



NOTICE OF MEETING

There will be a meeting of the  
PROGRAM DEVELOPMENT COMMITTEE (PDC)  
January 15, 2025, 9-11am  
Location: Room 209 Assumption Hall or MS Teams

AGENDA

- 1 Approval of Agenda
- 2 E-vote of December 17, 2024 PDC241217E
- 3 Business Arising from the Minutes
- 4 Outstanding Business
- 5 Reports/New Business
  - 5.1 Political Science – Request for Waiver of Program Deletion Lydia Miljan-Approval  
PDC250115-5.1
  - \*5.2 Mathematics – Minor Program Change (Form C) Abdulkadir Hussein-Approval  
PDC250115-5.2
  - \*5.3 Interdisciplinary Arts and Science – Minor Program Change) Michelle MacArthur-Approval  
(Form C PDC250115-5.3
  - 5.4 Master of Business Administration for Managers and Professionals Gerry Kerr-Approval  
Major Program Changes (Form B) PDC250115-5.4  
\*5.4.1 Business (Graduate) New Course Proposal PDC250115-5.4.1
  - \*5.5 Law – New Course Proposal (Form D) Chris Fredette-Approval  
PDC250115-5.5
  - \*5.6 Arts and Sciences – Summary of Minor Course and Calendar Cheryl Collier- Information  
Changes (Form E) PDC250115-5.6
  - \*5.7 Forensic Science – Summary of Minor Course and Calendar Shari Forbes- Information  
Changes (Form E) PDC250115-5.7
  - \*5.8 Interdisciplinary and Critical Studies – Summary of Minor Course Natalie Delia Deckard-Information  
and Calendar Changes (Form E) PDC250115-5.8
  - \*5.9 Philosophy – Summary of Minor Course and Calendar Changes Philip Rose- Information  
(Form E) PDC250115-5.9
  - \*5.10 Psychology – Summary of Minor Course and Calendar Changes Patti Fritz- Information  
(Form E) PDC250115-5.10

**CONFIDENTIAL**

- |              |   |  |
|--------------|---|--|
| <b>5.11</b>  | <b>Draft PDC University Program Reviews Final Assessment Reports and Implementation Plans and Progress Reports (CONFIDENTIAL) <i>(Sent in a separate package)</i></b> | <b>Jeremy Worth-Approval</b><br>PDC250115-5.11 |
| <b>5.11a</b> | <b>Self-Study, External Reviewers' Report, AAU/Head's Response, and Dean's Response for New Reports (CONFIDENTIAL)</b>  | PDC250115-5.11a                                |
| <b>5.12</b>  | <b>PDC Forms C and E – Revisions</b>  | <b>Lionel Walsh-Approval</b><br>PDC250115-5.12 |
| <b>5.13</b>  | <b>Policy on Course and Program Changes (Program Development Committee) – Moratorium on Deletion of Courses Not Offered for Four or More Years</b>                    | <b>Lionel Walsh-Approval</b><br>PDC250115-5.13 |
| <b>6</b>     | <b>Other Business</b>   |  |
| <b>7</b>     | <b>Adjournment</b>  |  |

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: Political Science – Request for Waiver of Program Deletion**

Item for: **Approval**

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

**MOTION: That the Request for Waiver of Program Deletion for the Honours Political Science with French Specialization be approved.**

**Background Information:**

- According to Senate Policy on Course and Program changes, any undergraduate program that does not have more than a total of the equivalent of five full-time students for three successive years or not more than ten for five successive years should be deleted.
- Areas are notified at least two years prior to the deletion of a program and are advised that they may appeal the program deletion to the PDC.
- *See attached*

**APPEAL TO PDC REGARDING THE DELETION OF THE PROGRAM**

**Title of Program:** Political Science with French Specialization (Four-Year and Honours)

**Department/School:** Political Science

**Faculty:** FAHSS

**1. The appeal is to: (please check one of the following)**

- ☒ remove the enrolment threshold from the program (provide rationale below);
- ☐ extend the time for the program to meet the enrolment threshold (especially for new programs) (provide rationale below); or
- ☐ extend the time before the program must be deleted in order to provide the affected program additional time to devise alternative programming or prepare for program deletion (provide rationale below)

**Rationale:**

From its inception, this has been considered an elite program that would attract a relatively small group of high-achieving, bilingual students, who would go on to professional careers in which their fluency in French and in English would be an important ingredient for their success. This is precisely what has happened. Our graduates have gone on to do law degrees and to work for prominent law firms, some have pursued careers with the federal government where their high level of bilingualism is required, other graduates now work in public administration for municipal governments, and others have pursued graduate studies after completing our French Specialization program, including at the University of Oxford. In addition to the courses taught in French that they take at the University of Windsor, the required semester taking five courses in French at another university, usually the University of Ottawa or a French university that is part of the Ontario/Rhône-Alpes Program, has proven to be crucial to the acquisition of a professional caliber of fluency in French and also to the broadening of students' career and life horizons.

**2a. What is the impact of maintaining the program on the academic viability or quality of other programs (within and outside the AAU)? (i.e., financial and human resource implications)**

The financial and human resources implications of maintaining the Honours Political Science with French Specialization program are quite minor. Students are required to take 2 of the 3 POLS courses that we offer in French. Only one of these courses is offered each academic year. One member of our department has this course as part of his or her normal teaching workload or, as has sometimes been the case, teaches the course on an overload basis. In terms of implications outside of our AAU, the Honours Political Science with Specialization program includes the requirement that students take five courses from a list of courses offered by the French section of the Department of Languages, Literatures and Cultures. These courses are not specifically designed for the Honours Political Science with French Specialization program and would be offered in any case for students wanting to take courses in the French section of the Department of Languages, Literatures and Cultures.

**2b. What is the impact of deleting the program on the academic viability or quality of other programs (within and outside the AAU)? (i.e., financial and human resource implications)**

Very little would be gained either within or outside our AAU by deleting the Honours Political Science with French Specialization program. As explained in the response to 2a, above, the resources within our AAU that are devoted to this program are minimal. Not only would little be saved, but much would be lost through the elimination of an elite program whose unique character and attractiveness involve the promise of a bilingual career for its graduates, in Canada or internationally. This is elaborated in point 4, below.

Outside of our AAU, the elimination of the Honours Political Science with French Specialization program would have some impact on the French section of the Department of Languages, Literatures and Cultures through the loss of students who are registered in our program and who take the French courses that are requirements of our program.

**3. What is the impact of maintaining or deleting the program on special populations?**

The Windsor-Essex County region, the main catchment area for the recruitment of UWindsor students, includes one of the largest concentrations of persons of French-Canadian ancestry in the province and, according to the 2021 Canadian census, is home to roughly 39,000 persons who speak French. There are 4 French-language secondary schools in the region, to say nothing of the growing number of immersion schools that exist at both the elementary and secondary school levels.

The history of francophones in Windsor, Ontario and in Canada is one of pride but also of discrimination and assimilation. For the longest time, French Canadians were considered to be an inferior class of citizens within the country. They are still today the target of bigotry. In 1912, the Ontario government's Regulation 17 prohibited French education after the second year of elementary school. As a result of this discriminatory government policy, many families, including those in Windsor, were forced to partially abandon the French language. Although several rights for francophones have been constitutionalized in 1982 and receive protection from provincial and federal laws, much work remains to be done for those rights to be enforced.

In addition, more than 5% of immigrants coming to Ontario in 2022 were francophones. With the influx of francophones from Arab and African countries, the francophone community in the province has become highly diverse over the years. Racialized francophone persons report that they experience increased forms of unequal treatment due to their accents, country of origin, and status as new immigrants. In its quest for social justice and the promotion of diversity, as laid out in its strategic plan, the University of Windsor should put in place various resources and services to promote and enable the Francophonie to flourish even more. The Honours Political Science with French Specialization program is one way of doing this.

Before the creation of our program in 2010, the options for local students who aspired to a bilingual career in public service, law, or other fields in which our graduates are found, were the University of Ottawa, York University's Glendon College, and Laurentian University in Sudbury. Our program gives the Windsor-Essex French-speaking community a local option in higher education, combined with the requirement to do one

semester of five courses in political science or a cognate discipline, taught in French, at the University of Ottawa or in France. Since the inception of our program about two-thirds of our students have chosen the University of Ottawa for their semester away, the other third participating in the excellent Ontario/Rhône-Alpes program at such universities as l'Université de Grenoble, l'Université Jean Moulin (Lyon), and l'Université Lumière Lyon 2. It goes without saying that these are broadening experiences for our students that promote the globalization objectives of the University of Windsor and the Canadian government.

**4. What is the academic uniqueness or exceptional quality of the program to be deleted?**

From its inception, this was expected to be an elite program that would be of interest to high caliber, bilingual students whose career aspirations required professional-level fluency in French. This is, in fact, the sort of student who has graduated from our Honours Political Science with French Specialization program. Jack Quimby, class of 2017, explains what our program has meant for his life and career:

*The Political Science Bilingual Specialization program at U Windsor took my initial interests in the laws and culture of our nation and honed them into a passion. The opportunity to study in France in the third year of my program provided some of the best memories I have from my studies. The program was the catalyst for my attending law school and my current successful career as a cross-border lawyer.*

The semester away component of our program is crucial to the deepening of our students' ability to communicate in French at a professional level. When this semester is experienced in France, it has the added benefit of deepening our students' appreciation of cultures and institutions beyond those of their own country.

In recent years our POLS courses offered in French have attracted a significant number of French exchange students, most of whom have come to Windsor for a semester to study marketing. In 2019, Dr. Richez had 4 such students in our POLS 2035 course. In 2023, Dr. Brooks had five French exchange students in POLS 2055, four studying marketing and one spending a year in our university's law program. The interactions in these courses between our students and their French colleagues has become an important part of our program, benefiting both our own students and those visiting Windsor on exchange.

Furthermore, the Political Science courses taught in French are all at the 2000 level, with no prerequisite, and are therefore taken by students from every faculty on campus. They provide an opportunity for Francophones and Francophiles to learn about Canadian political issues that are crucial for them to become knowledgeable citizens, while retaining their French linguistic abilities. Indeed, several students who learn French in high school will often lose their French if they don't practice it at the post-secondary level. This stage of their life is when assimilation forces are the highest.

**5. Other information the AAU wishes PDC to take into consideration when reviewing the appeal of the program deletion:**

The Political Science Department, together with French Studies, organized last academic year an open-door event for all the full French 10<sup>th</sup> and 11<sup>th</sup> grade high school students in the Windsor-Essex area to promote its French programming. A similar event is planned in the spring of 2024. This year's event will welcome 10<sup>th</sup> grade students from the 4 full French high schools, as well as the 9 French immersion high schools. We expect that these marketing efforts will boost enrollment for the Honours Political Science with French Specialization program.

**University of Windsor  
Program Development Committee**

**\*5.2: Mathematics – Minor Program Change (Form C)**

**Item for: Approval**

**MOTION: That the programs regulations for all Mathematics undergraduate degree programs be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposed changes have been approved by the Mathematics and Statistics Departmental Council, Computer Science, and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>All Math Programs (General, Honours, Combined Honours)</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Mathematics and Statistics (also has minor impact on the School of Computer Science)</b>
<b>FACULTY(IES):</b>	<b>Faculty of Science</b>

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

**Program Regulations**

All programs in Mathematics are subject to the general University and Faculty of Science regulations as outlined in the relevant sections of this calendar. ~~Additionally, Mathematics majors must obtain a 60% or better in each Mathematics or Statistics course which is explicitly required in their program of registration. Students registered in the combined Mathematics and Computer Science Honours program also must obtain at least 60% in all required Computer Science courses.~~

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

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

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

N/A

**B. RATIONALE**

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

Currently all math/stat/actuarial students must obtain a grade of 60% or better in each math/stat/actuarial course

# **PROGRAM DEVELOPMENT COMMITTEE**

## **MINOR PROGRAM CHANGES**

### **FORM C**

that is explicitly required in their programs. If a 60% grade is not obtained, students will not obtain credit for the course in question and the course must be repeated. No other program in faculty of science has this requirement imposed on their students.

The 60% grade requirement has created frequent problems for students, advisors and administrators. Every year hundreds of hours are spent by students, advisors, department's head, dean's office and registrar's office to address the problems that arise from this requirement.

**Problem with transferred courses:** Every year, several students transfer math courses taken in other universities. These transferred courses are often not evaluated on a numerical basis and are designated by a letter "T" in their transcripts. The current computer system in our university does not recognize the letter "T" as a 60% grade and thus calculus, linear algebra, or differential equation courses transferred to our university are not counted toward degree requirements. Affected students ask from undergraduate advisor, department's head, associate dean, or register's office why these courses are not counted toward their graduation requirements. Currently the only way out of this problem is to manually change computer-generated codes associated with these courses. Registrar's office is reluctant to manually change the codes and refer the students to the undergraduate advisor. Thus, the burden of changing the codes often falls on the undergraduate advisor. In addition to being extremely time consuming, this process is risky since manual changes in computer codes can generate unforeseen problems in the student's transcripts. No one wishes to take responsibility for manipulating student's transcripts. It is imperative that the practice of manual change of students' transcripts be stopped as soon as possible. Currently this can only be achieved if the 60% grade requirement is dropped.

**Problem with graduation:** Each year there are several students who have passed all their requirements for graduation except for obtaining a 60% grade in one or two specific courses. Even after repeated efforts (two or sometimes three or four efforts) such students are not able to obtain the 60% requirement. Justifiably, students in such cases request exceptions to be made so that they are not removed from the program. Out of frustration and despair, some students request that they be allowed to take a course for a fourth or fifth time!

The requirement creates both unnecessary and unjustified burden to students. Associate Dean is often unwilling to give permission to repeat a course a fourth time since it is against university regulation. From the point of view of our Associate Dean, this problem is created solely by math/stat, and we are responsible for the fate of the student. In an email to Dr Paul, Associate Dean (Phil Dutton) wrote: "This is a MATH regulation. No one else does this as far as I know. I did a quick look through ALL Science program regulations and do not see this anywhere else. A pass is a pass. Having said that, this is where MATH wants to be, so this is where you are. If we follow your regulations he is not allowed to graduate with a Math Degree. Maybe this requirement should be reviewed. If you are going to allow this, then it should be generally allowed."

It is also worth noting that removing half a dozen students from our program each year is counter to the aim of student retention.

#### **Effects of the Change**

1. It will bring our requirement in alignment with other programs in science.
2. It allows students who have passed their required courses and have satisfied their major and cumulative average requirements to successfully graduate.
3. It helps with student retention.
4. It reduces the need to allow for exceptions and hence reduce unfair and uneven treatment of students.
5. It saves hundreds of hours of work each year by advisors and staff to address exceptions and to manually adjust students' transcript.
6. It removes the risk of unseen problems related to manual changes of students' transcripts.



# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

**Question: Will removal of 60% grade requirement bring the level of instruction lower in our department?**

There is no evidence for this. In fact, no other program in our faculty has this requirement. If there was substantial and documented evidence for this, then most other departments would have adopted the same rule. In addition, the 70% major average and 60% cumulative average requirements remain unchanged. So, our graduates must still uphold both average standards.

**Question: Does the current rule make weaker students perform better in other courses?**

There is no documented evidence for this. Often students have problems in one (or two) specific courses and not in all their courses. There have been cases where a student has obtained a grade of 70% or better in third year Analysis course, but has failed to obtain higher than 58 in differential equations even on the third attempt.

**Question: What will happen if the proposed change is not made?**

The problems continue. The frustration among students, department's head, undergraduate advisor, dean's office, and the registrar's office will likely to continue to grow.

#### 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?*

To date:

1. We have proposed two courses on biostatistics, one at the undergraduate level (STAT-4700) and one at the graduate level (STAT-8700) that includes the following statement in the course calendar description. "This course will also introduce the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge." The learning outcomes for the courses include "Reflect on the importance of Indigenous data

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

sovereignty and Indigenous practices”. In addition to this, we are planning to introduce similar Indigenous content to our predictive analytics course (ACSC-8310).

2. On January 27, 2022, Dr. Hussein, the Head of Mathematics and Statistics attended the webinar “Indigenous Data Sovereignty and Indigenous Practices”. This workshop provided guidance to the definitions of the principles surrounding the concept of “Indigenous data sovereignty and data governance” as well as the resources available to learn more and practice the concept. For example, the GIDA (Global Indigenous Data Alliance) has a number of resources on the subject and has formulated the so called CARE principles for Indigenous data governance (C=Collective Benefit, A=Authority to Control, R=Responsibility, E=Ethics). The details of these principles are reported on the GIDA website. The GIDA website and books such as “Indigenous Data Sovereignty: Toward an agenda (2016) by Tahu Kukutai and John Taylor” are potential resources for integrating Indigenous material into the proposed courses.

3. Dr. Hussein, communicated with Berenica Vejvoda, Data Librarian, and received sources of information on Indigenous data and frameworks for data sovereignty.

4. Dr. Hussein, communicated with Jennifer Soutter, Librarian responsible for Indigenous Outreach, and was made aware of the following resources: a. Indigenous data science workshop curriculum. b. Indigenous Statistics: A quantitative research methodology (Available in the Leddy Library)

5. The former head (Dr. Caron) spoke to the AAU undergraduate studies committee and the AAU Council on the importance of introducing, where appropriate, Indigenous content into our courses, highlighting the biostatistics courses as an important first step. As current head, I have the intentions to continue this tradition and remind faculty members about the importance of this matter during our regular council meetings.

6. The current IQAP study includes the challenge that “We need to find credible ways to introduce Indigenous, and EDI into the curriculum.”

We hope these activities are sufficient to show our intent to learn and understand the issues, and our commitment to introduce meaningful changes to our program.

### 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,*

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

No changes.

#### **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.*

No change is required for the reliance on adjunct, limited-term, and sessional faculty in delivering the revised program.

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

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

N/A

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

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

N/A

#### **C.4 Anticipated New Resources (QAF sections 2.1.2.6)**

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

No new resources are needed for the implementation of the proposed changes, and therefore no new resources are anticipated to originate from within the area to support the proposed changes.

#### **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 implementation of the proposed changes does not require any resources and so there is no planned internal reallocation of resources and cost saving in support of the proposed revision.

#### **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.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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**MINOR PROGRAM CHANGES**  
**FORM C**

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

*Describe all **additional institutional resources and services** required by 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.*

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

**University of Windsor  
Program Development Committee**

**\*5.3: Interdisciplinary Arts and Science – Minor Program Change (Form C)**

**Item for: Approval**

**MOTION: That the Honours Bachelor of Interdisciplinary Arts and Science (IAS) be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Honours Bachelor of Interdisciplinary Arts and Science (IAS)
<b>DEPARTMENT(S)/SCHOOL(S):</b>	FAHSS
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 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](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

#### Honours Bachelor of Interdisciplinary Arts and Science (IAS)

Degree Requirements

Total courses: forty.

