Admissions have been suspended to the following programs in the Department of Languages, Literatures and Cultures | Langues, Littératures et Cultures:

- Combined Honours Modern Languages - German Stream
- Honours Modern Languages with Two Languages Option any combination that would include German
- Major Concentration - Bachelor of Interdisciplinary Arts and Science (IAS) - Modern Languages – German stream

There are currently only 9 students enroled in the abovementioned programs combined. Additionally, there is only one faculty member able to teach the courses needed for the programs and other instructors to teach on a sessional basis are scarce to non-existent. This is not sustainable.

Maintaining the programs would require us to devote precious resources to low-enrolling courses, resources that are needed by larger programs with both more majors and larger average class sizes. In short, the financial situation of the Faculty does not allow us to support as many low-enrolment programs as we were once able to support. The FAHSS Faculty Coordinating Council was informed on October 18, 2024.

FAHSS is committed to ensuring that all students in the programs have the courses and support they need to graduate.

Cheryl Collier, Ph.D.
Dean, Faculty of Arts, Humanities, and Social Sciences

**University of Windsor
Program Development Committee**

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

Item for: **Information**

Forwarded by: **Faculty of Engineering**

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
MAME	Dr Bruce Minaker	October 22, 2024	X	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made.

Undergraduate,
Winter 2025

Include the effective date* [Fall, Winter, Spring, 20XX].

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

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining.

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

MECH-3224. Engineering Measurements

Basic concepts in instrumentation; error analysis; instrumentation and measurement systems including sensors, transducers, signal conditioning and display; microcomputer-based data acquisition and analysis.

(Prerequisite: GENG-2102 or STAT-2910.) ~~(3 lecture, 1.5 laboratory/tutorial hours a week)~~ **3 lecture, 3 laboratory/tutorial hours a week.**

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

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

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

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

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

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

The following information describes how undergraduate engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

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

We have identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. program curricula. A working group in The Faculty of Engineering has been established to focus on the Indigenization of the engineering curriculum. The Faculty of Engineering has been actively collaborating with an Indigenization Learning Specialist (Jaimie Kechego at the University of Windsor) for valuable insights, guidance, and expertise in navigating the complexities of Indigenization. This ongoing process requires continuous effort, learning, and collaboration to create an educational environment reflecting and valuing the diversity of Indigenous knowledge and perspectives. The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is a third-

PROGRAM DEVELOPMENT COMMITTEE
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year course that provides a presentation about Indigenous issues, and students complete an assignment. Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design, then reinforced in the 2nd and 3rd-year design courses GENG-2201 Engineering Design 2 and GENG-3201 Engineering Design 3, respectively.

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

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact the next seven generations.

As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of twelve Graduate Attributes to be demonstrated by students graduating from an accredited engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

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

This is an area of weakness within the Faculty of Engineering. The initial process was created by the Associate Dean, Academic, without much involvement by faculty members. However, changes are being made to raise awareness. Through the Faculty's Equity, Diversity and Inclusion Advisor, faculty members have been made aware of relevant presentations and workshops, e.g., events that were held on and around Orange Shirt Day as well as slides for instructors to use in their classes to provide information about Orange Shirt Day. The Faculty of Engineering Curriculum Committee has identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. curricula. The Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in the short course "Pulling Together: A Guide for Curriculum Developers." All the instructors in the Faculty were also encouraged to attend the workshops to raise awareness (an email was sent on Feb 10, 2023). As part of each program's continuous improvement process, an email was sent to instructors on January 27, 2023, asking, among other items, instructors to consider if, and how, their courses can include Indigenous content.

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

The process that the Faculty of Engineering is taking (described in answer to question 1) affirms the spirit of the TRC Call to Action item 62(i), to create a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [2]. As well the University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [3]. Finally, the ELEVATE program provides funding and collaborative opportunities for Indigenous students in Engineering, which aligns with the principle of committing to "develop opportunities for Indigenous students" [3].

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

The Faculty of Engineering began by developing and implementing our own approach. Now, we are beginning to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada.

PROGRAM DEVELOPMENT COMMITTEE
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FORM E

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

The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

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

As a whole, the Faculty's awareness is limited. Some faculty members are better informed than others, but this is another area of weakness. The former Equity, Diversity and Inclusion Officer in Engineering has provided relevant resources and workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

VIII. Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)

We have met with the Indigenization Learning Specialist, Jaimie Kechego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering.

PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

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

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

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kechego.

References

- I. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. <https://www.ontario.ca/laws/regulation/900941>
- II. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
- III. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

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A.2 Experiential Learning Categories

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

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

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
Capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (<i>for visual and performing arts</i>)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input checked="" 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
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	MECH-3224. Engineering Measurements <i>(These are new 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 checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input 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/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A.</p> <p>Explain how typical signals and measurement systems behave;</p> <p>Identify and explain basic thermofluids and solid mechanics measurements.</p> <p>Recommend basic electrical sensing and measurement devices for various applications.</p> <p>Implement programming loops and decision-making structures in a graphical programming environment.</p> <p>Utilize appropriate debugging tools and error-handling methods in DAQ software/code.</p> <p>Implement appropriate data structures in the graphical programming environment.</p> <p>Interface programming code with suitable data acquisition hardware and sensor(s) and exploit such engineering tools in a course project(s).</p>	<p>A. the acquisition, application and integration of knowledge</p>

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Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Develop graphical programming code to solve engineering problems.	C. critical thinking and problem-solving skills
D. Differentiate and compare random and systematic uncertainties. Explain the propagation of uncertainty, and perform uncertainty analysis.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Conduct simple measurement labs, analyze the data, and present the findings and conclusions in writing.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.9 **Odette School of Business (Graduate) – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Odette School of Business and Faculty of Graduate Studies**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

- II. THERE ARE CHANGES TO THE COURSE LEARNING OUTCOMES

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar [Undergraduate or Graduate] the changes will be made.
Include the effective date* [Fall, Winter, Spring, 20XX].

Winter 2025
Graduate Calendar

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

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: **CHEM-1001. University Senates –~~Role and Power~~** This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as BIOC-1001.~~) (Prerequisite: CHEM-1000.) ~~2~~ lecture hours and ~~1~~ tutorial hour per week **3** lecture hours/week

BSMM-8000. Business Communications

Building on an understanding of the communication process and barriers to communication, students ~~will develop, through this course,~~ the sensitivity and flexibility required to address the needs of different audiences. Throughout the course, **communication strategies and practical skill building for leaders is stressed. Time is also devoted to communication concepts and techniques as well as case studies outlining issues faced by communicators in organizations.** Students are taught a rhetorical approach to communication that utilizes communication strategies

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~~and best practice methods for planning and organizing ideas in business writing and presenting to achieve communication goals. Through teaching and interactive class discussions, role play and workshops, individual and group presentations, and written assignments, students come to understand that becoming a highly effective communicator is a learned, active process and a necessary skill base of any leader. practical skill building for leaders is stressed, and time is devoted to communication concepts and techniques, case studies outlining issues faced by communicators in organizations, and planning and organizing ideas for business writing and presenting. Through lectures, interactive class discussions, role play, individual and group presentations, as well as two written cases and a self reflective paper, students emerge with the realization that becoming a highly effective communicator is a learned, active process, as well as a necessary and powerful skill base of any leader. (Co-requisites: BSMM 8110 and BSMM 8380.)~~

Note:

[Effective beginning Winter 2025]:

Master of Management

Total courses: 13 (14 course equivalents)

BSMM-8000. Business Communications, Parts A and B (delivered over two consecutive terms)

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

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

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

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

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

A CTL Curriculum Project Engagement (COPE) grant was awarded to undertake a formal process of decolonization of the Master of Management program. Launched in January 2023, this initiative encompasses the entire program including students, staff, and instructors. All aspects of the program have been reviewed, reflected upon, and actioned

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including instructor orientation, recruitment, admissions, student orientation, and coursework. The COPE grant has also supported development of foundations for ongoing curriculum review and renewal. The objective of this graduate level program is to ensure that the curriculum embeds aspects of holistic and experiential education which are key aspects of Indigenous Ways of Knowing. Instructors and students are expected to engage as co-learners on a learning journey and students are encouraged to share their experiences and concerns relating to course content.

Curriculum review efforts within the Master of Management program are aimed at creating curriculum and pedagogy that will be viewed favorably by prospective students from Indigenous communities and deliver positive learning experiences. Internally, we have created programming outside of regular coursework to ensure our commitment and acknowledgement of the Calls to Action put out by the Truth and Reconciliation Commission. An Indigenous history seminar has been developed in cooperation with members of the Indigenous community. This seminar is being delivered to instructors in the Master of Management program during new instructor orientation sessions as well as to students during their orientation.