(a) ARSC-1000, ~~PHIL-1620~~ **one of PHIL-2610 or PHIL-2620**, MATH-1720 (or MATH-1760) and MATH-1730 if major or minor concentration is Math, Physics or Biochemistry.), STAT-2910 or SOSC-2500 (Science majors must take STAT-2910), ARSC-3010, ARSC-3100, ARSC-4100, ARSC-4990, ARSC-4210 (ARSC-4990 may be replaced by any 6 credit fourth year Honours Thesis/Research courses, subject to enrolment restrictions).

[...]

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

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

N/A

#### B. RATIONALE

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

The course PHIL-1620 is no longer offered to students in the IAS program, resulting in challenges as they constantly need to request course equivalencies. To address this issue, offering students the option to choose from two courses (PHIL 2610 and PHIL 2620) would provide them with increased flexibility in course selection.

#### 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?*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

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 Bachelor of Interdisciplinary Arts and Science program (IAS) is committed to the University of Windsor's stated goal of building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As a small interdisciplinary program run out of the FAHSS Dean's Office, we must revise our own program structure and practices to align with this goal, while also drawing from the ongoing work undertaken by the many AAUs in FAHSS and the Faculty of Science where IAS students take courses to fulfill their degree requirements. Our work towards decolonization and Indigenization is ongoing and iterative, and rooted in a recognition that there is significant room for growth in this area within IAS. As the core faculty administering the program and/or teaching ARSC courses consists exclusively of settler scholars, we also acknowledge the importance of meaningful consultation with Indigenous Knowledge Holders.

We are working to incorporate Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum in the following ways:

**Program Level:** As IAS begins to undertake a significant program review and renewal process in response to recommendations stemming from its most recent cyclical program review, it faces an important opportunity to embed Indigenous content into its program requirements. It will be doing this in two key ways: (1) revising core program requirements for all IAS students to include an Indigenous Studies course selected from available FAHSS options (GART/SOSC 1210, POLS 2000 PHIL 2300, ENGL 2320, HIST 2460, HIST 2470, or POLS 4000); (2) compiling a list of courses from its partner programs in FAHSS and the Faculty of Science that feature Indigenous content for students to take as part of their chosen major or minor concentrations, posting this list on the IAS website, and highlighting these options in student advising sessions.

**Course Design:** Core IAS courses (course code ARSC) integrate Indigenous ways of knowing into their learning outcomes and include Indigenous content in the form of scholarly readings and case studies on topics ranging from the ethics of medical experimentation to vaccine hesitancy to climate change. The following are some examples of readings from current ARSC courses taught by Dr. Brian MacPherson and Dr. Maureen Muldoon:

Anthony-Stevens, Vanessa & Matsaw, Sammy. "The productive uncertainty of Indigenous and decolonizing methodologies in preparing interdisciplinary STEM researchers." *Cultural Studies of Science Education*, vol. 15, 2020, pp. 595-613.

Bell, Nicole. "Teaching by the medicine wheel." *Education Canada*, vol. 54, no. 3, 2014, pp. 14-16.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

Ford, James D. "Indigenous Health and Climate Change." *American Journal of Public Health*, vol. 102, no. 7, 2012, pp. 1260–66.

McGuire–Kishebakabaykwe, P.D. "Exploring resilience and Indigenous ways of knowing." *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, vol. 8, no. 2, 2010, pp.117-131.

Mosby, I. and Swidrovich, J. "Medical experimentation and the roots of COVID-19 vaccine hesitancy among Indigenous Peoples in Canada." *CMAJ*, vol. 193, no. 11, 2021, pp. E381-E3.

Simonds, V.W. and Christopher, S. "Adapting Western research methods to indigenous ways of knowing." *American Journal of Public Health*, vol. 103, no. 12, 2013, pp. 2185-2192.

As we continue to revise our curriculum, we find Trent University's Arts and Science program to serve as a useful model for how it integrates Indigenous ways of knowing into its program, which requires students to take a credit in Indigenous studies, as well as in its core courses, beginning with ASCI 1001H Arts and Science 1: Interdisciplinary Perspectives, which structures the material of the course according to the four directions of the medicine wheel. The new chair, Dr. Michelle MacArthur, will be consulting with Trent's program chair for further information about how Trent has integrated Indigenous ways of knowing into its program. We also plan to identify opportunities to invite Indigenous guest speakers into our core courses or in partnership with other units in FAHSS, such as the Humanities Research Group where Dr. Michelle MacArthur is a longstanding board member and which presents talks by Indigenous speakers in each of its annual programs.

Except for the ARSC core courses, a substantial majority of required courses taken by IAS students are offered by FAHSS and the Faculty of Science. The many disciplines falling within these Faculties engage with the historical and current practices of colonization that impact Indigenous Peoples, contemporary Indigenous identities and their intersections (e.g., with gender, sexuality, disability), and social and cultural erasure, resistance, and revitalization. By studying these perspectives through the lens of interdisciplinarity, BIAS students have the opportunity to broaden their understanding of colonization and its wide-reaching impacts.

**Education and Training:** In accordance with TRC recommendation 62. ii, which calls for all levels of government to "provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms," our faculty have engaged in training offered by the university (through our respective AAUs, CTL) and our professional associations. We recognize that our responsibility to seek education and training in this area is on-going and part of a lifelong learning process.

#### 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



# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

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

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

N/A

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

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

N/A

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

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

N/A

**C.4 Anticipated New Resources (QAF sections 2.1.2.6)**

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

N/A

**C.5 Planned Reallocation of Resources and Cost-Savings**

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

N/A

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

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

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

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

**University of Windsor  
Program Development Committee**

**5.4: Master of Business Administration for Managers and Professionals – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

**MOTION:** That the major program changes to Master of Business Administration Managers and Professionals program be approved.<sup>^</sup>

*<sup>^</sup>Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This major program change has been approved by the Odette School of Business, the Faculty of Graduate Studies Council, and the Provost (Jan 2, 2025).
- The program name and degree designation will change from Master of Business Administration (for Managers and Professionals) to *Master of Business Administration Managers and Professionals*.
- The overall aim of the program is to best suit the demands of the prospective student population of working professionals by providing high-level academic programming in a flexible mode.
- The program has been restructured to enable students to take two or three courses fully online in a mix of synchronous and asynchronous delivery in a semester format.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM B

#### Master of Business Administration - Managers and Professionals

#### A. Basic Program Information

Faculty(ies)	Business
Department(s)/School(s)	Odette School of Business
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Master of Business Administration – Managers and Professionals
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2025
Mode of Delivery:	Virtually, synchronous and asynchronous, 3 face-to-face residency weekends
Planned steady-state Student Enrolment (per section B.4.2)	50
Normal Duration for Completion:	20 to 24 months
Will the program run on a cost-recovery basis?	Yes

#### B. Major Program Changes - Overall Plan

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

*Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program. Describe the overall aim and intended impact of the revised program. Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: [www.uwindsor.ca/president](http://www.uwindsor.ca/president))*

**The program's credibility and relevance in academic and professional environments:** By adapting the curriculum to address current industry needs while maintaining strict adherence to accreditation standards, the MBA M&P program seeks to position itself as a top program choice for aspiring business leaders.

**Aim and Impact:** The overall aim of the program is to best suit the demands of the prospective student population of working professionals by providing high-level academic programming in a flexible mode. The intended and expected impact of the program is the creation of a highly educated workforce through graduates who display advanced skills and abilities in the business sector. The program has been restructured to enable students to take two or three courses fully online in a mix of synchronous and asynchronous delivery in a semester format. The flexibility allows students to tailor their educational path to align with their specific goals. The impact of the redesign not only streamlines the learning process but also enhances the overall student experience, making the program more appealing to a wider audience.

**Consistency with Institutional Goals and Objectives:** The MBA M&P program modifications align with the University of Windsor's strategic priority of *Ensuring a High Quality, Relevant Teaching, Learning, and Student Experience for Everyone*. Under the new program structure, varied student journeys will be supported through a more flexible educational offering. The updated framework has been designed to cater to the diverse needs and aspirations of students, fostering an environment that optimizes their potential for achievement.

The MBA for Managers and Professionals will include the following changes:

1. Change from module mode to semester mode;
2. Move to flexible learning - courses taught in an online format;
3. Advanced standing given to students who have a Bachelor of Business Administration (BBA) or a Bachelor of Commerce (BComm);
4. Course number decreased from 16 to 14 courses (synchronous and asynchronous format);
5. Course credit has decreased from 17 to 14 credits; and,
6. A fast-track option has been introduced. Students with a BComm or BBA can complete their MBA in 11 courses.

# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM B

#### Program Format:

- 3 foundation courses (waived for students who have a BBA or BComm or equivalent)
- 8 core courses
- 3 additional courses
- 3 in-person residency weekends on campus

#### Courses:

##### Foundation:

BUSI-8020. Core Concepts of Accounting I  
BUSI-8030 Introduction to Financial Management  
BUSI-8000 Foundations of Business

##### Core Courses:

BUSI-8010. Interpersonal Dynamics (residency course)  
FINA-8040. Advanced Corporate Finance  
BUSI-8050. Marketing Management  
STEN- 8980. Strategic Management  
STEN-8110. Project Management I  
BUSI-8150. Business Analytics  
ACCT-8500. Managerial Accounting and Analysis  
BUSI-806.0 Managing Employees

Students will have the opportunity to select 3 additional courses from a range of offerings.

#### **B.2 Changes to Program Content (QAF Section 2.1.2.2)**

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

N/A

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

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

The revised program structure is unique in that the program will be separated into three stages. The first stage is one semester in which students without a business degree will focus on completing three foundation courses that are needed to be successful in the second stage of the program. Student with a business degree will receive advanced standing and start the program in the second stage. The second stage of the program is four semesters in length, during which students complete eight core MBA courses, consisting of courses from each discipline. The third stage is one semester in length, in which students will take three elective courses. In addition to the fourteen MBA courses required to complete the program, three in-person residency weekends will take place on campus to provide students with learning and networking opportunities. The residency is attached to the BUSI-8010 Interpersonal Dynamics course, a course included in the core offering. The MBA M&P program is designed to optimize flexibility for students. Courses will be offered entirely online in a combination of synchronous and asynchronous formats. This is to maximize flexibility, yet still allow students to stay connected. Please refer to page 16 to view program mapped by semester

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

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

# PROGRAM DEVELOPMENT COMMITTEE

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35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967). In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

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

- 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 managers and professionals with over 5 years of work experience as it builds on learner's business knowledge, leadership skills, and technical skills required to be successful in the business landscape.
- 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 Indigenous knowledge.
  - The Odette School has established a permanent standing committee with responsibility for monitoring all practices at Odette, educating faculty, students, and staff on Indigenization, and promoting professional development opportunities for faculty and staff that advance the goals of Indigenization and reconciliation at Odette.
- 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 M&P program, students will learn the importance of building respectful relationships with Indigenous peoples and the importance of stewardship of the land for future generations.
- 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,

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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.

- Indigenous content will be incorporated into orientation and residency weekends.
- Potential Indigenous content is being identified and faculty are encouraged to integrate this content into the courses as appropriate. For example, the MBA class BUSI 8050: Marketing Management has identified integration of the Dish With One Spoon Wampum as content that can be used to support teaching related to sustainable consumption and also education on the sovereignty of Indigenous people. As another example, the MBA class ACCT 8500: Managerial Accounting and Analysis can incorporate Indigenous storylines developed by the Chartered Professional Accountants Western School of Business (CPAWSB), Aboriginal Financial Officers Association of Alberta (AFOA Alberta), and CPA Canada.
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
  - Many faculty members have attended workshops and events organized by CTL to learn and gain understanding on efforts to integrate Indigenous content and perspectives into course curriculum.
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
  - Jaimie Kechego, Learning Specialist – Field of Indigenization
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
  - Not at this time, but this is a topic that will be explored in the future.
- Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?
  - Land acknowledgement will be included on all course syllabi within the program.

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

*Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline*

The program name and degree designation will change to Master of Business Administration Managers and Professionals.

#### B.4 DEMAND FOR THE MODIFIED PROGRAM

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

*Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate. Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate. Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:*

- 1) *dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) *the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) *the anticipated duration of, and trends in societal need.*

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

As part of our ongoing efforts to ensure the relevance and excellence of our program, we have conducted a thorough market and societal need assessment to support the proposed revisions to our M&P program.

- **Surveys:** We conducted comprehensive feedback surveys targeting our most recent graduating cohort. These surveys were designed to gather insights on the overall program structure, individual courses, and areas of concern or improvement suggested by students. The survey responses highlighted specific courses that students found particularly beneficial or challenging, offering us valuable information for program

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enhancement. The primary theme that emerged from the survey of recent graduates was a strong desire for the program to be geared more towards working professionals who are balancing family and career responsibilities and wish to obtain the MBA credential as quickly as possible. This feedback suggested inclusion of elements such as: online classes with a mix of both active, synchronous components (such as case discussions) as well as flexible asynchronous delivery for some content; applications to real-life managerial/professional settings that are relevant to the students; and a program structure to better support working professionals who likely are also parents.

- **Secondary Market Research.** The feedback received from recent graduates is aligned with our findings from secondary sources regarding the ways in which MBA programs can be structured and delivered to support working professionals. Specifically, research from the firm Risepoint, which specializes in supporting and marketing higher education, suggests that affordability (i.e. tuition), completion time, and program accreditation are key factors that motivate learners to join a program, and that a high proportion of in- person learning is a key deterrent for potential learners. With respect to completion time, a program length of 24 months or less is necessary in order for our offering to be attractive to learners and competitive with others.
- **Email Inquiries:** Over the past year, we have received over 90 inquiries via email from prospective students expressing interest in our M&P program. This consistent interest underscores a growing demand for the program and provides a clear indication of market demand.

Examples of emails received:

- Received May 29<sup>th</sup> 2024: “Hello, I was hoping you could provide some information regarding the requirements for the MBA program for working professionals.”
- Received May 15<sup>th</sup> 2024: “Hello, I’m interested in more information on your part- time/distance MBA options but I had a few questions, specifically around the time requirements for on campus classes and the cost of tuition. Just wondering where I can find that info as I’m not seeing much on the website (I’m probably not looking in the right place).”
- Received March 17<sup>th</sup> 2024: “Hello, I see on your website the MBA for Managers and Professionals is on hiatus until 2025. I was wondering if you had an idea of when within 2025 that start date will be? Let me know, no rush, thanks!”
- **Industry Feedback:** We solicited input from potential employers and relevant professional associations regarding the need for graduates of the revised program. Their feedback, which is appended to this document, emphasizes the demand for skilled professionals in the field and supports the necessity for program updates.

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

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

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	30		35		35		45		50	
<i>In the co-op/</i>										

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experiential learning stream (if applicable)										
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**B.4.3 Duplication (Ministry section 3)**

*Indicate whether the revised program is in a new area of study or delivery for the institution. List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>.*

*If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs*

Notably, there are no other Canadian institutions within a two-hour driving radius of the Odette School of Business. Given that our target audience comprises working professionals in the Windsor/Essex and Kent County regions, the options for those seeking to complete their MBA while continuing to work are quite limited. Consequently, students from as far as Chatham are more likely to consider the University of Windsor over other institutions across the province. We believe we can attract students from the London area, as Odette's tuition is more affordable for the average working individual, and Western University requires applicants to have an undergraduate degree in Business. We also believe we can attract students from the GTA, as our combination of accreditation, online program structure, time to completion, and tuition will likely allow us to compete with GTA institutions.

**11 universities in Ontario offer a professional/part-time MBA program:** University of Toronto, Toronto Metropolitan University, York University, McMaster University, University of Guelph, Wilfrid Laurier University, Brock University, Carleton University, University of Ottawa, Lakehead University, and Laurentian University

The table below provides a comparison of the University of Windsor's MBA for Managers and Professionals (MBA M&P) program—currently on hiatus—against similar programs offered by other institutions. It evaluates program competitiveness based on cost and program length.

- Red cells indicate areas where competing institutions hold an advantage over UWindsor.
- Yellow cells signify that UWindsor's program aligns with those offered by competitors.
- Green cells highlight areas where UWindsor outperforms the competition.

Upon review, it is evident that UWindsor's MBA M&P program is at a disadvantage in several key areas, as indicated by the significant presence of red cells. This underscores the need for strategic updates to enhance program competitiveness.



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Post-Secondary Institution	Program	Structure	Courses	Cost	Length Comparison	Cost Comparison
University of Windsor	<a href="#">MBA - Managers &amp; Professionals</a>	Online, 6 semesters, Friday and Saturday, every other week	24 months, 17 courses	\$37,358 (\$31,500 base)	6 semesters, 24 months	\$37,358 (\$31,500 base)
Brock University	<a href="#">MBA, Full-time and Part-time</a>	Part-time	Part-time, 20 courses, eligible for up to 10 course exemptions	\$25,695 (co-op), \$24,145 (with co-op)	☒	☒
Carleton University	<a href="#">Online MBA</a>	Full-time or part-time, can be completed within 12-24 months	7.5 credits, 15 courses in total	\$12,748.00	☒	☒
	<a href="#">Professional MBA</a>	Full-time, 4 semesters, Friday/Saturday format every 2 weeks	7.5 credits, 15 courses in total	\$18,500.00	☒	☒
Lakehead University	<a href="#">Online, Part-Time MBA</a>	Part-time, Maximum 5 courses per year, 3 years	15 courses	\$18,557.28 for 9 terms	✓	☒
McMaster University	<a href="#">Accelerated MBA, Full-time and Part-Time</a>	Accelerated MBA, Full-time and Part-time options, 8 months or 20 months	2 required course + 8 electives	\$20,000 full-time, \$25,000 part-time	☒	☒
Queen's University	<a href="#">Accelerated MBA</a>	12 months, still able to work, classes held on Sundays and Monday mornings, every other week	12 months	\$81,920 (includes meals and accommodation for residency)	☒	✓
	<a href="#">Executive MBA, Online Option</a>	16 months, classes all day Friday and half Saturday every other weekend, option for in person or online	16 months, 4 semesters	\$105,000 (includes meals and accommodation for residency)	☒	✓
Toronto Metropolitan University	<a href="#">Flex-Full-Time MBA</a>	Flex Full-time MBA, 16 months for students with a business degree, 20 months for students without	13 credits, 11 courses (7 core courses + 6 electives and a capstone project)	\$21,286.50	☒	☒
	<a href="#">Accelerated MBA</a>	12 months for students with a business degree	13 credits, 11 courses (7 core courses + 6 electives and a capstone project)	\$21,286.50	☒	☒
Western University	<a href="#">Executive MBA</a>	15 months, with 6 week summer break, classes 4 days a month	3 terms	\$117,000 (includes meals and accommodation for residency)	☒	✓
Wilfrid Laurier University	<a href="#">Part-Time, Evenings</a>	Part-time, 2 evenings a week, can be completed in 2-5 years.	20 half credit courses, 10 terms	\$29,814	✓	☒
	<a href="#">Accelerated Part-Time Evenings</a>	Accelerated Part-Time Evenings, advanced standing for business graduates	6 terms	\$17,889	✓	☒
University of Guelph	<a href="#">MBA, Online</a>	Online, 4 semesters of course work and 3 leadership conferences in the summer (beginning, middle, and end)	12 courses (9 core courses, 3 specialized courses) + 3 in person leadership conferences	\$40,607.37	☒	✓
University of Ottawa	<a href="#">Professional MBA</a>	2 formats, Accelerated in 1 year or professional program over 2 years, online courses offered for students outside Capital region	1-2 years	\$30,350 for professional 2-year option	✓	☒
University of Toronto	<a href="#">Morning or Evening MBA</a>	28-32 months, Morning/Evening options, online options, Tuesday/Thursday 7am-9am or 6:30pm-8:30pm	Approximately 29 credit hours (10 courses)	\$93,879	✓	✓
York University	<a href="#">Executive MBA</a>	Courses offered the 3rd weekend of each month, Partnered with Kellogg programs around the world	4 semesters, January - following May	\$110,192	☒	✓
	<a href="#">Weekend/Evening MBA</a>	Weekend/ evening MBA	24 months, 60 credit hours, business degrees/CPAs are given advanced standing up to 30 credits.	\$71,900	✓	☒
Wayne State University	<a href="#">MBA, Online</a>	Possible to complete entirely online, weeknight courses and some courses on Saturdays	13 courses (9 courses for maximum Advanced Standing)	\$33,260 USD	☒	✓

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**B.5 RESOURCES**

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

**B.5.1 Resources Available**

**B.5.1.1 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

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

*Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.*

*Include:*

- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

The current complement of faculty and staff administering the MBA M&P program will be sufficient for the revised program. Currently, the Odette School of Business has 66 full time faculty members with a variety of research expertise and professional experience. Therefore, the quality of the faculty is sufficient to promote innovation and foster an intellectual climate. Faculty members will be assigned teaching in the MBA M&P program on an on-load basis. We also note that the program is designed to have synergies with the recently revised MBA-PAS program, which is an online MBA program for professional accountants. Elective offerings in the MBA-PAS program and some courses with the MBA M&P program will overlap, allowing cost-savings in course delivery (described below in more detail)

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

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

The revised program may require additional sessional faculty. However, the sessional faculty within our current sessional pool has the capacity to meet the demands. The sessional faculty members in our current pool have taught in

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our programs in the past, and they possess significant industry experience, ensuring a high-quality educational experience and exposure to practical applications of the materials.

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

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

N/A - The MBA M&P program is a course-based graduate program that does not include a research component. Faculty members are not required to provide supervision within the program.

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

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

N/A

#### **B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)**

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

N/A

#### **B.5.1.3 Planned Reallocation of Resources and Cost-Savings**

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

The revised program design allows for internal cost-savings for the business school. Four out of the eight MBA courses in the core phase of the M&P program are designed to align with MBA-PAS program. This alignment will streamline the number of courses offered at the graduate level and create dynamic networking opportunities for students in both programs.

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

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

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

*Describe all **additional institutional resources and services** required by 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.*

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A

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<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

**C. Program Details**

**C.1 Admission Requirements (QAF section 2.1.2.5)**

*Describe new or changes to*

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

To be admissible to the MBA M&P, applicants must meet the following requirements:

- Four-year undergraduate degree or equivalent
- A completed Graduate Management Admission Test (GMAT) with a minimum score of 605 for accepted applicants.
  - GMAT can be waived at the discretion of the MBA Program Director
- A TOEFL, IELTS or other acceptable English language proficiency score for students whose first language is not English
- Satisfactory performance on personal interview
- Applicants must also upload a letter of reference, a resume, and a letter of intent.
- A cumulative GPA of 70% in the previous academic degree/last 20 courses/ 4 full-time semesters
- Students must have a minimum of five years of full-time, progressive work experience in a professional setting

Credit transfer is considered based on evaluation of undergraduate transcripts and work experience. Final determination on credit transfer is granted to Director of MBA Program.

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

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

The admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes. Applicants will be considered if a sufficient academic background is demonstrated by the completion of a bachelor's degree in a relevant field with a minimum grade point average.

**C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)**

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

**Current Program**

**Master of Business Administration (MBA) (For Managers and Professionals)**

Total Courses: 17

Admission Requirements

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Admissions to the Odette MBA program are highly selective and seek students who can understand complex issues, manage multiple projects and communicate effectively.

Applicants must have an undergraduate degree with a minimum grade point average of 70% or above in their last two years. A completed Graduate Management Admission Test (GMAT) with an average score of 550 for accepted applicants. Applicants must also upload one letter of reference, a resume, a letter of intent and will be subject to a qualifying personal interview. Odette MBA for Managers and Professionals Requires a minimum of 5 years professionals work experience.

**YEAR 1**

**BUSI-8010. Leadership and Interpersonal Dynamics**

BUSI-8120. Financial Management II

**BUSI-8030. Introduction to Financial Management**

**BUSI-8050. Marketing Management**

BUSI-8070 Financial and Managerial Accounting

BUSI-8140. Digital Business Systems

**BUSI-8150. Business Analytics**

STEN-8900 Entrepreneurship: New Venture Formation and Management

**YEAR 2**

BUSI-8130. Human Resources Management

MGMT-8460. Dynamics of Business Negotiations

MGMT-8600. Business Ethics and Sustainability

STEN-8990. Capstone Project (2 course equivalent)

MKTG-8310. Consumer Behaviour

STEN-8920-01 and BUSI-8673-01 (Option 1)

STEN-8920-02 and BUSI-8673-02 (Option 2)

**STEN-8980. Strategic Management**

The MBA for Managers and Professionals offers specializations in two fields: Management, and Strategy/Entrepreneurship. Students who choose to obtain a specialization must complete the requirements as follows:

**STRATEGY/ENTREPRENEURSHIP FIELD**

For the Strategy/Entrepreneurship Field, students must complete:

STEN-8900. Entrepreneurship: New Venture Formation and Management

STEN-8980. Strategic Management

STEN-8990. Capstone Project

STEN-8920-01 and STEN-8920-02. Special Topics in Strategic Management

**MANAGEMENT FIELD**

For the Management Field, students must complete:

BUSI-8010. Leadership and Interpersonal Dynamics

BUSI-8130. Human Resource Management

MGMT-8460. Dynamics of Business Negotiations

MGMT-8600. Business Ethics and Sustainability

BUSI-8673-01 and BUSI-8673-02. Special Topics in Business Management

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Proposed Revisions

**Master of Business Administration Managers and Professionals**

**Advanced Standing:**

Advanced standing may be granted based on undergraduate degree and/or work experience. Students with a Bachelor of Commerce or BBA are eligible for Advanced Standing for BUSI-8020. Core Concepts of Accounting I, BUSI-8030 Introduction to Financial Management, and BUSI-8000 Foundations of Business, and complete their MBA in **11 courses**. Final approval for advanced standing is based on MBA Program Director approval and the University of Windsor Graduate Studies office.

**Degree requirements:** Students must maintain a 70% average in all courses. Failed courses must be retaken. A grade of 59% and below is considered a failure. Students are only allowed two courses on final degree audit in the 60%- 69% range. In the event the student has more than two courses in this range, the student must retake the appropriate number of courses and achieve the minimum grade of 70% in each prior to confirmation of degree.

**Total courses: 14 courses (or 11 courses with Advanced Standing)**

**BUSI-8000 Foundations of Business (New Course Form D)**

BUSI-8010 Leadership and Interpersonal Dynamics

**BUSI-8020 Core Concepts of Accounting I**

BUSI-8030 Introduction to Financial Management

**FINA-8040 Advanced Corporate Finance**

BUSI-8050 Marketing Management

**BUSI-8060. Managing Employees**

BUSI-8150 Business Analytics

**STEN-8110 Project Management I**

STEN-8980 Strategic Management

**ACCT-8500. Managerial Accounting and Analysis**

3 - 8000-level Business courses

**Courses used to calculate the major average are:** All courses will be used to calculate major average

Note: The following courses are being removed as are the fields:

BUSI-8070 Financial and Managerial Accounting

BUSI-8120 Financial Management II

BUSI-8130. Human Resources Management

BUSI-8140. Digital Business Systems

STEN-8900 Entrepreneurship: New Venture Formation and Management

STEN-8990. Capstone Project (2 course equivalent)

STEN-8920-01 and BUSI-8673-01 (Option 1)

STEN-8920-02 and BUSI-8673-02 (Option 2)

MKTG-8310 Consumer Behaviour

MGMT-8460. Dynamics of Business Negotiations

MGMT-8600. Business Ethics and Sustainability]

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

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**Does the revised program include new courses?:**

☒ **X** Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the revised program proposal (PDC Form B)]

☐ No

If yes, list all new courses: BUSI-8000. Foundations of Business

**C.2.1 Co-op/Experiential Learning Component (if applicable)**

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

N/A

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

N/A

**C.2.2 Suggested Sequencing for Revised Program (Optional)**

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

The MBA M&P will have 6 semesters: 14 courses

**Semester 1**

BUSI-8020 Core Concepts of Accounting I  
BUSI-8030 Introduction to Financial Management  
BUSI-8000 Foundations of Business

**Semester 2**

BUSI- 8010 Interpersonal Dynamics  
BUSI-8050 Marketing Management  
FINA-8040 Advanced Corporate Finance

**Semester 3**

BUSI-8060. Managing Employees  
ACCT-8500. Managerial Accounting and Analysis

**Semester 4**

STEN-8110 Project Management I  
BUSI-8150 Business Analytics

**Semester 5**

STEN-8980 Strategic Management 1  
8000 level business course

**Semester 6**

8000 level business course  
8000 level business course

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	FALL	WINTER	SUMMER
Year 1	BUSI-8020 Core Concepts of Accounting I	BUSI-8050. Marketing Management	BUSI-8060. Managing Employees
	BUSI-8030 Fundamentals of Financial Accounting	FINA-8040 Advanced Corporate Finance	ACCT-8500 Managerial Accounting and Analysis
	BUSI-8000 Foundations of Business	Residency 1 - Interpersonal Dynamics	
Year 2	BUSI-8150 Business Analytics	STEN-8980 Strategic Management	8000 level business course
	STEN-8110 Project Management I	8000 level business course	8000 level business course
	Residency 2 - Interpersonal Dynamics		Residency 3 - Interpersonal Dynamics

Residency weekends play a crucial role in enhancing the overall experience and learning outcomes of a managers and professionals MBA program. The intensive in-person sessions are strategically scheduled to ensure maximum participation while addressing both logistical and administrative considerations. The design of the residencies not only reinforces the theoretical and practical knowledge gained through the coursework but also provides invaluable opportunities for deeper engagement between students, faculty, and peers. The residency weekends are an essential component of the program, designed to enhance academic learning, build a strong professional network, and foster a collaborative learning environment. The residencies provide an opportunity for students to not only apply what they've learned but also to grow as leaders within their industries.

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

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

Separating the MBA M&P program into three phases is a strategic approach to ensure students are sufficiently prepared for the successful attainment of program learning outcomes. During the first semester in phase one of the program, students will focus on the fundamentals of business needed to be successful in the remainder of the program. Once the foundation courses are completed, students will move into the second phase, which builds on theoretical concepts and the practical skills required for an MBA graduate. The program's last phase then entails three electives in which students can select graduate-level business courses from areas of interest.

The modified structure provides flexibility in content delivery, with the coursework primarily offered through online platforms. In addition to the three phases, the program includes three in-person residency weekends. These weekends are designed to host workshops that enhance leadership skills, offer dynamic and inspiring experiences focused on business skills and professional development, and provide opportunities for students to meet, network, and engage in person.

**C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)**

**C.3.1.1 Normal Duration for Completion**

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

The normal completion of the MBA M&P program is 6 semesters. Students who are granted advanced standing may finish the program in 5 semesters.



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**C.3.1.2 Program Research Requirements**

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

N/A

**C.3.1.3 New or Changes to Fields in a Graduate Program (optional)**

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

N/A

**C.3.2 For All Program Proposals**

**C.3.2.1 New or Changes to Standing Required for Continuation in Program**

*Minimum average requirements for continuation in the program. Must conform to the regulations for standing required for continuation in the program as set out in Senate policy. Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

N/A

**C.3.2.2. New or Changes to Standing Required for Graduation**

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

N/A

**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2)**

**COMPLETE THIS TABLE FOR GRADUATE PROGRAMS**

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the *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.*

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Master of Business Administration Managers and Professionals (Formerly MBA for Managers and Professionals)  
*Learning outcomes were last updated: June 10, 2016*

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
<p>A.  <del>Integrate and apply theoretical knowledge acquired, to business experience.</del>  <del>Explain how change in activity in one business function affects outcomes in other business functions and the success of the enterprise.</del>  <b>Apply depth and breadth of knowledge across business disciplines, consistent with high skilled managers.</b></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>
<p><del>Develop a research question and apply appropriate research methods in a real world business context.</del>  <del>Apply solid research skills to assist in framing decision making from a managerial perspective (Also relevant to C.)</del>  <b>Apply appropriate research methods in a real-world business context.</b>  <b>Use research to inform decision making from a managerial perspective (Also relevant to C).</b></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship  3. Level of Application of Knowledge  6. Awareness of Limits of Knowledge</p>
<p>C.  <del>Apply research and scholarship to complex business decisions. Integrate experience, theory and proven business strategy to solve complex and ill-defined problems which arise in a business setting. Recognize 'red flags' or potential issues in a business context and develop an appropriate response.</del>  <b>Apply research and scholarship to advanced- level business decision-making.</b>  <b>Recognize issues in a business context and develop an appropriate response.</b></p>	<p>C. critical thinking and problem-solving skills</p>	<p>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</p>
<p>D.  <del>Use numeracy to inform forecasting and prediction in business situations.</del>  <del>Select relevant quantitative techniques and apply them to accounting and finance decisions in a managerial perspective.</del>  <del>Explain the meaning of quantitative results effectively.</del>  <b>Articulate advanced financial understanding as it relates to business</b>  <b>Select relevant quantitative techniques and apply them to accounting and finance decisions using a managerial perspective.</b></p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship  5. Level of Communication Skills</p>

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
<p>E. Identify ethical, social and environmental problems, assess them critically, and develop implementable, holistic, multi-stakeholder solutions. Recognize and articulate the interconnectedness between the economy, society and the environment. <b>Apply ethical decision-making as it relates to the ‘triple bottom line’ of people, planet, and profit.</b> <b>Engage in ethical decision making.</b></p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits</p>
<p>F. <del>Apply theoretical principles of verbal, non-verbal and written communication to present results and recommendations in a professional manner in actual business settings.</del> <del>Convey ideas using the style and terminology which is standard practice.</del> <del>Produce clean, clear, concise business reports, and presentations.</del> <b>Effectively communicate orally and in writing.</b> <b>Convey ideas through common business terminology.</b></p>	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>
<p>G. Work well as both a team leader, and a team member. <b>Build Contribute to</b> teams and groups to achieve success beyond each individual’s personal capabilities</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Professional Capacity/Autonomy 5. Level of Communication Skills</p>
<p>H. <del>Think “outside of the box” using creative processes relevant to a variety of complex business contexts in a novel and insightful way.</del> <del>Apply principles, concepts and processes which are conventional in one business discipline to identify and solve issues in a different business discipline.</del> <b>Develop and present professional business reports</b> <b>Apply creative processes relevant to a variety of complex business contexts.</b> <b>Formulate ideas for creative solutions. (Also relevant to C).</b></p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>I. <del>Recognize and explain the limitations of their own business sense</del> <del>Build and communicate a plan of action for future personal development to support areas of strength and build up areas of weakness.</del></p>	<p>I. the ability and desire for continuous learning</p>	<p>4. Professional Capacity/autonomy</p>

**PROGRAM DEVELOPMENT COMMITTEE  
MAJOR PROGRAM CHANGES  
FORM B**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
<b>Professional limitations and then develop and implement a plan to grow from a personal and professional position).</b>		

**C.4.3 Mode of Delivery (QAF section 2.1.2.2)**

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

Appropriate delivery methods will be used, which can include technologically mediated delivery of teaching and learning activities. The MBA M&P will incorporate a blended learning delivery of teaching and learning activities delivered virtually in asynchronous and synchronous format, with three in-person residency weekends.

**D. MONITORING AND EVALUATION (QAF section 2.1.2.4)**

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

Formal monitoring of students' progress will occur at various points throughout each course. The curriculum prioritizes the imparting of knowledge, and the application of professional judgment based on that knowledge. While technical knowledge can be assessed through examinations in isolation, it is essential to evaluate a student's ability to apply knowledge in the context of analyzing and resolving real business problems. The assessment of progress will encompass multiple dimensions, incorporating direct participation in class, peer evaluations, and instructor assessments of achievements across a range of relevant tasks. Evaluation will be conducted both on an individual basis and within the context of team/group work as deemed appropriate.

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

*Describe the appropriateness of the plans to monitor and assess:*

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

Students' progress will be formally monitored at multiple points during each course. The focus of the curriculum is imparting knowledge and the exercise of professional judgment based on that knowledge. The technical knowledge can be assessed at a first level using examinations, but it is crucial to examine the ability of the student to apply this knowledge in the context of analyzing and resolving real business problems. The formative and summative evaluations of progress will be multidimensional, including direct engagement during class, peer evaluations, and instructor evaluations of accomplishment on a variety of appropriate tasks. Students will be evaluated on both an individual and team/group basis as appropriate.

**E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)**

*[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.] – N/A*

**PROGRAM DEVELOPMENT COMMITTEE  
MAJOR PROGRAM CHANGES  
FORM B**

**APPENDIX A – BUDGET SUMMARY SHEET**

<b>Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)</b>						
<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Revenue</b>						
Tuition income*	945,000	1,102,500	1,102,500	1,417,500	1,575,000	6,142,500
Potential Provincial funding**						
Other sources of funding (please list)						
<b>Total Revenue</b>	<b>945,000</b>	<b>1,102,500</b>	<b>1,102,500</b>	<b>1,417,500</b>	<b>1,575,000</b>	<b>6,142,500</b>
<b>Expenses</b>						
Additional Faculty member						
Additional Staff/Technician						
GA/TA*** (1000-1500hrs@ \$50)	50,000	60,000	60,000	75,000	75,000	320,000
External Examiners (for graduate programs)						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses:						
<b>Marketing</b>	<b>12,500</b>	<b>12,500</b>	<b>12,500</b>	<b>12,500</b>	<b>12,500</b>	<b>62,500</b>
<b>Sessional Instructors (5-7)</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>70,000</b>	<b>70,000</b>	<b>290,000</b>
<b>Total Expenses</b>	<b>112,500</b>	<b>122,500</b>	<b>122,500</b>	<b>157,500</b>	<b>157,500</b>	<b>672,500</b>
<b>Net Income</b>	<b>832,500</b>	<b>980,000</b>	<b>980,000</b>	<b>1,260,000</b>	<b>1,417,500</b>	<b>5,470,000</b>

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

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

\*\*\*Estimate \$xxx per GA/TA allocation

**University of Windsor  
Program Development Committee**

\*5.4.1:           **Business (Graduate) – New Course Proposal (Form D)**

Item for:       **Approval**

Forwarded by: **Faculty of Graduate Studies**

**MOTION: That the following course be approved:^  
BUSI-8000. Foundations of Business**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The new course has been approved by the Odette School of Business Council and the Faculty of Graduate Studies Council.
- This will be a new course for the MBA Managers and Professionals program.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Master of Business Administration - Managers and Professionals
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Odette School of Business
<b>FACULTY(IES):</b>	Odette School of Business

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

**Course # and Title:** BUSI-8000. Foundations of Business

##### A.1 Calendar Description

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

This course takes a holistic approach to developing students' understanding of their roles as managers and professionals in business. The course emphasizes team-based learning and interactive participation, moving away from traditional lectures to foster engagement through case discussions and collaborative project work. Key themes in the course include the fundamental elements of strategic management, fostering strategic thinking, and enhancing critical thinking through case analysis. Students will develop analytical, decision-making, and interpersonal management skills, taking initiative and responsibility for their success throughout the course.