Instructors and course developers are supported in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. Faculty members understand and appreciate the value of identifying and sharing opportunities to Indigenize course content. Course design explicitly aims to encourage dialog among Indigenous and non-Indigenous students. Efforts are made to structure dialog in ways that enhance learning and foster the development of relations between learners as they develop their careers in the world of business. Content is multi-modal in nature, relying on case readings, presentations, lectures, reflections, informal storytelling, hands-on exercises, and multi-media content such as videos and audio recordings. Instructors are encouraged to adopt various forms of assessment in their courses to ensure that students have opportunities to express their knowledge in a variety of ways. This ultimately encourages the development of students as business professionals rather than simply focusing on their capacity to retain intellectual knowledge. The Master of Management program has recently identified an indigenous advisor who will support instructors in their course development and delivery efforts.

The majority of students in the Master of Management program are international students with limited knowledge of the real history of Canada and the injustices experienced by Indigenous people through this history. Recognizing this as a gap in knowledge, we have created an Indigenous history session and embedded it into the new student orientation. In addition to this presentation on the true history of Canada, the new student orientation has provided a platform for discussion with an elder and an introduction to land acknowledgements. Odette faculty and staff, including the Acting Dean and the Director of the Master of Management program, have been developing personal land acknowledgements. These personal statements are shared at new student orientation sessions and prior to salient events such as faculty council meetings.

Efforts have been undertaken to introduce Master of Management students to various aspects of Indigenous culture and traditions. Such activities include traditional dance demonstrations and Indigenous lunch events. Traditional tacos made from Bannock (or fry bread) and topped with a mixture of beans, meat, and other toppings were, for example, served for lunch to a cohort of Master of Management students. During the 2024 summer term students were introduced to Indigenous history as part of a trip to Point Pelee and through their participation in a Turtle Island Walk on the university campus. In addition to their informational value, these events have been structured to encourage dialog between Master of Management students and local Indigenous community members. This dialog takes place both during and after events. Dialog has also been fostered by, for example, engaging Master of Management students in a sharing circle with Indigenous youth. Based on guidance from an elder, this sharing circle is being followed up with further events and activities to encourage ongoing dialog and continued reflection.

Other changes that we have put in place at the program level include the incorporation of Indigenous events into the calendar of events on the Master of Management Program Brightspace page. This page also provides a direct link to a wide range of Indigenous resources assembled by the University's Indigenous Librarian. In addition to this, all Master

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FORM E

of Management program courses use a consistent Brightspace course template. As a result, a link to these resources appears on the course home page for every Master of Management course.

In broader terms, the Odette School of Business is committed to incorporating Indigenous content, perspectives, and material into its programs and curriculum. As a Faculty, we are undertaking collective learning on Indigenization and decolonization to meet this goal. While it is recognized that this is an ongoing and evolving process, at each stage we have sought to take genuine, meaningful actions that result in changes that are significant and enduring.

The school has established the Equity, Diversity, Inclusion, Belonging, and Reconciliation (EDIBR) Committee and has formally approved the Terms of Reference for this committee after a period during which it operated under interim terms of reference. The EDIBR Committee's responsibilities include monitoring all practices at Odette, educating faculty, students, and staff on EDIBR, and promoting professional development opportunities for faculty and staff that advance the goals of equity, diversity, inclusion, belonging, and reconciliation at Odette. In addition, Odette has launched multiple endowed scholarships to provide greater opportunities for Indigenous students. Further to this, the Accounting Department at the Odette School of Business has created the CPA Ontario Foundation Bursary for Indigenous Student Success. The goal of this bursary is to better address existing barriers to the CPA profession and support the educational success of Indigenous students who are pursuing their CPA designation. Finally, Odette has engaged in efforts to recruit Indigenous youth into our undergraduate and graduate programs. This includes participation at recruitment events held for Indigenous high school and elementary school students.

University of Windsor Indigenous Scholars have presented at our Faculty Council and at various Odette committees. Faculty area groups have met to identify and share opportunities to indigenize course content and faculty who are tasked with course development actively participate in workshops and program development sessions designed to support their efforts to indigenize the curriculum. Many faculty members have also attended workshops and events organized by the Centre for Teaching and Learning (CTL) to learn and gain greater understanding of efforts to integrate Indigenous content and perspectives into course curriculum. In March 2023, Odette held an Indigenization of Business Education event that explored the meaning of Indigenization, how Odette can undertake the process of Indigenizing our curriculum, and the student experience as expressed through the voices of Indigenous elders, university faculty and staff, and Odette alumni. Approximately 40 Odette faculty and staff attended the event which was funded by a successful University Diversity, Indigeneity, and Anti-Racism Professional Development Funds grant application. In early 2024 Odette initiated a project on the development of formative and summative Indigenous Modules for the undergraduate program. This work, funded by a grant from the Centre for Teaching and Learning, will be completed under the leadership of the Associate Dean Academic and the Undergraduate Program Director.

Finally, the Odette School of Business recognizes the value of promoting partnerships among educational institutions and local Indigenous communities. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and is working to relaunch this initiative by reaching out to Indigenous stakeholders and invite their participation. The Master of Management program is also working to develop its long-term relationships and partnerships with Indigenous community organizations. All such efforts are rooted in issues and concerns of relevance to Indigenous communities rather than those of the Odette School of Business.

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A.2 Experiential Learning Categories

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

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

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

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
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	BSMM-8000. Business Communications <i>Note: These are revised learning outcomes. Last updated May 24, 2019.</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <i>May 24, 2019.</i> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the course, the successful student will know and be able to:	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. <u>Organize information and ideas, and write logically and clearly for a variety of business applications (Also applies to B.)</u>	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <u>Analyze the communication problem(s) facing organizations with both internal and external stakeholders, identify the causes and symptoms of the problem(s), and propose solutions based on communication process and theory</u>	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. <u>Apply interpersonal and communications' theories, processes, strategies and skills to successfully resolve a specific communication</u>	F. interpersonal and communications skills

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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<p><u>At the end of the course, the successful student will know and be able to:</u></p> <p><u>issue (e.g. case studies) considering among other things, specific organization's and environmental contexts.</u></p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p><u>Explain the important roles that culture and diversity play in communication and business as well as employ effective intercultural communication plans and techniques to achieve communication goals (Also applies to G)</u></p>	
<p><u>Execute various interpersonal and communication strategies and skills based on an understanding of the complexity of the communication process and knowledge of techniques designed to eliminate barriers to successful communication (Also applies to G)</u></p>	
<p><u>Identify and apply active listening and effective teamwork skills including conflict solution methodology to improve communication outcomes (Also applies to G, I)</u></p>	
<p><u>Prepare and deliver well-structured presentations, both individually and as a group member, using effective verbal and non-verbal communication skills as well as persuasive techniques designed to convince audiences of a position or act on a request. (Also applies to G)</u></p>	
<p><u>G. With teams defined by diverse international norms and practices, apply appropriate team skills to constructively deploy diversity to inform the resolution of international business communication issues (Also applies to A, C, E, H).</u></p>	<p>G. teamwork, and personal and group leadership skills</p>
<p><u>H.</u></p>	<p>H. creativity and aesthetic appreciation</p>
<p><u>I. Apply acquired knowledge of how to identify elements of diversity (e.g. cultural/social norms, business practices) and effective business communications practices to identify and resolve business communications issues in an international context.</u></p>	<p>I. the ability and desire for continuous learning</p>

**University of Windsor
Program Development Committee**

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

Item for: **Information**

Forwarded by: **Odette School of Business and Faculty of Graduate Studies**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

- I. THERE ARE NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE IN THE PDC/SENATE RECORD (check the CuMA database at <https://ctl2.uwindsor.ca/cuma/public/>)
- OR
- II. THERE ARE CHANGES TO THE COURSE LEARNING OUTCOMES
- OR
- III. IT HAS BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at <https://ctl2.uwindsor.ca/cuma/public/>)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. **Winter 2025**
Include the effective date* [Fall, Winter, Spring, 20XX].

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

A. Proposed Course Calendar Revisions

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

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (strikethrough) and additions/new information with bolding and underlining. Example: CHEM-1001. University Senates —Role and Power— This course explores the history, role, and power of Senates in Canadian universities. (Also offered as BIOC-1001.) (Prerequisite: CHEM-1000.) 2 lecture hours and 1 tutorial hour per week 3 lecture hours/week

ACCT-FINA-8040. Advanced Corporate Finance

This course develops students' ability to mobilize knowledge from various subject areas such as strategy, governance, risk management, management accounting and control to analyze, evaluate and improve overall organizational performance. This course will facilitate the development of technical and enabling skills required to prepare students