##### A.2 Experiential Learning Categories

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

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

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

##### A.3 Other Course Information

*Please complete the following tables.*

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

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

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	N/A
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#### Is the new course a required course in one or more programs?

  X   Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the new course proposal (PDC Form D)]

       No

If yes, list all programs for which this course will be required:

**MBA MP**

#### **B. RATIONALE**

##### **B.1 Course Goal(s)**

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

This course serves as a core component of the program, designed to equip managers and academic professionals with essential business knowledge and management skills. It provides students with a foundational understanding of business foundations, strategic management, decision-making, and critical thinking, which are integral for leadership roles in various organizational settings. This course aims to bridge theoretical concepts with practical applications, fostering the development of well-rounded managers who can navigate complex business environments. As a course within the course-based master's program, it offers valuable insights into key management principles, making it highly beneficial for those seeking to enhance their leadership and analytical capabilities.

##### **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 X 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?*



# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

- *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 managers and professionals with over 5 years of work experience as it builds on learner's business knowledge, leadership skills, and technical skills required to be successful in the business landscape.
- *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 Odette School has established a permanent standing committee with responsibility for monitoring all practices at Odette, educating faculty, students, and staff on Indigenization, and promoting professional development opportunities for faculty and staff that advance the goals of Indigenization and reconciliation at Odette.
- *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 M&P program, students will learn the importance of building respectful relationships with Indigenous peoples and the importance of stewardship of the land for future generations.
- *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.
  - Indigenous content will be incorporated into orientation and residency weekends.
- *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)*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

- Jaimie Kechego, Learning Specialist – Field of Indigenization
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
  - Not at this time, but this is a topic that will be explored in the future.

#### B.3 LEARNING OUTCOMES (QAF section 2)

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Provide insight into the management of various types of businesses (e.g., new ventures, corporations, partnerships) and their environments.	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. Complete the process of intentional assessment and analysis of information and evidence in a business context, which is used to justify business decisions.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Identify and state the challenges to and methods for socially, environmentally, and ethically responsible decision making.	E. responsible behaviour to self, others and society
F. Employ strong interpersonal skills, including active listening, clear articulation of ideas, and constructive feedback to stakeholders.	F. interpersonal and communications skills
G. Collaborate effectively in team projects that achieve multifaceted goals.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

*Please provide as much information on projected enrolment as possible.*

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	15	20	25	30	30

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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 course is a preparatory offering for students entering the Master of Business Administration for Managers and Professionals (MBA-MP) Program without a bachelor's degree in commerce or business administration. As such, the course will have no effect on existing offerings in the M.B.A.-M.P. Program or at the Odette School of Business. BUSI-8000 (Foundations of Business) is not required in other programs.

#### 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*

This course will require one instructor for one term each year with expertise in business fundamentals. The existing faculty complement has multiple faculty who are qualified to teach the class.

##### 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. The course falls within the normal teaching load of current full-time faculty.

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

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

Not applicable as the M.B.A.-M.P. is a course-based program.

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

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

Not applicable.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### 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.)

None.

#### 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.

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.

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

University of Windsor  
Program Development Committee

\*5.5: Law – New Course Proposal (Form D)

Item for: Approval

Forwarded by: Faculty of Law

**MOTION:** That the following course be approved:<sup>^</sup>  
LAWG-5852. Mental Health Justice Clinic

<sup>^</sup>*Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The new course has been approved by the Faculty of Law Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Mental Health Justice Clinic</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Faculty of Law</b>
<b>FACULTY(IES):</b>	<b>Law</b>

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

**Course # and Title: LAWG-5852. Mental Health Justice Clinic**

##### A.1 Calendar Description

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

This course is an opportunity for students to reflect on the violence that legal systems inflict on consumers/survivors of the psychiatric system. It offers students both substantive knowledge (as a weekly seminar) and practical experience (as a regular in-person placement in a community service setting). Students will attend in-class seminars where they will investigate the relevant laws and issues impacting individuals with mental health disabilities. Students will also attend regular in-person clinic dates during the semester. The clinic will be held at a community organization where mental health supports/services are also delivered. Health Justice Partnerships integrates lawyers and law students into health settings and are critical examples of cross-sector collaboration that addresses social problems that no one sector can solve on its own. Students work in support of the movement of disabled and “Mad” people by providing summary advice, public education and outreach under the supervision of counsel. (Prerequisite and/or Co-requisite: LAWG-5849. Mental Health and the Law) (This is an experiential learning course)

##### A.2 Experiential Learning Categories

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

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A.3 Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning
3	36	X				1			2

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
LAWG-5849. Mental Health and the Law	LAWG-5849. Mental Health and the Law				

**\*\*\*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.*

In this course, students will be supported to critically reflect on the availability and quality of justice for consumers and survivors of the psychiatric system. Disabled people face distinct structural, legal, economic, and other disability-related barriers to accessing justice, with downstream impact that threatens their recovery, reintegration, and rehabilitation. The Clinic is rooted in the understanding of health equity as foundational to access to justice and recognizes law's utility to protect and promote the social determinants of mental health. In the course's prerequisite or co-requisite course ("Mental Health and the Law"), students reviewed, summarized, and critically examined fundamental principles of mental health law in Canada, including the state's legal powers and duties (and its limits) to ensure the conditions required for people to be well.

In this clinic course, students will be supported to engage, in an on-the-ground sense, with diverse viewpoints about what it means to be considered "Mad" and how this challenges the legal construction of capacity and "mental illness". Students will work in support of the movement of disabled and Mad people. Students will support the work of community organizations that serve the consumers/survivors of the psychiatric system by participating in the development of legal and other strategic responses to access to justice barriers facing consumers and survivors of the psychiatric system. Under the direct supervision of a lawyer, students provide direct legal services and support the development of law reform submissions.

##### 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*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

*Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967). In developing this new course, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

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

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

This course has been developed in close and careful collaboration with community-led and local service organizations, including the Empowerment Council and Shkaabe Makwa at the Centre for Mental Health and Addiction, dedicated to building new ways of caring for each other that respects and honours the expertise of First Nations, Inuit, and Métis communities. The Clinic will routinely serve clients who are Indigenous, under the supervision of a lawyer.

This Clinic course acknowledges that culture is central to healing. Mental health law governs many interpersonal relationships, including to land and spirit. Westernized approaches overlook the health-harming significance of colonization and dispossession. This course will invite students to consider colonialization as a social determinant of mental health, as explored through readings by Indigenous authors and guest lectures.

The required readings for the in-class portion of the clinic seminar will consider the mental health disparities facing Indigenous communities. The seminar will address the issue of social construction of mental disability in context of Indigenous experiences (lived, historical, contemporary). Students will be introduced to experts, including representatives from the Thunderbird Partnership Foundation, to learn about strengths-based engagement with clients that values culture, community, and compassion.

Ongoing and historical trauma and socio-economic disadvantage have placed Indigenous people at disproportionate risk of for adverse health outcomes, including related to their mental health. Students will be introduced to trauma-informed/trauma-capable lawyering, and strategies that recognize trauma responses and establish trust-based relationships with Indigenous clients who are survivors of the psychiatric system. The curriculum will also critique the medicalization of trauma responses.

### 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***



# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

<i>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.</i>	
<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze, synthesize and apply case law, policy documents, and legal processes to address systemic violence by advocating for clients and communities impacted by mental health law.	A. the acquisition, application and integration of knowledge
B. Conduct advanced legal research and produce clear, well-written legal documents and public education materials addressing matters of importance to mental health law on behalf of clients.	B. research skills, including the ability to define problems and access, retrieve and evaluate information
C. Critically evaluate legal frameworks and court decisions to identify and address client entitlements and legal problems by producing strategic responses to complex issues in mental health law.	C. critical thinking and problem-solving skills
D. Analyze, synthesize, and communicate complex information regarding the effectiveness of legal responses to current challenges in Canadian mental health law.	D. literacy and numeracy skills
E. Critically analyze the relationship between law and movements of disabled people and psychiatric survivors to evaluate their impact on justice and advocacy. Identify and address ethical issues and dilemmas in client matters.	E. responsible behaviour to self, others and society
F. Provide comprehensive client support by investigating issues, communicating legal information with clarity and cultural sensitivity, and advocating through written and oral communications	F. interpersonal and communications skills
G. Develop and justify a strategic course of action to address complex, emergent legal problems.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### B.4 Demand for Course

<i>Please provide as much information on projected enrolment as possible.</i>
---

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	15	15	15		

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

<i>What will be the impact of offering the new course on enrolments in existing courses in the program or Department?</i>
---

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

This course will supplement, but be distinguishable from, the current health law offerings at the Faculty of Law:

- “Mental Health and the Law” is offered as a mid-sized seminar course which explores the construction of mental health in civil and criminal mental health systems.
- “Health Law in Practice” adopts an experiential pedagogical approach, offering students first-hand insight into the management of medical malpractice litigation.
- “Public Health Law in Canada” surveys upstream approaches to population-level perspectives to emergent public health issues like opioid crisis, vaccination hesitancy and police killings.

This course builds from those courses’ theoretical underpinnings. This course takes the form of a clinic to provide students with a hands-on and experiential learning opportunity under the direct supervision of a lawyer experienced in mental health law. During regularly scheduled clinic days, students will have the chance to directly apply their knowledge and skills to real-world scenarios. The regular clinic day allows students to actively participate in providing summary advice, public education, and outreach to individuals within the mental health and addiction service user community. They will conduct this work under the direct supervision of a lawyer (Clinic Lawyer).

Furthermore, the Clinic offers students the opportunity to contribute to ongoing legal and policy research towards disability justice. They will support the development of practical solutions to the access to justice barriers faced by consumers and survivors of the psychiatric system. By being involved in the Clinic's operations and growth, students not only gain valuable experience in the field but also actively contribute to the advancement of mental health law.

Students will attend in-class seminars where they deepen their understanding of the relevant laws and issues affecting individuals with mental health disabilities. This combination of practical experience in the clinic and theoretical learning in the classroom provides a well-rounded and comprehensive educational experience for the students.

#### 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 Clinic will rely on the following existing resources (*human, physical and financial*) from the Faculty of Law.

- Clinic Director - one faculty member (or sessional) who is responsible for the legal pedagogy of the Clinic (approximately 10 hours a week)
- Administrative support for a class of 15 students
- Meeting space once a week for a small seminar class

This Clinic will rely on the following existing resources (*human, physical and financial*) outside the Faculty of Law.

- Information and technology support for a shared folder and email account

This Clinic will rely on outside resources, funded externally, including:

- Part-time clinic lawyer who oversees the students’ legal services to client

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

- Clinic Coordinator to schedule appointments with clinic clients

#### **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.*

Typically, this course's delivery, supervision, and overall coordination will not rely on the availability of adjunct, limited term, and sessional faculty. However, the course structure, including the clinic component and in-class seminars, can still be implemented in the absence of full-time faculty (for example, in the case of a sabbatical year). Where necessary, there is an extensive network of lawyers who practice in this area of law, who may be available to oversee and guide the clinic and seminar activities.

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

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

N/A

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

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

N/A

#### **C.4 Anticipated New Resources (QAF sections 2.1.2.6)**

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

The Clinic will optimize existing clinical and experiential programs/courses by building on faculty expertise in mental health law and longstanding relationships with community organizations and legal practitioners.

#### **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 Clinic will be administered by a Clinic Coordinator and Clinic Lawyer, with oversight from law faculty expert in the subject area. These two positions are funded externally. By securing external funding, the faculty can offset some of the costs associated with implementing the Clinic, thereby reducing the strain on internal resources. The part-time Clinic Coordinator plays a crucial role in coordinating various Clinic activities. This ensures reduces the need for additional space or resources. External funding ensures the effective implementation of the Clinic without significantly impacting other areas or programs within the Faculty of Law.

#### **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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

<b>Staff:</b>	N/A
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	The course will need access to a small seminar room, once a week.
<b>Equipment (and Maintenance):</b>	N/A

**University of Windsor  
Program Development Committee**

\*5.6: **Arts and Science – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

**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
Engineering	Dr. Afsaneh	September 25, 2023	yes	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. *(subject to timely and clear submission) These changes require no new resources.	Fall 2025
--	-----------

**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](http://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**

**ARSC-1000. Introduction to Interdisciplinary Arts and Science**

This course examines how various academic disciplines contribute to integrative understanding. The course examines the history of interdisciplinary studies and different models of integration. Students will develop skills in interdisciplinary research and problem solving, in oral and written communication, and in the synthesis of diverse perspectives. ~~(Open only to students in the IAS program.)~~

**ARSC-3010. World Civilizations**

An introduction to the politics, culture and history of world civilizations. Focus will vary from year to year, depending on the interests of the instructor. ~~(Open only to students in the IAS program.)~~

**ARSC-3100. Modes and Methods of Inquiry**

This course introduces methodological themes and principles that span disciplines across the Arts and Sciences, with an emphasis on developing skills for the critical appraisal of research literature. The course will enable students to become critical readers of published research in a variety of disciplines. ~~(Open only to students in the IAS program.)~~

**ARSC-4100. Inquiry and Communication**

An examination to inquiry-based learning with a focus on contemporary political and social issues emphasizing the professional preparation and presentation of research results. This course is designed to provide experiences with planning, developing, and writing a research proposal under individual faculty supervision. In addition, group sessions

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

### FORM E

on research ethics, procedures, writing, and data analysis will be provided. ~~(Open only to students in the IAS program.)~~  
~~(Prerequisite: ARSC 3100.)~~

#### ARSC-4210. Science, Ethics and Social Policy

Students will explore the ethical dimensions of contemporary scientific controversies and their implications for social policy. The focus will vary from year to year but may include such topics as stem cell research, invitro-fertilization, and global warming, emphasizing the role of scientific and ethical arguments in policy formation. ~~(Open only to students in the IAS Program) (Prerequisite: ARSC 3100.)~~

#### 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 Bachelor of Interdisciplinary Arts and Science program (IAS) is committed to the University of Windsor's stated goal of building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As a small interdisciplinary program run out of the FAHSS Dean's Office, we must revise our own program structure and practices to align with this goal, while also drawing from the ongoing work undertaken by the many AAUs in FAHSS and the Faculty of Science where IAS students take courses to fulfill their degree requirements. Our work towards decolonization and Indigenization is ongoing and iterative, and rooted in a recognition that there is significant room for growth in this area within IAS. As the core faculty administering the program and/or teaching ARSC courses consists exclusively of settler scholars, we also acknowledge the importance of meaningful consultation with Indigenous Knowledge Holders.

We are working to incorporate Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum in the following ways:

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

### FORM E

**Program Level:** As IAS begins to undertake a significant program review and renewal process in response to recommendations stemming from its most recent cyclical program, it faces an important opportunity to embed Indigenous content into its program requirements. It is doing this in two key ways: (1) revising core program requirements for all IAS students to include an Indigenous Studies course selected from available FAHSS options (GART/SOSC 1210, POLS 2000 PHIL 2300, ENGL 2320, HIST 2460, HIST 2470, or POLS 4000); (2) compiling a list of courses from its partner programs in FAHSS and the Faculty of Science that feature Indigenous content for students to take as part of their chosen major or minor concentrations, posting this list on the IAS website, and highlighting these options in student advising sessions.

**Course Design:** Core IAS courses (course code ARSC) integrate Indigenous ways of knowing into their learning outcomes and include Indigenous content in the form of scholarly readings and case studies on topics ranging from the ethics of medical experimentation to vaccine hesitancy to climate change. The following are some examples of readings from current ARSC courses taught by Dr. Brian MacPherson and Dr. Maureen Muldoon:

Anthony-Stevens, Vanessa & Matsaw, Sammy. "The productive uncertainty of Indigenous and decolonizing methodologies in preparing interdisciplinary STEM researchers." *Cultural Studies of Science Education*, vol. 15, 2020, pp. 595-613.

Bell, Nicole. "Teaching by the medicine wheel." *Education Canada*, vol. 54, no. 3, 2014, pp. 14-16.

Ford, James D. "Indigenous Health and Climate Change." *American Journal of Public Health*, vol. 102, no. 7, 2012, pp. 1260-66.

McGuire-Kishebakabaykwe, P.D. "Exploring resilience and Indigenous ways of knowing." *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, vol. 8, no. 2, 2010, pp.117-131.

Mosby, I. and Swidrovich, J. "Medical experimentation and the roots of COVID-19 vaccine hesitancy among Indigenous Peoples in Canada." *CMAJ*, vol. 193, no. 11, 2021, pp. E381-E3.

Simonds, V.W. and Christopher, S. "Adapting Western research methods to indigenous ways of knowing." *American Journal of Public Health*, vol. 103, no. 12, 2013, pp. 2185-2192.

As we continue to revise our curriculum, we find Trent University's Arts & Science program to serve as a useful model for how it integrates Indigenous ways of knowing into its program, which requires students to take a credit in Indigenous studies, as well as in its core courses, beginning with ASCI 1001H Arts and Science 1: Interdisciplinary Perspectives, which structures the material of the course according to the four directions of the medicine wheel. The new chair, Dr. Michelle MacArthur, will be consulting with Trent's program chair for further information about how Trent has integrated Indigenous ways of knowing into its program. We also plan to identify opportunities to invite Indigenous guest speakers into our core courses or in partnership with other units in FAHSS, such as the Humanities Research Group where Dr. Michelle MacArthur is a longstanding board member and which presents talks by Indigenous speakers in each of its annual programs.

Except for the ARSC core courses, a substantial majority of required courses taken by IAS students are offered by FAHSS and the Faculty of Science. The many disciplines falling within these faculties engage with the historical and current practices of colonization that impact Indigenous People, contemporary Indigenous identities and their intersections (e.g., with gender, sexuality, disability), and social and cultural erasure, resistance, and revitalization. By studying these perspectives through the lens of interdisciplinarity, BIAS students have the opportunity to broaden their understanding of colonization and its wide-reaching impacts.

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

### FORM E

**Education and Training:** In accordance with TRC recommendation 62. ii, which calls for all levels of government to “provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms,” our faculty have engaged in training offered by the university (through our respective AAUs, CTL, and Senate) and our professional associations. We recognize that our responsibility to seek education and training in this area is on-going and part of a lifelong learning process.