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for the changing role of professional accountants in organizations who are both strategic and financial leaders. **(Credit may not be obtained for both ACCT-8040 and FINA-8040.)** ~~(Co-requisite: ACCT-8030 and is mandatory for those seeking a Chartered Professional Accountant (CPA) for non-public accounting.)~~

ACCT-MGMT-8030. Performance Management and Governance

This course develops students' ability to mobilize knowledge from various subject areas such as strategy, governance, risk management, management accounting and control to analyze, evaluate and improve overall organizational performance. This course will facilitate the development of technical and enabling skills required to prepare students for the changing role of professional accountants in organizations who are both strategic and financial leaders. **(Credit may not be obtained for both ACCT-8030 and MGMT-8030.)** ~~(Corequisite: ACCT-8040 and is mandatory for those seeking a CPA for non-public accounting.)~~

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

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

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

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

- *What **process** has your department/Faculty used to consider Indigenization?*
 - The Odette School of Business does not have a formalized process to consider indigenization but encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. This has led to outcomes like University of Windsor Indigenous Scholars presenting at our Faculty Council and at various Odette committees.
 - Faculty area groups have met to identify and share opportunities to indigenize course content and faculty who are tasked with course development are encouraged to participate in workshops and program development sessions designed to support their efforts to indigenize the curriculum.
- *How have you considered the importance or relevance to the course/program?*
 - This program is critical for accounting students as it builds on learner's specific, foundational, and sub-foundational competencies required for the CPA designation.

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- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
 - The Odette School of Business hosted an Indigenizing Business Education event as an initial way to foster learning about Indigenization at the school. The aim of the event was to build a better understanding of the process of Indigenizing our curriculum, decolonizing our student experience, and learning more about our Indigenous neighbours.
 - The Accounting department at the Odette School of Business has created the *CPA Ontario Foundation Bursary for Indigenous Student Success*. The goal is to better address existing barriers to the CPA profession and support the educational success of Indigenous students completing the CPA designation.
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
 - The TRC item 92, business and reconciliation, calls for the corporate sector in Canada to involve Indigenous peoples and perspectives into corporate norms, principles, policies, and operational activities. Throughout the MBA-PAS program, students will learn the importance of building respectful relationships with Indigenous peoples and the importance of stewardship of the land for future generations.
- *What have other similar courses/programs done that might be relevant to your course/program?*
 - As Indigenous Views/Indigeneity is a sub-foundational competency within the CPA Competency Map 2.0, other Odette undergraduate accounting courses will be building learner's understanding of Indigenous views and perspectives.
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
 - The content in this program is multi-modal in nature, relying upon case readings, presentations, lectures, written reflections, and multi-media content such as videos and audio recordings. Assessment will be holistic in nature, drawing on student assessment of their own work, peer assessments, and instructor assessments of student work. It will emphasize the development of students as accounting professionals rather than simply focusing on their capacity to retain intellectual knowledge.
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
 - Many faculty members have attended workshops and events organized by CTL to learn and gain understanding on efforts to integrate Indigenous content and perspectives into course curriculum.
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
 - Jaimie Kechego, Learning Specialist – Field of Indigenization, was consulted for the major program changes to the MBA-PAS program.
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
 - Not at this time, but this is a topic that will be explored in the future.
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*
 - Beginning in 2025 the CPA competency map, which establishes the accounting curriculum, will include a sub-foundational competency of Indigenous Views/Indigeneity.
 - Indigenous cases used will be used as they are made available by CPA Ontario and CPA Canada.
 - Land acknowledgement will be included on all course syllabi within the program.

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A.2 Experiential Learning Categories

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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

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

COURSE NUMBER AND TITLE:	ACCT-FINA-8040. Advanced Corporate Finance (Learning outcomes were last updated May 24 2019) No changes are being made.
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SELECT ONE OF THE FOLLOWING:

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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: May 24, 2019 check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Explain the relationship between case facts and evidence based decision models (e.g. finance, audit, tax etc.). (Also applies to A, E, F.)	C. critical thinking and problem-solving skills
D. Distinguish and explain the relevance of the analysis of qualitative and quantitative data to the resolution of professional accounting and business management issues regarding corporate finance.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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