#### A.2 Experiential Learning Categories

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

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

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

#### B. Learning Outcomes for the Courses Listed Above

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

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



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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ARSC-1000. Introduction to Interdisciplinary Arts and Science</b> <i>(Note: These are new learning outcomes)</i>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

ARSC-1000. Introduction to Interdisciplinary Arts and Science 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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Describe the evolution of academic disciplines and the emergence of interdisciplinary studies.</p> <p>Explain "interdisciplinary" studies and their relevance to the world today.</p> <p>Distinguish between multidisciplinary, interdisciplinary and transdisciplinary research methods.</p> <p>Explain how Indigenous ways of knowing contribute to interdisciplinary ways of knowing.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Identify various interdisciplinary research methods in scholarly writing.</p> <p>Describe, explain and analyze research methods of at least two academic disciplines.</p> <p>Compare and contrast how disciplines differ and overlap in their contributions and limitations in addressing complex problems.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

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

<b>ARSC-1000. Introduction to Interdisciplinary Arts and Science</b> <b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Critically examine complex social problems and apply interdisciplinary knowledge and research methods to address these problems.	C. critical thinking and problem-solving skills
D. Integrate conflicting insights from two or more academic disciplines to establish common ground.	D. literacy and numeracy skills
E. Respectfully engage in discussions with peers. (Also relevant to F. and G.)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Apply interdisciplinary knowledge and research methods to current and future complex social issues.  Construct their academic intellectual autobiography.	G. teamwork, and personal and group leadership skills
H. Integrate the contributions of the humanities with those of the social and natural sciences.	H. creativity and aesthetic appreciation
I. Research and share interdisciplinary scholarship on topics of personal interest.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ARSC-3010. World Civilizations</b> (Note: These are new learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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

**LEARNING OUTCOMES TABLE**

<b>ARSC-3010. World Civilizations</b> <b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Construct a framework to delineate a “civilization.” Describe past and present civilizations. Identify the existential risks to past and present civilizations. Propose characteristics of future civilizations. Illustrate the history and variety of “civilizations” of Indigenous peoples.	A. the acquisition, application and integration of knowledge
B. Recognize and evaluate the strengths and weaknesses of various historical sources, including primary sources in translation, the built environment, material culture, secondary sources, textbooks, historical fiction, documentary films and feature films.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze the historical sources in relationship to the framework for “civilization.”	C. critical thinking and problem-solving skills
D. Identify the main issues and controversies in historiography and communicate their position verbally and in writing. Communicate the features of a “civilization” based on various frameworks.	D. literacy and numeracy skills
E. Respectfully engage in discussions with peers. (Also relevant to F. and G.)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Assess the value of significant works of art and the built environment as historical sources of characteristics of “civilizations.” Assess the value of important poetry, fiction, and photography as historical sources.	H. creativity and aesthetic appreciation
I. Assess current events through the lens of past, present, and possible future civilizations.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ARSC-3100. Modes and Methods of Inquiry (Note: These are new learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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.

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

**LEARNING OUTCOMES TABLE**

ARSC-3100. Modes and Methods of Inquiry 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. Articulate the similarities and differences between investigative methods used in the physical sciences (biology, chemistry, physics) and the social sciences (sociology, psychology, history).  Explain how Indigenous ways of knowing contribute as a necessary mode and method of inquiry.	A. the acquisition, application and integration of knowledge
B. Locate, synthesize, and analyze peer-reviewed literature to identify issues with methodologies and experimental designs.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify methodological issues in research and propose alternative methods to address these issues.	C. critical thinking and problem-solving skills
D. Identify key theses in peer-reviewed literature.	D. literacy and numeracy skills
E. Respectfully engage in discussions with peers. (Also relevant to F. and G.)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Construct alternative experimental designs to address emerging issues in scientific research.	H. creativity and aesthetic appreciation
I. Recognize and evaluate the ethical dimension of current and future scientific research.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ARSC-4100. Inquiry and Communication</b> (Note: These are new learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

**LEARNING OUTCOMES TABLE**

ARSC-4100. Inquiry and Communication 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. Explain how “interdisciplinary” research methods in academic disciplines contribute to advancing knowledge.  Evaluate the strengths and limitations of interdisciplinary and transdisciplinary research methods.  Examine how Indigenous ways of knowing can contribute to addressing complex social issues.	A. the acquisition, application and integration of knowledge
B. Apply the various schools of thought in interdisciplinary research methodology.  Use mapping to organize and integrate complex research and social issues.  Identify the interdisciplinary contributions to real-world activities, such as those in the built environment, sports, art, and theatre.  Examine existential risks from an interdisciplinary lens.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically examine the integration of interdisciplinary studies within various other contexts. Refer to B	C. critical thinking and problem-solving skills
D. Communicate interdisciplinary knowledge and research methods to various audiences in oral and written forms.	D. literacy and numeracy skills
E. Respectfully engage in discussions with peers. (Also relevant to F. and G.)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills

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<b>ARSC-4100. Inquiry and Communication</b> <b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
G. Construct their academic intellectual autobiography.	G. teamwork, and personal and group leadership skills
H. Integrate the contributions of art and literature with those of the social and natural sciences.	H. creativity and aesthetic appreciation
I. Research and share interdisciplinary scholarship related to their specific academic field of study.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ARSC-4210. Science, Ethics and Social Policy (Note: These are new learning outcomes)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>ARSC-4210. Science, Ethics and Social Policy</b> <b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and analyze ethical controversies arising from applying physical and social science to real-world problems.  Apply ethical theories to assess scientific research critically.  Examine the impact of science and social policy on Indigenous Peoples.	A. the acquisition, application and integration of knowledge

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<b>ARSC-4210. Science, Ethics and Social Policy</b> <b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Locate and synthesize scientific research from mainstream journals and identify ethical issues in research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate the ethical implications of research in the arts or sciences on various social groups.	C. critical thinking and problem-solving skills
D. Identify key theses in science, ethics and social policy in peer-reviewed literature.	D. literacy and numeracy skills
E. Respectfully engage in discussions with peers. (Also relevant to F. and G. )	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Construct alternative experimental designs to address emerging issues in scientific research.	H. creativity and aesthetic appreciation
I. Explain the ethical and social policy dimensions of scientific research currently and in the future.	I. the ability and desire for continuous learning

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\*5.7: Forensic Science – Summary of Minor Course and Calendar Changes (Form E)

Item for: Information

Forwarded by: Faculty of Science

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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

Fall 2025

**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](http://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**

~~LAWS-2190.~~ **FRSC-2190** Forensic Evidence and the Canadian Legal System

This course is designed as an introduction to the Common Law legal system in Canada and the place of forensic evidence in law. The following topics will be covered: the nature of law and the constitutional basis of legal authority in Canada; the court structure; the nature of the adversarial system and the criminal and civil process; burdens of proof and onus; a primer on the rules of evidence with special emphasis on the opinion of rule and the use of real and demonstrative evidence. **This course is restricted to students enrolled in a forensic science major program. (2 lecture hours and 1 tutorial hour per week.)**

**NOTE:** This course is currently coded as LAWS-2190 and is managed by the Faculty of Law. Following discussion between the Associate Deans of Law and Science, it was agreed that the Faculty of Science would take over management of the course as it is a service course only taught for forensic science students. The new course code (FRSC-2190) reflects that this course is now a forensic science course within the Faculty of Science. The course has been re-designed in hybrid format to incorporate both asynchronous lectures and in-person tutorials.]

**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,*



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35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

*In revising this/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 Faculty of Science in which the forensic science programs are based, has recently welcomed Mr Clint Jacobs, a recognized Indigenous Knowledge Connector as an expert in Indigenous-centered relationships to develop community-based initiatives in research, teaching and capacity development. With the support of Mr Jacobs, the forensic faculty plan to develop new pedagogical initiatives to create Indigenous-focused, learning strategies and outcomes for students within the Faculty of Science.

One action we have already taken is to introduce a Special Topics course in Forensic Archaeology in the summer 2024 semester. This course aims to teach many aspects of forensic archaeology that are directly relevant and applicable to current investigations of Residential Schools. Taught techniques will include the use of ground-penetrating radar to locate clandestine graves and the use of archaeological techniques to recover evidence of human remains. It is intended that this course will become a permanent offering in future years given its importance to both forensic and historical death investigations. The course will incorporate partnerships with local First Nations Knowledge Keepers and Archaeologists (through Dr Cioppa – see below) and the Ontario Archaeological Society.

Additionally, as part of the BFS and BA Combined Forensics program changes, we are strongly recommending that forensic students choose either one or more of the following courses as available electives: GART/SOSC-1210 Introduction into Indigenous Topics; PHIL-2300 Indigenous Philosophy of the Americas; and/or PHIL-4260 Philosophy of Law. These courses provide important new knowledge to our students and are available to science students with no or minimal pre-requisites, when offered.

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

The Forensic Science programs and its faculty members are committed to introducing meaningful Indigenous content, perspectives and material into all aspects of the programs, in both current and future curriculum development. The following provide examples of initiatives taken by forensic faculty members to understand and consider the importance of incorporating Indigenous knowledge into their courses:

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- Dr Shari Forbes (Chemistry and Biochemistry) commenced as the new Program Chair in January 1<sup>st</sup>, 2023 and participated in the 6-week course with the Centre for Teaching and Learning titled 'Pulling Together: A Guide for Curriculum Developers' taught by Jaimie Kechego, a teaching and learning specialist in the field of Indigenization. This course has assisted her to identify biases and gaps in her own knowledge, to gain ideas for building relationships with Indigenous people in the surrounding communities, and to actively revise the curriculum with a new lens to identify ways to include Indigenous knowledge that will benefit all learners within the forensic science programs. She has started to do this as outlined above.
- While Dr Maria Cioppa (School of Environment) has stepped down as Program Administrator, she plans to continue to supervise forensic research and thesis practicum students in geophysical research. Due to the subject matter relevance (the use of ground penetrating radar in cemeteries), she also took the CTL course to better incorporate Indigenous knowledges in her teaching and research. She has recently started a collaborative project with Caldwell First Nations archaeologists that aims to use GPR on some of their historical sites.
- Dr John Albanese (Integrated Biology) has incorporated Indigenous themes and concepts into the *BIOL-2063. Principles of Biological Anthropology* course taught to all forensic program majors. Topics include decolonization of knowledge creation, critiquing the racialization of human variation, and critiquing pseudo-scientific constructions of human differences that have been used to marginalize and exploit individuals and groups including Indigenous Peoples. A multidisciplinary, inclusive, and humanizing approach to understanding human evolution and modern human variation is presented in the course. Similar concepts and topics can be further incorporated into other courses within the forensic science program where human evolution and human variation is presented. Examples of relevant courses which have the flexibility to incorporate these topics include: FRSC-1000 Introduction to Forensic Science, FRSC-3217 Forensic Serology and DNA Applications, FRSC-3231 Forensic Anthropology, FRSC-4120 Human Skeletal Variation, and the new FRSC 4900 Capstone Project in Forensic Science (topic matter dependent).

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

The TRC recommends developing culturally appropriate curriculum which we will endeavour to achieve through consultation with Mr Clint Jacobs and other appropriate people at the University of Windsor. It recommends respecting and honouring Treaty relationships. We have increased our understanding of these relationships through the CTL workshop which involved self-reflection activities about the TRC Calls to Action. One of the TRC principles particularly relevant to our forensic science courses is the 'Investigation of Missing and Murdered Indigenous Women and Girls (MMIWG)'. One of our police Sessional Instructors has recently established a Cold Case Taskforce through the Windsor Police Service. Prior to commencing this taskforce, he reached out to the Can-Am Indian Friendship Centre of Windsor to seek their input on investigating MMIWG as part of this taskforce. He is also incorporating content on MMIWG in the FRSC 4018-2 Cold Case Investigations course taught to our forensic science students. This will assist to raise their awareness and prepare those students for working in policing careers in the future.

One of the guiding *University Principles* is to "recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff." Dr Sherah VanLaerhoven (Forensic Science faculty member in Integrative Biology) is of Indigenous heritage and has had significant input into curriculum design and planning of the forensic science programs. Her awareness of Indigenous knowledges has informed the planning process and continues to inform her teaching and research in forensic science.

#### ***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?***

We recognize that our knowledge of the history of land acknowledgements and other approaches is limited. Before introducing Indigenous knowledge into the forensic science programs, we are endeavouring to recognize our knowledge gaps and biases, and address these by attending courses taught by CTL (e.g. Tips for Writing a Meaningful Land Acknowledgement; Journeying Down a Path of Understanding: Treaty Education in Ontario) and other events

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such as the Indigenous Speaker Series through the Elder College Team. Some of this content also focuses on Settler Colonialism and Decolonization and requires self-reflection activities to engage in a critical analysis of these topics.

***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?***

Through self-analysis, we recognize that our ability to incorporate Indigenous knowledge and content in our forensic courses is currently limited. Rather than implementing Indigenous learning outcomes immediately, we are committing to increasing our knowledge and understanding of the importance of Indigenizing all forensic science curriculum, not just one course. Through this journey, we are identifying Indigenous material and perspectives that are particularly relevant to our students. Our first steps have been to introduce new courses (e.g. Forensic Archaeology) and recommended electives in the program syllabus (mentioned above) where the appropriate expertise and knowledge are already available at the University of Windsor. Through self-reflection and ongoing learning, our forensic faculty members will increase their own awareness of Indigenous knowledge and incorporate appropriate learning outcomes in their respective courses.

#### 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"/>

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**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 holding 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.	
<b>COURSE NUMBER AND TITLE:</b>	FRSC 2190 Forensic Evidence and the Canadian Legal System <i>These are new learning outcomes.</i>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**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
Locate and assess legislation, as well as trial and appeal (of mostly criminal) case-based common law decisions.	A U of Windsor graduate will have the ability to demonstrate:
Describe the process of, and the actors involved in, a criminal trial, as well as in pre-trial events, including interim release, motions and preliminary inquiries.	A. the acquisition, application and integration of knowledge
Access and search legal databases to obtain relevant case law decisions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
	C. critical thinking and problem-solving skills
N/A	D. literacy and numeracy skills
Explain the role and ethical duties of the expert witness in court processes and the justice system, and the role forensic science has played in cases of miscarriages of justice.	E. responsible behaviour to self, others and society
Apply legal principles and basic legal reasoning to various case and simulated fact situations, and communicate conclusions in debates and discussions.	F. interpersonal and communications skills
Work effectively to lead groups in debates and discussions.	G. teamwork, and personal and group leadership skills
N/A	H. creativity and aesthetic appreciation
Engage in reflective feedback, including self and peer assessment for their professional career.	I. the ability and desire for continuous learning

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**\*5.8: Interdisciplinary and Critical Studies – Summary of Minor Course and Calendar Changes (Form E)**

**Item for: Information**

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

**Background Information:**

- The Department of Interdisciplinary and Critical Studies (IACS) is re-numbering its courses to have a standardized system for the whole department. We considered three options as a Faculty Council: 1) Keeping existing options; 2) Changing to all IACS; and, 3) Creating composite codes for IACS-and program
- The department discussed this over four council meetings and agreed on the third option.
- Classes that were cross-listed between IACS programs (i.e. WGST/DISB/WORK) became IACS numbers.
- Courses that are specific to an individual programs became (ICDS for Disability Studies, ICLS for Labour Studies, ICWG for Women and Gender Studies).
- This solution fulfilled the dual purpose of having a consistent numbering system in the department and maintaining program identity. Numbers are all four digits. The first digit is the year of the course, the second is program-specific, and the third and fourth are consistent with the previous numbering for the course.

*See attached.*

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This package includes the following courses changes:

**INTERDISCIPLINARY AND CRITICAL STUDIES**

IACS-1000 ~~SJST1000 DISB1000~~ Social Justice in Action  
IACS-2100 ~~SJST2100~~ Being Heard: Advocating for Social Change  
IACS-2170 ~~SJST2700 WORK2700~~ Speaking Truth to Power: Voice and Activism  
IACS-2180 ~~SJST-2180 WORK-2180~~ Everyday Conflicts and Their Resolution  
IACS-2350 ~~SJST-2350 WGST-2350~~ Disability, Madness, and Social Justice  
IACS ~~CWG-2370 SJST2370 WGST-2370~~ Queer Activism  
IACS-2400 ~~WORK2400 WGST-2400~~ Work and Equality  
IACS ~~CWG-2600 WORK-2600 WGST-2600~~ Women and Globalization  
~~IACS-3000 SJST3000 Social Justice Seminar (Deleted)~~  
IACS-3500 ~~SJST-3500 WGST-3500~~ Practical Strategies for Social Change: Intervening to Prevent Sexual Violence  
IACS-4500 ~~SJST-4500 WGST-4500~~ Practicum in Social Change  
IACS-4601 ~~WORK4601 WGST4601~~ Seminar on Prostitution, Sexual Labour and Health

**DISABILITY STUDIES (ICDS)**

ICDS-2010 ~~DISB-2010~~ Theory and Culture  
ICDS-3020 ~~DISB-3020~~ Historical Approaches to People with Disabilities  
ICDS ~~WG-4010 DISB-4010~~ Community Approaches, Advocacy and Empowerment  
ICDS-4020 ~~DISB-4020~~ Service Delivery Systems and Independent Living  
ICDS-4610 ~~DISB4610~~ Community Practice  
ICDS-4650 ~~DISB4650~~ Community Orientation to Disability Issues

**LABOUR STUDIES (ICLS)**

ICLS-1000 ~~WORK1000~~ Labour and Social Movements in Canadian Society  
ICLS-1500 ~~WORK1500~~ Working for a Living  
ICLS-2000 ~~WORK-2000~~ Labour Law and Workers' Rights  
ICLS-2550 ~~WORK-2500~~ Worker Health and Safety  
ICLS-3270 ~~WORK-3270~~ Social Movements  
ICLS-3490 ~~WORK3490~~ Canadian Labour History  
ICLS-3500 ~~WORK-3500~~ Investigating Contemporary Workplace Issues  
ICLS-3700 ~~WORK-3700~~ Industrial-Organizational Psychology

**WOMEN AND GENDER STUDIES (ICWG)**

ICWG-1000 ~~WGST1000~~ Women in Canadian Society  
ICWG-1200 ~~WGST1200~~ Gal Pals: Women and Friendship  
IAWG-1300 ~~WGST1300~~ Imagining Women  
ICWG-2110 ~~WGST2110~~ Women and Politics  
ICWG-2190 ~~WGST-2190~~ Gender, Movement and Performance  
ICWG-2200 ~~WGST2200~~ Women, Race, and Social Justice  
ICWG ~~ACS-2300 WGST2100~~ Gender, Sexuality and Social Justice  
ICWG ~~ACS-2320 WGST2200~~ Women, Race, and Social Justice  
ICWG-2360 ~~WGST-2360~~ Feminist Philosophies  
ICWG-2380 ~~WGST2380~~ Good Relations: Indigenous Sovereignty, Feminism, and Reconciliation  
ICWG-2500 ~~WGST2500~~ Women's Bodies, Women's Health  
ICWG-2510 ~~WGST2510~~ History of Women's Movements in North America  
ICWG-2700 ~~WGST2700~~ Gender, Power, and Language  
ICWG-2800 ~~WGST-2800~~ Boys to Men: A critical exploration of masculinities  
ICWG-2990 ~~WGST2990~~ Special Topics in Women's Studies