COURSE NUMBER AND TITLE: ACCT-MGMT-8030. Performance Management and Governance <i>(Learning outcomes were last updated May 24 2019. No changes are being made.)</i>	
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input checked="" 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/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 24, 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Access and apply all authoritative guidance and law relevant to professional practice by Canadian Professional Accountants to resolve complex and professional accounting and business management issues. (Also applies to C,E,F.)	A. the acquisition, application and integration of knowledge
B. Provide results of directed research of expert professional sources, to define both current and longstanding professional accounting, business and/or management issues; explain their relevance to assure professional due diligence in justifying recommendations to resolve these issues. (Also applies to E,F,H,I.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.11: **Nursing (Graduate) Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Nursing**

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
		The anti-requisites for NURS-8430 and NURS-8450 were put in place before courses were developed in the revised MScN program. The Faculty of Nursing has since determined that the course descriptions and learning outcomes for these courses are significantly different than the anti-requisites listed in the Graduate Calendar. The removal of the anti-requisites will enable the students in the previous curriculum to take these new courses.

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
Nursing – Faculty Council	Dr. Susan Fox	September 24, 2024	X	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made.
Include the effective date* [Fall, Winter, Spring, 2024].

Graduate Calendar for Winter 2024

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

A. Proposed Course Calendar Revisions

*Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

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

NURS-8430. Leadership Innovations in Advanced Nursing Practice

This course will provide the learner with the opportunity to critically explore concepts related to leadership in healthcare including power, social justice, health equity, and organizational dynamics. The learner will examine their role in knowledge translation and mobilization, the complexity of ethics of health care, professional practice, and the development and implications of health policy. Opportunities will be provided to examine patient safety, human resource management, nursing and continuing education, organizational finance, and evidence-informed practice. Learners will evaluate models of leadership to facilitate goal attainment for diverse populations, promote accountability within self and team members, and enable improvements within the health care system.

~~(Credit cannot be obtained for both NURS-8430 and NURS-8880 and NURS-8890).~~

NURS-8450. Promoting Health Among Diverse Groups

This course will enable the learner to explore the intersections of the social determinants of health, power, and privilege, and other factors on the health and health outcomes of diverse groups, including but not limited to Indigenous Peoples in Canada, racialized groups, 2SLGBTQIA+ folks, people experiencing homelessness/housing insecurity, and people living in rural/remote geographies. Learners will engage in the scholarship of integration and application of evidence-based knowledge, public health and population health frameworks, and other ways of knowing to promote health equity among equity groups at the person, family, community, and population health levels. Competencies of research and critical inquiry, communication, collaboration, and leadership will be applied in course learning activities and within the shared learning space. ~~(Credit cannot be obtained for both NURS-8450 and NURS-8850 or NURS-8860).~~

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

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

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

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

The Faculty of Nursing is committed to the University of Windsor's goal of building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. We have chosen to take a systematic approach at the program and course level to incorporate Indigenous content, material, and perspectives into our curriculum. We are also looking for ways to decolonize our structures and processes.

Initiatives that the Faculty of Nursing have undertaken in the past 12-18 months:

- Many of our faculty have attended courses/workshops/webinars provided by CTL and organizations external to UWindsor to support efforts to indigenize our curriculum.
- In response to the Truth and Reconciliation Commission of Canada: Calls to Action (2015), and in keeping with the goals of the Canadian Association of Schools of Nursing/Canadian Indigenous Nurses Association task force, many of the materials for our new graduate courses will be comprised of Indigenous perspectives and content, including such topics as how colonialism plays a role in the health and welfare of contemporary Indigenous people. This is highlighted in our course description: "This course will enable the learner to explore the intersections of the social determinants of health, power, and privilege, and other factors on the health and health outcomes of diverse groups, including but not limited to Indigenous Peoples in Canada, racialized groups, 2SLGBTQIA+ folks, people experiencing homelessness/housing insecurity, and people living in rural/remote geographies."
- A land acknowledgement and Equity, Diversity, Inclusion, and Decolonization (EDID) statement are included in all course outlines; faculty are encouraged to add personalized statements to the standard ones, and to integrate them into their lectures/presentations.
- A Faculty of Nursing (FON) Equity, Diversity, Inclusion, and Decolonization Circle was formalized in the fall of 2021. It includes four faculty members and student representatives. Their work has focused on drafting their role, scope, and terms of reference. This group reports to Faculty Council and acts as a liaison and resource to various FON working groups/committees on issues related to EDID.
- The Dean's Intentional Conversations: Learning Our Talk" with the inaugural conversation in October 2022 brough faculty and staff together in a *Blanket Exercise*, facilitated by University of Windsor Indigenous Scholars.
- Creation of a new staff position, *Indigenous Pedagogy and Curriculum Advisor*, to support indigenization across the nursing curriculum, effective September 2022. Ms. Sara Williams - the incumbent is an alumnus of the Faculty of Nursing and an ***Indigenous Transition Facilitator at the Southwest Ontario Aboriginal Health Access Centre (SOAHAC)***. Sara presented a talk to members of our Curriculum Committee about Indigenous pedagogies, and we are discussing ways of integrating strategies such as intergenerational learning and storytelling into our curriculum. Faculty who are designing courses and activities are advised to reach out to Sara for advice.
- Several courses in our revised graduate curriculum (e.g., Evidence Utilization, Health Research Methods, Teaching and Learning) include Indigenous-specific content within the context of lectures and learning activities.
- In consultation with Sara, the Graduate Committee continues to develop language that reflects our commitment to equity, diversity, and inclusion and that can be adapted by faculty in their syllabi. All teaching resources have been co-developed with Indigenous stakeholders. Graduate faculty participated in a sweat at the SOAHAC led by an Indigenous Knowledge Keeper. At graduate program orientation, Stacey Nahdee and Sara Williams let students and faculty in a sweet grass braiding activity.