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ICWG-3000 ~~WGST-3000~~ Seminar in Emerging Feminist Scholarship  
ICWG-3050 ~~WGST-3050~~ Feminist Theories  
ICWG-3060 ~~WGST-3060~~ Frameworks for Feminist Research  
ICWG-3100 ~~WGST-3100~~ Women and the Law  
ICWG-3330 ~~WGST-3300~~ Victims, Survivors, and Warriors: Men's Violence in the Lives of Women and Girls  
ICWG-3340 ~~WGST-3340~~ Love, Honour, and Obey: Marriage and Gender  
ICWG-3400 ~~WGST-3400~~ Women, War and Peace  
ICWG-3470 ~~WGST-3470~~ Social Work and Violence  
ICWG-3530 ~~WGST-3530~~ Women, Power, and Environments  
ICWG-3540 ~~WGST-3540~~ Home, Work and Leisure in the Digital Age  
ICWG-3550 ~~WGST-3550~~ Feminist Social Work Practice  
ICWG-3590 ~~WGST-3590~~ Women, Knowledge, and Reality  
ICWG-3800 ~~WGST-3800~~ Masculinity, Crime and Punishment  
ICWG-3850 ~~WGST-3850~~ Tough Chicks: Representations of Women's Strength and Anger in Popular Culture and Society  
ICWG ~~IACS-3990~~ ~~WGST-3990~~ Special Topics  
ICWG-4000 ~~WGST-4000~~ Exploring the Feminist Voice  
ICWG-4100 ~~WGST-4100~~ Power, Resistance, Protest  
ICWG-4630 ~~WGST-4630~~ History of Gender and Sexuality  
ICWG-4900 ~~WGST-4900~~ Special Topics in Women's and Gender Studies

**COURSE DELETIONS:**

~~DISB-1000 Social Justice in Action~~  
~~WORK-2700. Speaking Truth to Power: Voice and Activism~~  
~~WORK-2180. Everyday Conflicts and Their Resolution~~  
~~WGST-2350 Disability, Madness, and Social Justice~~  
~~WGST-2370 Queer Activism~~  
~~WGST-2400 Work and Equality~~  
~~WGST-2600 Women and Globalization~~  
~~WGST-3500 Practical Strategies for Social Change: Intervening to Prevent Sexual Violence~~  
~~WGST-4601 Seminar on Prostitution, Sexual Labour and Health~~



# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

### FORM E

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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

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

Spring 2025

#### 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](http://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****

#### INTERDISCIPLINARY AND CRITICAL STUDIES (IACS)

##### IACS-1000 ~~SJST1000~~ ~~DISB1000~~ Social Justice in Action

Students investigate the local and global origins of a contemporary social problem through the eyes of social justice activists. Students will assess the strengths and limitations of strategies and theoretical frameworks for social change and use this knowledge to create social action messages that raise public awareness, influence government or corporate policy, or positively change attitudes and behaviours. (~~Also offered as DISB-1000~~)

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**IACS-2100 ~~SJST-2100~~ Being Heard: Advocating for Social Change**

Students envision a better world by raising awareness about social problems and practicing the advocacy skills needed to create a more just society. Students prepare, present and defend action plans that address the needs of those communities whose voices are undervalued in public discussions. (Prerequisite: ~~DISB/SJST-1000~~ IACS-1100 or semester 3 standing or above or permission of the instructor.)

**IACS-2170 ~~SJST-2700~~ ~~WORK-2700~~ Speaking Truth to Power: Voice and Activism**

An examination of contemporary campaigns to improve the standard of living of Canadians. Students learn to conduct interviews and evaluate the effectiveness of social justice messages. (Semester 3 or above standing.) (Also offered as CMAF-2700, ~~WORK-2700~~ and DRAM-2700).

**IACS-2180 ~~SJST-2180~~ ~~WORK-2180~~ Everyday Conflicts and Their Resolution**

Students design and practice techniques for resolving everyday conflicts with friends and co-workers effectively and respectfully, and without damaging interpersonal relationships. Students learn to focus on the problem, not the person; identify and respond to hidden agendas and subvert personal attacks. (Pre-requisite: Semester 3 or above standing or permission of the instructor. ( Also offered as PSYC-2180 and ~~WORK-2180~~.)

**IACS-2350 ~~SJST-2350~~ ~~WGST-2350~~ Disability, Madness, and Social Justice**

This course uses first-person narratives to engage students in experiences of disability and madness. Students learn to develop a feminist intersectional, anti-ableist analysis of their own thoughts, feelings and behaviours in relation to disability, madness, and other intersecting forms of oppression. Intersections of disability, madness, race, class, sexuality, and gender identity are explored. Topics may include disability and madness in popular culture, disability and sexuality, mad activism, disability justice, and feminist perspectives on disability and madness. (~~Prerequisites: WGST-1000 or SJST/DISB-1000~~) (Also offered as ~~WGST-2350~~) (Prerequisites: IACS-1100).

**IACS-~~CWG-~~2370 ~~SJST-2370~~ ~~WGST-2370~~ Queer Activism**

Students engage with 2SLGBTQIA+ activism, past and present. Students investigate how queer communities are created and sustained through protest, alliance-building, symbols, and memes.

**IACS-2400 ~~WORK-2400~~ ~~WGST-2400~~ Work and Equality**

This course explores how paid and unpaid work are gendered, valued and rewarded. Students investigate how public policy, law, collective bargaining, and advocacy enhance equality in pay and working conditions for women and racialized workers. (**Prerequisites: IACS-1100 or IACS-1550 or SACR-1000 or SACR-1100**) (~~Also offered as WGST-2400~~)

**~~SJST-3000 Social Justice Seminar~~**

~~An inter-disciplinary exploration of the role of the state, alternative media, arts, literature, critical pedagogy, international and domestic law, social movements, non-governmental agencies, international governmental agencies, and scholars in bringing about social change.~~

**IACS-2600 ~~WORK-2600~~ ~~WGST-2600~~ Women and Globalization**

This course introduces students to gender-sensitive analysis of the role of women in the global economy. Course materials cover the place of women in the international division of labour, the role of women in export-oriented industries in the "Third World," and women as "homeworkers" in the First and Third World. Students will utilize relevant empirical material to develop critical thinking and an understanding of gender inequalities in the "development process." (Prerequisites: at least Semester 3 standing.) (~~Also offered as Work and Employment Issues WORK-2600.~~)

**IACS-3500 ~~SJST-3500~~ ~~WGST-3500~~ Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**

This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also

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provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers **(Restricted Spring 2024 Undergraduate Calendar to students who have attained a cumulative GPA of 66% or higher at the time of application) (Semester 4 standing or above and permission of the instructor by online application at bystanderinitiative.ca)** (Also offered as KINE-3501, PSYC-3500, SARC-3500, SOSC-3500, SWRK-3500)

**IACS-4500 ~~SJST-4500~~ ~~WGST-4500~~ Practicum in Social Change**

Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual violence and bystander intervention, and they lead sexual violence prevention workshops to groups of students on campus. This course equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% or higher in KINE-3501/**IACS-3500**/SOSC-3500/PSYC-3500/~~SJST-3500~~/SWRK-3500/~~SACR-3500~~/~~WGST-3500~~ and permission of the instructor by online application at bystanderinitiative.ca.) (Also offered as PSYC-4500, SACR-4500, ~~SJST-4500~~, SOSC-4500, SWRK-4500, ~~WGST-4500~~). (This is an experiential learning course.)

**IACS-4601 ~~WORK-4601~~ ~~WGST-4601~~ Seminar on Prostitution, Sexual Labour and Health**

This course engages in a critical study of the conception and construction of prostitution/sex work and sexual labour and its impact on social determinants of health. Students will be required to examine and critically reflect on a variety of issues pertaining to adult consensual sex work and the impact of public policy on the health and well-being of people working in the sex industry. Substantive topics may include: policy and regulation; the construction of sex trafficking; stigmatization; politics and the media; violence and victimization; health and safety; customers; and organizing and advocacy. Course delivery may vary according to instructor preference. **(Prerequisite: Semester 7 standing or above, or permission of instructor)** (~~Cross-listed with WGST-4601 and SOSC-4601~~) (Also offered as SOSC-4601)

**DISABILITY STUDIES (ICDS)**

**ICDS-2010 ~~DISB-2010~~ Theory and Culture**

This course explores the multiple meanings of disability and emphasizes the lived experience and knowledge generated by people with disabilities. It critically examines how Western economic, medical, moral, and social norms produce social exclusion and marginalization. It introduces students to key Disability Studies theorists, theories, and social justice models that resist ableism by addressing issues of access, accommodation, cultural representation, and identity. This course uses an intersectional framework to consider how variances in race, ethnicity, gender-identity, sexuality, class, citizenship, and culture impact both individual and collective experiences of disability. It considers how Disability Studies differs from other disciplinary approaches to disability, understands disability as a social construct, and positions disability as difference rather than deficit. (Prerequisite: ~~SJST/DISB-1000~~ IACS-1100.)

**ICDS-3020 ~~DISB-3020~~ Historical Approaches to People with Disabilities**

This course will select national and international milestones highlighting people, events, and legislation that have affected disability rights. It will include historical discussions about significant dates related to the eugenics movement, the civil rights movement, the self-help movement, deinstitutionalization, demedicalization, and consumerism. **(Prerequisite: ICDS-2010)**

**ICDSWG-4010 ~~DISB-4010~~ Community Approaches, Advocacy and Empowerment**

Students will critically review traditional approaches to professional practice with people with disabilities, with special attention to the role of the professional. Using case studies, students will explore professional intervention strategies that promote full participation and equality for people with disabilities. Other themes include self-determination and choice, supporting disability rights and self advocacy organizations, and building alliances. Recognizing how important family is to many people with disabilities, this course will also explore the implications of the views and experiences of family members. Stressing the need for empowerment, this course introduces students to social change movements as led by people in search of full citizenship who have disabilities. The implications for empowerment, created by the advent of new technologies, is also explored. **(Prerequisite for Social Work/Disability Studies students: ICDS-2010. Prerequisite for all other students: IACS-3420)**

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**ICDS-4020 ~~DISB-4020~~ Service Delivery Systems and Independent Living**

This course helps the student understand how to put the social model of disability into practice. It will encourage students to analyze power, inequality and influence and then to build strategies for actions. It will promote a team-oriented approach by using case studies to examine the issues of access and related policies and practices that support or impede inclusion. Theoretical and practical approaches draw from the perspective that people supported by human services need opportunities to lead dignified lives with the means to exercise greater personal choice, control and independence. The Independent Living model and organization exposes students to multiple issues that involve the actions of consumer leaders, activists and managers in designing, organizing and changing services and support models for people with disabilities. This course considers how people with disabilities access societal and community resources, engage socially, and take part in policy development and implementation. **(Prerequisite: ICDS-4100)**

**ICDS-4610 ~~DISB-4610~~ Community Practice**

This four course equivalent sequence is a field placement, designed to enable students to apply and integrate the various theoretical perspectives and themes explored in the Disability Studies program. Students will work with people with disabilities in community agencies and programs and develop respectful and empowering professional skills. Students will also have the opportunity to gain knowledge of an issue or area of specific interest. Students will acquire knowledge of the needs and issues relevant to at least one disability group. **(Semester 7 standing in Disability Studies Program)** **(Prerequisite: IACS-2410, IACS3-420, IASC-4410, IACS-4420)**

**ICDS-4650 ~~DISB-4650~~ Community Orientation to Disability Issues**

This two-course equivalent sequence is a field placement, designed to enable students to apply and integrate the various theoretical perspectives and themes explored in the Disability Studies program through implementation of a community based project. Students will work with people with disabilities in community agencies and programs and develop respectful and empowering professional skills. Students will also have the opportunity to gain knowledge of an issue or area of specific interest. This will necessitate the development of an individual or group project of interest and importance to the organization involved. **(Semester 7 standing in Disability Studies Program)** **(Prerequisite: IACS-2410, IACS-3420, IACS4410, IACS4420)** **(Anti-requisite: IACS4460)** **(Winter 2012: Offered as Pass/Non-Pass.)** **(This is an experiential learning course.)**

**LABOUR STUDIES (ICLS)**

**ICLS-1000 ~~WORK-1000~~ Labour and Social Movements in Canadian Society**

An interdisciplinary introduction to the study of labour and social movements, focussing on their efforts to address the needs of workers, women, ~~gays and lesbians, social and ethnic minorities, students, and the poor~~ LGBTQIA2S+ community members, minoritized peoples, Indigenous peoples, and students.

**ICLS-1500 ~~WORK-1500~~ Working for a Living**

This course uses the students' own experiences of work to examine the economic, social, and psychological significance of paid and unpaid work in Canadian society, the tasks and values assigned to various kinds of work, and the relationship between work and living standards.

**ICLS-2000 ~~WORK-2000~~ Labour Law and Workers' Rights**

This course examines the everyday application of employment law and human rights legislation to workplace issues. Students investigate the rights and responsibilities of workers and employers in unionized and non-unionized environments.

**ICLS-2550 ~~WORK-2500~~ Worker Health and Safety**

An interdisciplinary examination of the political, legal, social, and economic aspects of occupational health and safety. This course covers the history of health and safety within industrial, office, and rural contexts in Canada and other parts of the

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~~world-~~ This course examines how working conditions affect health and safety and evaluates the extent to which Ontario's health and safety legislation helps workers identify and protect themselves from workplace hazards. **(Prerequisites: IACS-1550 or IACS-1300 or SACR-1000 or SACR-1100)**

**ICLS-3270 ~~WORK-3270~~ Social Movements**

An examination of theories and case studies of world revolutions, class struggles, and various social movements, such as the feminist, gay and lesbian, labour, native, ecological, and other movements. **(Labour Studies students must have at least Semester 5 standing) (Prerequisites: IACS-1100 or SACR-1100) (Can be taken for Social Arts credit.)**

**ICLS-3490 ~~WORK-3490~~ Canadian Labour History**

Development of the Canadian labour movement and an analysis of the Canadian working-class experience during the nineteenth and twentieth centuries. **(Semester 4 standing or above or consent of instructor.)** (Also offered as HIST-3490)

**ICLS-3500 ~~WORK-3500~~ Investigating Contemporary Workplace Issues**

Students consolidate and enhance their knowledge of workplace rights and responsibilities by identifying and analyzing labour management problems in union and non-union settings. (Prerequisites: ~~WORK-2000~~ ICLS-2000 and ~~WORK-2500~~ ICLS-2500 and semester 5 standing.)

**ICLS-3700 ~~WORK-3700~~ Industrial-Organizational Psychology**

The study of employees, workplaces, and organizations. Topics include job analysis and competency models, recruitment, selection, and decision making, performance management, training, group and team processes in organizations, employee attitudes, affect, and behaviour, motivation, leadership, productive and counterproductive work behaviour **(Labour Studies students with at least Semester 4 standing or consent of instructor) (Prerequisites: PSYC-1150 and PSYC-1160)** (Also offered as PSYC-3700)

**WOMEN AND GENDER STUDIES (ICWG)**

**ICWG-1000 ~~1000~~ Women in Canadian Society**

This course illustrates and account for the position of women in Canadian society. We explore how gender identities are informed by the process of social construction which privileges some women while disadvantaging others.

**ICWG-1200 ~~WGST-1200~~ Gal Pals: Women and Friendship**

This course examines a diverse range of women's friendships. Through discussion, reading, and films we will explore topics such as the meaning of friendship for women, how women's friendships have been portrayed in literature and film, the link between friendship and social activism for women, and the political meanings of women's friendship in cultures resistant to woman-centered consciousness. **(Can be taken for Social Science or Arts credit.)**

**ICWG-1300 ~~WGST-1300~~ Imagining Women**

This course examines a broad cross-section of historical and contemporary representations of western women in popular culture, and visual media – photographs, film and video, the fine arts, and advertising. The student will be introduced to feminist and gender-related theories of representation. **(Can be taken for Social Science or Arts credit.)**

**ICWG-2110 ~~WGST-2110~~ Women and Politics**

An introduction to the principal themes in the study of women in Canadian politics. Topics may include: feminist theory, women in Canadian political institutions, the status of women in the Canadian economy, and gender equality rights in the Charter. (Also offered as POLS-2110)

**ICWG-2190 ~~WGST-2190~~ Gender, Movement and Performance**

This course explores how people come to know themselves and others through their bodies. Students investigate movement as a cultural message and explore how stereotypes connected to gender, race, sexuality, and ability are

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created and contested through the body. (Prerequisite: ~~WGST-1000~~ IACS-1300 or DRAM-1000 or with consent of the instructor.) (Cross-listed as a Social Science course in Women and Gender Studies, DRAM-2190.)

**~~ICWG-2200~~ ~~WGST-2200~~ Women, Race, and Social Justice**

This course examines race, racialization, racism, and anti-racism in Canada today. Students consider how racial and ethnic identities are created and experienced in conjunction with other identities such as gender, sexuality, social class, and (dis)ability as well as social justice activism that challenges the personal, social, political, and economic inequities based on these identities. This course challenges the essentializing of the category of 'woman' while examining how race and gender intersect in women's lives. Topics may include: colonization and systemic racism in Canada, white privilege, Indigenous womanhood, Islamophobia and Muslim women, resisting anti-Black racism, allyship and anti-racism, and the social construction of race. (Prerequisites: ~~WGST-1000~~ ICWG-1000 or permission of the instructor.)

**~~ICWG ACS-2300~~ ~~WGST-2100~~ Gender, Sexuality and Social Justice**

This course examines the personal and cultural meanings of sexual and gender identities in Canada today. Students consider how sexual and gender identities are created and experienced in conjunction with other identities such as race/ethnicity, social class, and (dis)ability and explore social justice activism that challenges the personal, social, political, and economic inequities based on these identities. Topics may include: transgender, intersex, and non-binary perspectives, Indigenous and queer people of colour activism, 2SLGBTQIA+ identities, feminist online resistance, disability and desirability, colonialism and the sex/gender binary, and the social construction of sex, gender, and sexuality. (**Prerequisites: IACS-1300**) (Also offered as SACR-2100.)

**~~ICWG ACS-2320~~ ~~WGST-2200~~ Women, Race, and Social Justice**

This course examines race, racialization, racism, and anti-racism in Canada today. Students consider how racial and ethnic identities are created and experienced in conjunction with other identities such as gender, sexuality, social class, and (dis)ability as well as social justice activism that challenges the personal, social, political, and economic inequities based on these identities. This course challenges the essentializing of the category of 'woman' while examining how race and gender intersect in women's lives. Topics may include: colonization and systemic racism in Canada, white privilege, Indigenous womanhood, Islamophobia and Muslim women, resisting anti-Black racism, allyship and anti-racism, and the social construction of race. (**Prerequisites: ICWG-1100 or permission of the instructor**)

**~~ICWG-2360~~ ~~WGST-2360~~ Feminist Philosophies**

An examination of key philosophical themes in feminism and philosophical debates among feminists. The themes and subjects of debate addressed may include sexism and oppression, feminist identity; theories the political significance of language, personal appearance, and pornography; feminist ethics; and feminist theories of knowledge. (Prerequisite: PHIL-1100 or PHIL-1120 or semester 3 or above standing, or consent of the instructor. Can be taken as an Arts credit.) (Also offered as Philosophy PHIL-2360).

**~~ICWG-2380~~ ~~WGST-2380~~ Good Relations: Indigenous Sovereignty, Feminism, and Reconciliation**

Contemporary Indigenous feminist scholarship interrogates Indigenous historical experience and ancestral practices to reimagine a future that centers good relations, which involves a deep appreciation for Indigenous sovereignty, consent, and care. Colonization is a violent structure that devalues women, non-human beings, and other living relations. This course explores the impact of colonial structures on Indigenous ways of being in the present and showcases the work of Indigenous feminist scholars, artists, and activists fostering good ways of relating to each other as we slowly work collectively towards the ideals of reconciliation. Students will learn about the variety of Indigenous ways of being, Indigenous feminist approaches to historical narratives, tensions between Indigenous, feminist, and progressive ways of imagining the future, and how to respectfully approach Indigenous consultation and learning.

**~~ICWG-2500~~ ~~WGST-2500~~ Women's Bodies, Women's Health**

This course examines and critiques commonly cited biological evidence in support of sex differences and male superiority, including research on anatomy, genetics, hormones, and differential brain functioning. Students explore the social, cultural,

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and political meanings of the female body and consider how these understandings influence medical and non-medical definitions of “health” for women. Students investigate how sexism, classism, racism, ageism, and homophobia shape how individuals think about and value different female bodies. (Prerequisite: One Women’s and Gender Studies course or permission of the instructor.) (Can be taken for Social Science or Arts credit.)

**ICWG-2510 ~~WGST-2510~~ History of Women's Movements in North America**

An exploration of the collective action of women in the past and present in North America. Areas of study may include women's involvement with the temperance, civil rights, suffrage, trade union, environmental, reproductive rights, and women's liberation movements. (Also offered as HIST-2510)

**ICWG2700 ~~WGST2700~~ Gender, Power, and Language**

This course makes visible the politics hidden in the English language. Students learn how to identify and challenge aspects of language structure and use which perpetuate power and privilege. Topics include naming, slang, metaphor, grammar rules, and humour. (Prerequisite: Semester 3 standing or above and one Women's and Gender Studies course or consent of the instructor.) (Can be taken for Social Science or Arts credit.)

**ICWG-2800 ~~WGST-2800~~ Boys to Men: A critical exploration of masculinities**

This course uses personal narrative and popular culture to examine the lived realities of boys and men. The course explores dominant models of masculinity in order to challenge gender stereotypes that often flatten and narrow the lives of boys and men, and also the lives of women and girls. (Semester 4 standing or above.)

**ICWG2990 ~~WGST2990~~ Special Topics in Women's Studies**

Special Topics courses will be offered occasionally to meet a demonstrated academic need that cannot be satisfied by regular course offerings. (Prerequisites: will vary depending on the subject.)

**ICWG-3000 ~~WGST-3000~~ Seminar in Emerging Feminist Scholarship**

This course focuses on a selected topics in Women’s and Gender Studies, which may vary according to special faculty interests and/or significant current issues. Topics may include: feminist politics, feminist activism, feminist social movements, gender and dis/ability, gender identities, trans identities.

**ICWG-3050 ~~WGST-3050~~ Feminist Theories**

This course traces the evolution of contemporary feminist theories, the connection between theory and practice, and illustrates the significance of theory-driven practice on women's lives. **(Semester 5 standing or above) (Prerequisites: two Women's and Gender Studies courses at the 2000-level or above)**

**ICWG-3060 ~~WGST-3060~~ Frameworks for Feminist Research**

An exploration of the diverse approaches to feminist research in a variety of fields. Students will examine the core questions and approaches that various disciplines bring to the study of women. **(Prerequisites: Two courses at the 2000-level or above from Women's and Gender Studies or consent of the instructor.)**

**ICWG-3100 ~~WGST3100~~ Women and the Law**

This course examines the relationship between gender inequality and the legal system. Topics include abortion, marriage, divorce, custody, equal pay, sexual harassment, rape, pornography, and prostitution. Students are introduced to basic legal research tools, such as statutes, regulations, cases, and legal literature. **(Prerequisites: two Women's and Gender Studies courses)**

**ICWG-3330 ~~WGST3300~~ Victims, Survivors, and Warriors: Men’s Violence in the Lives of Women and Girls**

An interdisciplinary exploration of male men’s violence against women and girls locally and globally. The course will explore the power of language to shape our understanding of issues, the many forms of subtle and explicit violence, the impact of

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violence on the individual and the status of women, and the creative resistance of women and girls, among other issues. **(Semester 4 or above standing) (Prerequisites: two Women's and Gender Studies courses)**

**ICWG-3340 ~~WGST-3340~~ Love, Honour, and Obey: Marriage and Gender**

Romantic heterosexual love shapes contemporary notions of marriage for both straight and gay women. But marriage is about much more than love. It shapes women's lives and organizes relations between women and men. This course examines the interpersonal, economic, social, cultural, and legal aspects of marriage past and present, primarily in North America. **(Prerequisite: HIST-2510 or One Women's and Gender Studies course or permission of the instructor.)** (Also offered as HIST-3340)

**ICWG-3400 ~~WGST-3400~~ Women, War and Peace**

This course examines the various and distinct ways in which women experience war and peace, in both historical and contemporary contexts. Topics include home fronts during wartime in both combat and non-combat zones, women's peace activism, displacement, war crimes against women, women in combat, and media coverage of women and war/peace across the 20th and 21st centuries. **(Prerequisite: POLS-2600 or one 2000-level Women's and Gender Studies or History course or consent of the instructor.)** (Also offered as HIST-3400)

**ICWG-3470 ~~WGST-3470~~ Social Work and Violence**

Examines aspects of violence in society, particularly against marginalized groups. The primary focus is on generalist social work intervention related to violence. **(Open to senior students. Required course for Social Work/Women's and Gender Studies students; elective for BSW students. Prerequisite: One Women's and Gender Studies course or permission of the instructor)** (Also offered as SWRK-3470)

**ICWG-3530 ~~WGST-3530~~ Women, Power, and Environments**

This course focuses on environmental issues as they affect women across cultures. It provides a feminist critical analysis of the power relations in modern societies that cause environmental degradation and examines the theories, policies, and institutions that contribute to unsustainable practices. Emphasis is placed on the women-nature debate within various environmental social movements and the historical role women have played as activists. **(Semester 3 or above standing) (Prerequisite: one course at the 2000-level or above from Women's and Gender Studies or Sociology) (Can be taken for Social Arts credit)**

**ICWG-3540 ~~WGST-3540~~ Home, Work and Leisure in the Digital Age**

An intersectional exploration of how home, work and leisure are reproduced through space-time relations that are organized and augmented by mobile technologies. Topics may include an investigation of the home as a contested racialized and gendered workspace, remote and mobile technologies in identity practices, history making and community-building, or the changing meaning of mobility for workers under globalization. **(Semester 5 or above standing) (Prerequisites: SACR-1100 or IACS-1100)** (Also offered as SARC-3540 )

**ICWG-3550 ~~WGST-3550~~ Feminist Social Work Practice**

This course prepares students to apply the principles, processes, and techniques of feminist social work practice. **(Required course for Social Work/Women's and Gender Studies students; elective for BSW students. (Prerequisite: One Women's and Gender Studies course or permission of the instructor)** (Also offered as SWRK-3550)

**ICWG-3590 ~~WGST-3590~~ Women, Knowledge, and Reality**

An exploration of feminist theories about knowledge and reality that inform and are informed by scholarship in Women's Studies. Students examine how gender might affect identity, reasoning, objectivity, and evidence, and in turn, how such variations might affect feminist political practices. **(Semester 5 standing or above) (Prerequisites: Two courses at the 2000-level or above from Women's and Gender Studies and/or Philosophy)** (Also offered as PHIL-3590)

**ICWG-3800 ~~WGST-3800~~ Masculinity, Crime and Punishment**



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Students examine the gendered nature of violence, crime and punishment in Canada today. Students will investigate how masculinity is lived on the streets, in the courts and in prisons, and imagine whether new forms of masculinity are possible. **(Prerequisites: IACS-2385 or permission of the instructor.)**

**ICWG-3850 ~~WGST-3850~~ Tough Chicks: Representations of Women's Strength and Anger in Popular Culture and Society**  
This course examines popular interest in "tough chicks.". Students investigate the social construction of women's and girls' anger and aggression in fiction, popular media, and real life. and how these understandings are rooted in sexist, racist, homophobic, and other **(Prerequisites: IACS-1100 and one 2000-level Women's and Gender Studies course or consent of the instructor)**

**ICWGACS-3990 ~~WGST3990~~ Special Topics**  
The content will vary to reflect student need and faculty expertise and may be offered as a cross-listed course with other programs. **(Semester 4 standing or above) Prerequisites: May apply depending on subject. (May be repeated for credit if content changes.)**

**ICWG-4000 ~~WGST4000~~ Exploring the Feminist Voice**  
Students apply theoretical learning in Women's Studies to individual lived experiences and actions. Through writing and other modes of representation, they communicate their feminist ideas to target audiences. **(Prerequisites: ICWG-3390 or ICWG-3350 and ICWG-3360-3060 or consent of the instructor.)**

**ICWG-4100 ~~WGST4100~~ Power, Resistance, Protest**  
This course explores how theories of power, resistance, and social change shape protest ethics and strategy. Students will learn how structuralist and poststructuralist ideas about power transform how feminists and anti-racists conceptualize protest and the role of protest in a larger political movement or campaign within a democratic state. Large public protest is never an end in itself and is always the culmination of much social change work, such as public education, letter writing, consciousness-raising, lobbying, boycotts, and other campaign strategies. Students will work to put their research and politics into action, designing and implementing key components of a political campaign illustrating what they are learning about effective protest design and strategy. **(Prerequisite: ICWG-2356 or (HIST-2510 and one 3000-level Women's and Gender Studies course) or consent of the instructor.)**

**ICWG-4630 ~~WGST4630~~ History of Gender and Sexuality**  
This course explores major themes in the history of gender and sexuality. These may include reproduction, contraception, and abortion; gender, race, and power; sexuality and the state; heterosexual relations and marriage; gay, lesbian, and transgender identities. Time period and geographical region will vary with the instructor. **(Semester 5 or above standing) (Prerequisite: IACS-2510 or HIST-2500 or HIST-2510 or permission of the instructor)** (Also offered as HIST-4630)

**ICWG-4900 ~~WGST4900~~ Special Topics in Women's and Gender Studies**  
The content will vary to reflect student need and faculty expertise and may be offered as a cross-listed course with other programs **(Semester 5 standing or above) (Prerequisite: one or more WGST courses or permission of the instructor) (Additional prerequisites may apply depending on subject.) (May be repeated for credit if content changes)**

**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?*

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

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

Departmental faculty members have participated in workshops and taken on self-learning materials. A departmental TRC committee developed some key terms and concepts for instructors to familiarize themselves with and apply to their courses including decolonizing the course by questioning the settler colonial foundations of the course concepts. As a group, faculty members have also re-envisioned the curriculum to see how we can better centre Indigenization and decolonization as central to the program rather than being an add on. A part of this is the integration of a single, post-disciplinary, department with integrated non-Eurocentric ways of knowing. This wholesale re-numbering of courses is a part of this effort.

Understanding and critiquing settler colonialism is central to the curriculum. Land acknowledgement is also built into our courses now. With respect to the course, the very definition of home, work, and leisure come under temporal and spatial interrogation that go beyond settler colonial perspective.

As indicated above, ongoing group reflection under the leadership of the departmental TRC committee will continue to guide our knowledge development around Indigenous peoples and experiences. This has also included the reading of key Indigenous thinkers.

This development is in line with all courses in the Interdisciplinary and Critical Studies Department, which take as foundational the problems of settler colonialism and the impact on Indigenous community and women in particular. The very concept of settler colonialism, decolonization and Indigenization are part of the courses that we explore with our students. We use this as the framework and lens to approach our courses. Courses will continuously seek out publications from Indigenous researchers to bring in Indigenous realities and ontologies. Land as the basic premise of Indigenous resistance and resurgence is taken up here and juxtaposed against imperial writings on spatialization. And we rethink histories as part of the course to temporalize power relations. As well, diverse learning methods will pluralize and add to the individualistic writing and reading dominant styles of learning.

Instructors will have varying experience with Indigenizing this course, but faculty members have participated in CTL, departmental workshops and re-envisioning of the program to be more fully prepared to undertake decolonizing themselves and Indigenizing the course. Settler Colonial Studies journal is also used to explore updates in the relevant areas. In the process of updating curricula and one's knowledge generally, instructors have taken on critical allyship and place-based solidarity writing particularly those from Indigenous authors and research on decolonizing knowledge production. They include the works of Canadian researchers about Indigenous experience and resistance - Leanne Simpson, Glen Coulthard, Eve Tuck, Cheryl Suzack, Kiera Ladner, Karen Anderson, Sarah Carter, etc. As well, works conceptualizing the effects and power of colonialism including Lorenzo Veracini, Scott Morgenson and Jodi Byrd, and literature from the global South and other racialized peoples who have confronted and grappled with working with Indigenous peoples including George Dei, Enakshi Dua, Davina Bhandar, Rita Dhamoon etc. Plans to take on Indigeneity

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scholarship by Latin American Indigenous scholars are in the works, specifically as we develop the Latin Studies program. Settler colonialism is a concept taken up as part of the critique of how gender relations are produced in Canada and transnationally. Concomitantly, decolonization is part of the ongoing reflection that instructors and students are asked to do in order to go beyond performing decolonialism and genuinely challenging oneself to incorporate alternative world views and realities in how we define the world and ourselves in relation to each other.

Course learning outcomes are set to be periodically revised to incorporate changes in our own thinking around decolonization and settler colonialism as an on-going process after this wholesale course re-numbering process.

#### 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>

#### All courses (Except ICDS-4650 and IACS-4500)

- ☒ **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"/>

#### ICDS-4650 Community Orientation to Disability (This is an experiential learning course)

- ☐ **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
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**IACS-4500 Practicum in Social Change (This is an experiential learning course)**

- ☐ **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:

professional practicum	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**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.	
<b>COURSE NUMBER AND TITLE:</b>	IACS-1000 <del>DISB-1000, SJST-1000</del> Social Justice in Action
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<u>  <b>x</b>  </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below. <b>(Last updated May 26, 2016)</b>
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____(check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**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:	A U of Windsor graduate will have the ability to demonstrate:
A. Explain the meaning and significance of building-block social justice/ social action concepts such as power, privilege and oppression; agency; community-building; systemic marginalization; etc.	A. the acquisition, application and integration of knowledge

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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>Explain how social problems manifest locally and globally (Also applies to E)</p> <p>Apply a power, privilege and oppression theoretical analysis to explain how issues become defined as social problems that merit attention and action</p> <p>A. the acquisition, application and integration of knowledge Apply a power, privilege and oppression theoretical analysis to explain:</p> <ul style="list-style-type: none"> <li>• the differential distribution of benefits and harms experienced by various groups living in the same community or country;</li> <li>• the differential impact of solutions proposed by governments, corporations or community organizations on various groups living in the same community or country (Also applies to C)</li> </ul> <p>Compare and contrast the daily manifestations of social problems in Canada and developing countries (Also applies to C)</p>	
<p>B. Locate, assemble, and interpret data from academic and non-academic sources to identify patterns of benefits and harms locally and globally (Also applies to D)</p> <p>Locate and extract pertinent information from academic and non-academic sources to identify the goals and strategies of social justice organizations and campaigns (Also applies to C)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Evaluate the extent to which social justice movements, organizations and campaigns embody the social justice principle, “think globally, act locally” and employ accurate information</p> <p>Evaluate the extent to which social justice movements, organizations and campaigns reflect the interests and needs of marginalized groups (Also applies to E)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Write well organized, grammatically correct arguments grounded in course materials grounded in relevant theory and evidence. (Also applies to F)</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. E. Practice problem-solving skills to resolve interpersonal conflicts in group work (Also applies to E)</p>	<p>F. interpersonal and communications skills</p>
<p>G. Describe and explain the importance of the prosocial attitudes and skills needed to work collegially and productively in groups Practice prosocial teamwork attitudes and skills (Also applies to E) (</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Create well-informed social change messages</p>	<p>H. creativity and aesthetic appreciation</p>

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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	IACS-2100 <del>SJST2100</del> Being Heard: Advocating for Social Change
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>January 1, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain and apply key terms including: advocacy, agency, rescue paradigm, and advocacy mapping  Differentiate between and explain the usefulness and limitations of a range of advocacy strategies, and provide examples of each  Analyze ethical issues (e.g., appropriation of voice) that arise because of social and organizational power differentials between advocates and marginalized communities. (Also applies to C, E)  Defend the importance of separate space and coalition building for effective advocacy and social change	A. the acquisition, application and integration of knowledge

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Formulate the changes needed to meet the needs identified by marginalized communities (Also applies to E)  Assemble and interpret information from academic and nonacademic sources, including marginalized communities, required to prepare an advocacy plan (Also applies to E)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use advocacy mapping to frame advocacy plans  Use strategic messaging to present and defend advocacy plans. (Also applies to D, F, G)	C. critical thinking and problem-solving skills
D. Prepare well organized and grammatically correct advocacy maps and advocacy plans	D. literacy and numeracy skills
E. Evaluate personal capacity to be an effective advocate over a range of strategies	E. responsible behaviour to self, others and society
F. Communicate effectively, both orally and in writing.	F. interpersonal and communications skills
G. Formulate constructive criticism to assist group members  Integrate constructive criticism offered by group members and course instructor into oral and written work (Also applies to E)	G. teamwork, and personal and group leadership skills
H. Design media messages to support advocacy plans	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>IACS-2170 SJST2700 WORK2700 Speaking Truth to Power: Voice and Activism</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ <b>June 29, 2020</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze the purpose, goals, and strategies of a social justice campaign that seeks to improve the terms and conditions of employment.	A. the acquisition, application and integration of knowledge
B. Design interview questions that comply with research ethics protocol. (Also applies to E, F.)  Conduct interviews and report data gathered. (Also applies to E, F.)  Use data to evaluate a hypothesis. (Also applies to A, C, E, F.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critique campaign materials, organizing strategies, and advocacy tools used to influence public opinion. (Also applies to A, B.)	C. critical thinking and problem-solving skills
D. Write logically argued, well organized, and grammatically correct papers.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Use active listening techniques to engage with and respond respectfully to the ideas of others, including those with different points of view. (Also applies to B, E, G.)  Reflect on ones' strengths and areas for improvement contributing to group discussions and decision-making. (Also applies to E.)	F. interpersonal and communications skills
G. Offer thoughtful and constructive criticism to group members. (Also applies to E.)	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

<b>COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.</b>	
<b>COURSE NUMBER AND TITLE:</b>	<b>IACS-2180 SJST-2180 WORK-2180 Everyday Conflicts and Their Resolution</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	