A.2 Experiential Learning Categories

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

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

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.		
COURSE NUMBER AND TITLE:		NURS 8430 Leadership Innovations in Advanced Nursing Practice (Learning outcomes were last updated May 26, 2023.)
SELECT ONE OF THE FOLLOWING:		
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.	
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.	
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.	
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: May 26, 2023 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)	

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	NURS 8450 Promoting Health Equity Among Diverse Groups (Learning outcomes were last updated May 26, 2023.)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <u>May 26, 2023</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

**University of Windsor
Program Development Committee**

5.12: IQAP Audit: Background Document for Meeting with Quality Council

Item for: **Information**

Forwarded by: **Ontario Quality Council Audit Team**

Background Document for Meeting With Quality Council

All publicly-assisted universities in Ontario have agreed to participate in a Cyclical Audit process to be held every eight years. The Audit is carried out under the auspices of the Quality Assurance Framework of the Ontario Universities Council on Quality Assurance (the Quality Council <https://oucqa.ca/>).

We are currently in the third year of the second eight-year cycle of audits. The University of Windsor happens to be early in the sequence, so its audit is taking place this year.

At its heart, the Audit is a comparison of policy and practice. It looks at the University's quality assurance practices and how these align with what was described in the Institutional Quality Assurance Processes (IQAP) in place at the time of a new program introduction or cyclical program review. The Audit also assesses the overall compliance of the University of Windsor's IQAP with the Quality Assurance Framework, as well as looking for examples of best practice which might be of benefit to the entire university system in Ontario. In this context, best practice means a strong quality assurance practice that is replicable in other institutions or departments.

The Audit does not assess the quality of Windsor's programs – that is the University's jurisdiction. It is important to note that while some overarching selection criteria were used to select the sample of quality assurance activities for audit, each of these was, to some extent, "randomly" selected as an example of how the University of Windsor conducts new program development and cyclical program reviews. The selection for audit of a particular program should not be taken as an indication of any concern on the auditors' part with that program.

The whole Audit is something of a conversation; an iterative process, and during the site visit the Audit Team will pose sets of specific questions to a variety of university representatives: program representatives, students, the University's Quality Assurance team, senior administrators and academic supports (e.g., the Library, the Centre for Teaching and Learning, Institutional Research and Planning). Some of these are standard questions that are asked at every audit, while others have arisen through the auditors' desk audits of the material the University of Windsor has provided us with to date.

In terms of the subsequent process, in approximately four months' time, we will send the University a draft of the audit report for fact checking. The University will then have up to 30 days to let us know if there are any errors of fact (for example, someone's title, a program name, etc.). Then, once the final version of the audit report is approved by the Quality Council, we will post this on our website, absent the program-specific addendum, and send it to the University of Windsor with a request for it to be posted on the University's website. The Ministry of Colleges and Universities, as well as the other university Provosts and university Presidents across the province are also informed of our annual audit activity.

If the Audit results in a request for a follow-up response, more details will be provided to the University accordingly. Once received, the auditors will review the follow-up response and write a report on its sufficiency. This report will also be sent to the University after the requisite approvals, and posted on both the University's and the Quality Council's websites.