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I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>December 10, 2021 (Listed in the CUMA as PSYC-2180)</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**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:	A U of Windsor graduate will have the ability to demonstrate:
A. Define and explain the significance of building-block concepts such as negotiation, hidden agenda, shadow negotiation, mutual gain, BATNA (Best Alternative to a Negotiated Agreement);  Differentiate and evaluate the usefulness and limitations of different models of conflict resolution;  Describe, analyze, and provide examples of attitudes, emotions, and behaviours that commonly promote and obstruct conflict resolution.	A. the acquisition, application and integration of knowledge
B. Employ data to establish objective criteria, areas of mutual gain, and BATNAs that help resolve conflicts.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Create, experiment with, and critically evaluate the results of negotiating strategies that:  Maximize the likelihood of conflict resolution,  Utilize the strengths and counteract the limitations of your personal conflict resolution style and/or,  Work towards narrowing power differentials. (Also relevant to H)	C. critical thinking and problem-solving skills
D. Critically assess personal investment in winning or losing a	D. literacy and numeracy skills

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
negotiation; (Also relevant to F)	
E. Resolve conflicts respectfully without damaging relationships by: Listening actively to others, Negotiating in good faith, Responding with informed confidence, Practicing professional communication, Recognizing and assessing the position of others. (Also relevant to E.)	E. responsible behaviour to self, others and society
F. Employ a strengths-based approach when critiquing the conflict resolution skills of group members;  Utilize constructive feedback to strengthen personal conflict resolution skills.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG ACS-2300 WGST2100 Gender, Sexuality and Social Justice</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>November 16, 2022</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Define and explain the meaning and significance of foundational concepts and ideas about sex, gender, and sexuality using a social constructionism and intersectional feminist lens.</p> <p>Describe and analyze the reasons for and the effectiveness of efforts to challenge homophobia, transphobia, and other intersecting forms of oppression.</p> <p>Analyze how heteronormativity and cisnormativity (past and present) shapes individuals' sense of self and lived experiences of sexuality and gender. (Also applies to C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Select, organize, and evaluate concepts, ideas, and arguments in scholarly and popular texts to construct coherent and persuasive arguments. (Also applies to D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Defend the use of first-person narrative as a form of knowledge creation. Engage critically with gender, sexuality and social Justice concepts using a social constructionist and intersectional feminist perspective.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Identify, explain, and illustrate the main concepts, ideas, and evidence in scholarly and popular texts. (Also applies to B.)</p>	<p>D. literacy and numeracy skills</p>
<p>E. Critically reflect on personal beliefs and practices as they pertain to gender, sexuality, race, class, disability, and social justice. (Also applies to C, I.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Describe ideas persuasively orally and in writing.</p> <p>Articulate the rationale for challenging transphobia (trans)misogyny, sexism, homophobia, racism, classism, ableism, and other intersecting forms of oppression. (Also applies to C, G.)</p>	<p>F. interpersonal and communications skills</p>
<p>G. Construct an informed point of view relevant to gender, sexuality and social justice.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Apply film terminology to analyse, interpret and assess film and other forms of social media from an intersectional feminist perspective.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Relate discourses of heteronormativity and cisnormativity to daily life. (Also applies to C.)</p> <p>Relate relevant concepts of gender, sexuality, and social justice to current events and global issues.</p> <p>Relate course ideas to current events and global issues as they pertain to gender, sexuality, 2SLGBTQIA+ issues, and social change.</p>	<p>I. the ability and desire for continuous learning</p>

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

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Engage in a social justice action and, describe how the activism challenges ideas about gender, sexuality, race, class, and/or disability, and assess the action. (Also applies to E.)	

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICWG <del>ACS-2320</del> <del>WGST-2200</del> <b>Women, Race, and Social Justice</b> <i>Note: These are revised learning outcomes</i>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>April 7, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and explain the meaning and significance of foundational concepts and ideas from feminist anti-racist and <del>post-colonial theory</del> <b>anti-colonial theory</b> . Defend the theory that racial differences are socially constructed and have no basis in biology or evolutionary science.  Analyze dominant discourse messages about the intersection of race and gender as they apply to <b>Black women</b> , Indigenous women, <b>non-Black</b> women of colour, and white women.	A. the acquisition, application and integration of knowledge

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
<del>Explain why and how</del> <b><u>Identify and discuss specific strategies used by women to resist racialization, and provide examples. systems of oppression.</u></b>	
B. Select, organize, and evaluate concepts and ideas from scholarly and popular texts to construct coherent and persuasive arguments. (Also applies to C.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze and challenge everyday examples of racialization and white privilege <del>supremacy</del> . (Also applies to I.)  <b><u>Articulate how ideas of woman/hood are socially co-constructed with other identities through various systems of power (e.g. white supremacy, patriarchy, settler sovereignty, legality)</u></b>  <b><u>Identify and discuss specific examples of how policies, institutions or systems work to include or exclude certain people from the category of 'woman' in the context of Canada (and beyond)</u></b>	C. critical thinking and problem-solving skills
<del>D. Identify, explain, and illustrate the main concepts, ideas, and evidence in course readings. Construct coherent and grammatical essay style answers.</del> <b>Identify, explain, and illustrate the main concepts, ideas, and evidence from feminist, anti-racist, and anti-colonial theories, and draw on them to construct grounded and persuasive arguments.</b>	D. literacy and numeracy skills
E. Investigate personal investment in race-linked <b><u>social hierarchies of gender, race, class, ability, sexuality and citizenship.</u></b>  <del>Apply anti-racist concepts and ideas to re-imagine personal life story.</del>	E. responsible behaviour to self, others and society
<del>F. Construct and explain an informed point of view.</del>  <b><u>Debate ideas and collaborate respectfully with peers in class.</u></b>	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Defend the need to un-learn racism <b><u>and other internalized systems of oppression rooted in white settler supremacy.</u></b>	I. the ability and desire for continuous learning

**PROGRAM DEVELOPMENT COMMITTEE**  
**SUMMARY OF MINOR COURSE AND CALENDAR CHANGES**  
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<del>IACS-2350 WGST-2350 SJST-2350</del> <b>Disability, Madness, and Social Justice</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>January 14, 2022</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and explain the meaning and significance of foundational concepts and ideas about disability and madness using an intersectional feminist lens.  Engage critically with course readings and concepts using a critical disability studies and mad studies lens.	A. the acquisition, application and integration of knowledge
B. Identify and critique the methodologies and approaches involved in researching foundational concepts and ideas about disability and madness using an intersectional lens.  Evaluate, analyze, and synthesize research materials from primary and secondary sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically reflect on course concepts related to disability and madness	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Discuss ideas and collaborate respectfully with peers in class.	E. responsible behaviour to self, others and society
F. Describe ideas persuasively orally or in writing.	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE**  
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**FORM E**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Relate course ideas to current events and global issues.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>IACS-2400 WORK2400 WGST2400 Work and Equality</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>March 16, 2020</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Synthesize the key research findings about the impact of job segregation by gender and race on the value of work.</p> <p>Compare the effects of formal and substantive equality on the wages and working conditions of women and racialized workers. (Also applies to C.)</p>	A. the acquisition, application and integration of knowledge

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
B. Formulate a research hypothesis that is grounded in current literature. (Also applies to C, D.)  Cite sources correctly and consistently adhering to a specific citation style.  Describe the importance and purpose of ethical research methods, and conduct an ethical face-to-face interview. (Also applies to A, E.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze interview data and evaluate its strengths and limitations. (Also applies to B.)  Evaluate the strengths and limitations of public policy, union, and feminist efforts to enhance gender and race equality. (Also applies to A, E.)	C. critical thinking and problem-solving skills
D. Compose grammatical and persuasive arguments grounded in evidence. (Also applies to C.)	D. literacy and numeracy skills
E. Propose individual and policy initiatives to enhance gender and race equality.	E. responsible behaviour to self, others and society
F. Summarize interview data accurately, cogently, and grammatically.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Defend the need for individual and collective action to enhance gender and race equality.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<del>SJST-3000 Social Justice Seminar</del> N/A (This course is being deleted.)
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.



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**FORM E**

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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>IACS-2 SJST-3500 WGST-3500 Practical Strategies for Social Change: Intervening to Prevent Sexual Violence</b> <i>Note: These are revised learning outcomes.</i>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>May 31, 2021</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply the relevant theory and research respecting: sexual violence prevention, bystander intervention, social norms, and social change.	A. the acquisition, application and integration of knowledge
B. Critically evaluate the relevant literature. Also applies to D.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate situations and formulate appropriate strategies to reduce risk of sexual violence.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Develop strategies to interest others in changing social norms around sexual violence.	E. responsible behaviour to self, others and society

**PROGRAM DEVELOPMENT COMMITTEE**  
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**FORM E**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Analyze and critique personal investments in racist, sexist, and/or homophobic discourses which support sexual violence and sexual assault.	
F. Formulate constructive feedback for group members. (Also applies to G.)  Implement constructive feedback from group members and course instructors. (Also applies to G.)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Apply sexual violence prevention knowledge and principles in other settings (e.g., the workplace).	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	IACS-3990 WGST-3990 Special Topics
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> <b>X</b> 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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Critically evaluate established and emerging theories and apply them to a range of media or texts.	A. the acquisition, application and integration of knowledge
B. Research and evaluate ideas and scholarship to identify the strengths and limitations of analyses of the specific topic.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct careful and considered critical analysis of contradictions encountered when viewing complex issues through multiple lenses. Analyze scholarly literature on specific topics	C. critical thinking and problem-solving skills
D. Effectively communicate information and data into a single coherent and persuasive presentation.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate complex concepts clearly in written formats.	F. interpersonal and communications skills
G. Work with others respectfully to achieve group goals in a timely manner	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>IACS-4500 <del>SJST-4500</del> <del>WGST-4500</del> Practicum in Social Change</b> Learning outcome were last updated May 13, 2019 No changes are being proposed to the learning outcomes.
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

**PROGRAM DEVELOPMENT COMMITTEE**  
**SUMMARY OF MINOR COURSE AND CALENDAR CHANGES**  
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IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<p>_____ Learning outcomes need not be submitted.          PROVIDE DATE LAST REVIEWED BY PDC/SENATE then          go to the next course: <b>May 13, 2019</b>          (check CUMA database at:  <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a>)</p>
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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
A. Explain why Bringing in the Bystander™ is an effective sexual violence prevention workshop for university and college students. (Also applies to C)  Apply teaching methods needed to deliver Bringing in the Bystander™ program to small groups. (Also applies to F)	A. the acquisition, application and integration of knowledge
B. Critically evaluate relevant literature. (Also applies to D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.  Design and apply strategies to address barriers to learning and other difficulties relevant to sexual violence prevention.  Analyze the strengths and limitations of bystander-type intervention programs for a range of community members, in particular, racialized, Indigenous, and LGBTQ+ individuals.	C. critical thinking and problem-solving skills
D. Critically evaluate relevant literature. (Also applies to B)	D. literacy and numeracy skills
E. Develop and implement patient and professional responses to workshop participants' misunderstandings or challenges to authority.	E. responsible behaviour to self, others and society
F. Apply teaching methods needed to deliver Bringing in the Bystander™ program to small groups. (Also applies to A)  Communicate the knowledge and skills for effective bystander-type intervention programs orally and in writing.  Formulate constructive feedback for group members. (Also applies to G)  Implement constructive feedback from group members. (Also applies to F)	F. interpersonal and communications skills
G. Apply effective facilitation skills as a peer co-facilitator. Formulate constructive feedback for group members. (Also applies to F)	G. teamwork, and personal and group leadership skills

**PROGRAM DEVELOPMENT COMMITTEE**  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
Implement constructive feedback from group members. (Also applies to G)	
H.	H. creativity and aesthetic appreciation
I. Apply sexual violence prevention knowledge and principles in other settings (e.g., the workplace).	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	IACS-4601 <del>WGST4601</del> <del>WORK4601</del> Seminar on Prostitution, Sexual Labour and Health
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>October 8, 2021</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe and integrate key concepts/theories/policies/debates related to prostitution/sexual work, sexual labour and health.  Recognize and understand the value of social research, social science orientation	A. the acquisition, application and integration of knowledge
B. Identify important material from verbal and written resources and consult alternative resources for further understanding.  Read and evaluate ideas and research by scholars pertaining to prostitution/sexual work, sexual labour and health. (Also applies to C.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Compare, evaluate, and apply key concepts tied to prostitution/sexual work, sexual labour and health and contemporary social issues/theories/policies/debates.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely. (Also applies to F.)  Organize and present evidence coherently. (Also applies to F.)	D. literacy and numeracy skills
E. Employ notions of human dignity, respect, personal and civil rights, and health equity to reflect critically on personal choices and social policies pertaining to issues faced by marginalized populations. (Also applies to I.)	E. responsible behaviour to self, others and society
F. Express ideas related to the study of prostitution and sexual labour clearly and persuasively in written and oral formats, supporting positions with empirical evidence. (Also applies to B.)  Generate discussion and debate about issues pertaining to the study of prostitution/sexual work, sexual labour and health. (Also applies to G.)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Link and apply core concepts to further areas of study and to contemporary social issues/policy debates.	I. the ability and desire for continuous learning

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

<b>COURSE NUMBER AND TITLE:</b>	ICDS-2010 <del>DISB-2010</del> Theory and Culture
<b>SELECT ONE OF THE FOLLOWING:</b>	

**PROGRAM DEVELOPMENT COMMITTEE**  
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I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<u>  <b>x</b>  </u> 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: <b>March 16, 2020</b> _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify various Disability Studies theories and apply them to analyze disability issues. (Also applies to B.)	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze the applicability of the social model to various disability justice issues.	C. critical thinking and problem-solving skills
D. Write clearly about disability issues taking into account a range of perspectives.	D. literacy and numeracy skills
E. Work responsibly with peers and others in a culture of inquiry.	E. responsible behaviour to self, others and society
F. Communicate effectively and knowledgeably when addressing disability issues.	F. interpersonal and communications skills
G. Work as part of a team and take responsibility on completing group tasks.	G. teamwork, and personal and group leadership skills
H. Employ creative strategies that address ableism.	H. creativity and aesthetic appreciation
I. Integrate the social model of disability with efforts to further disability justice.	I. the ability and desire for continuous learning

**PROGRAM DEVELOPMENT COMMITTEE**  
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICDS-3020</b> <del>DISB-3020</del> <b>Historical Approaches to People with Disabilities</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>October 7, 2022</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Relate historical approaches to disability using current social, intersectional, and disability justice modes of analysis.  Relate the impact of historical and ongoing colonization on Indigenous people.	A. the acquisition, application and integration of knowledge
B. Analyze the historical development of disability issues from the perspective of people with lived experience of various disabilities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify issues relevant to disability communities and propose actions using intersectional frameworks.  Identify the need for continuous education in addressing disability issues. (Also applies to I.)	C. critical thinking and problem-solving skills
D. Analyze research and historical literature relative to disability issues.	D. literacy and numeracy skills
E. Employ a considerate and responsible manner to self, others, and society, especially when discussing case studies and personal experiences with disability.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills



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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
G. Explain the importance of accommodation in successful teamwork and leadership.	G. teamwork, and personal and group leadership skills
H. Describe the history of disability and identify the past and current impacts of disability history within the context of colonization in Canada.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICDS-4020 <del>DIS-4020</del> Service Delivery Systems and Independent Living</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>March 12, 2008</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe how the social model of disability is applied to practical situations.	A. the acquisition, application and integration of knowledge
B. Analyze power, inequality and influence and build strategies for actions	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Critically analyze disability case studies to provide recommendations for improvement.	C. critical thinking and problem-solving skills
D. Produce a proposal for change based on a literature review that employs the social model of disability	D. literacy and numeracy skills
E. Discuss varying opinions and case studies sensitively while demonstrating respect for others	E. responsible behaviour to self, others and society
F. Communicate effectively and contribute meaningfully to sensitive discussions to promote effective service delivery systems.	F. interpersonal and communications skills
G. Implementing a team-oriented approach that encourages collaboration on group projects	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Reflect on one's own leadership in providing support and develop strategies to improve practices that promote inclusion.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICDS-4610 DISB4610 Community Practice</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>March 12, 2008</b> _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Acquire knowledge in an area of specific interest through experiential learning and apply it to practice. (Also applies to I)	A. the acquisition, application and integration of knowledge
B. Utilize professional research skills in promoting enhancements to service	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply and integrate various theoretical perspectives relevant to community practice, including the social model of disability.	C. critical thinking and problem-solving skills
D. Create a presentation on an area of interest at the field placement	D. literacy and numeracy skills
E. Act in a professional manner and assume the professional responsibilities required for supporting community practice.	E. responsible behaviour to self, others and society
F. Communicate professionally and respectfully in workplace interactions.	F. interpersonal and communications skills
G. Work as part of a team and take responsibility on completing tasks	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICDS-4650 <del>DISB4650</del> Community Orientation to Disability Issues</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>March 12, 2008</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply acquired knowledge to community practice. (Also applies to I)	A. the acquisition, application and integration of knowledge
B. Utilize professional research skills in promoting enhancements to service	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply and integrate the various theoretical perspectives explored in disability studies.	C. critical thinking and problem-solving skills
D. Create a presentation on an area of interest at the field placement	D. literacy and numeracy skills
E. Act in a professional manner and be able to assume professional responsibilities under guidance in field placements	E. responsible behaviour to self, others and society
F. Develop interpersonal and communication skills through interactions and presentations at field placements	F. interpersonal and communications skills
G. Work as part of a team and take responsibility on completing project tasks	G. teamwork, and personal and group leadership skills
H. Engage in problem solving by employing creative strategies	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICLS-1500 WORK-1500 Working for a Living</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Relate the concepts of work orientation, job satisfaction, work alienation, work stress, non-standard work, and labour control to one's own experiences of work.	A. the acquisition, application and integration of knowledge
B. Analyze the implications of globalization and restructuring in North America.  Evaluate the labour process theory and analyze the new approaches to management, relating them to your own experiences of work.  Define and give examples of paid and unpaid work, work values, work orientation, work alienation, industrialism thesis, globalization, restructuring, flexibility, and labour process.(Also applies to I)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Relate the labour process theory and the concept of numerical flexibility to a case study.  Recognize the different forms of non-standard work and analyze the trends of non-standard work in Canada.  Discuss the changes in the Labour Force Participation Rate (LFPR) of women since the start of industrialization in Canada, the implications of women's paid work on the gender division of labour in unpaid work, and the challenges to gender equality.	C. critical thinking and problem-solving skills
D. Compose coherent and persuasive arguments. (Also applies to F)	D. literacy and numeracy skills
E. Evaluate the success of affirmative action in achieving gender equality on Canada.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Discuss collegially with others whose points of view may conflict with one's own.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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

<b>COURSE NUMBER AND TITLE:</b>	<b>ICLS-1000 <del>WORK-1000</del> Labour and Social Movements in Canadian Society</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	

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I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>October 6 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain why and how workers' rights and other social movements evolved and describe their impact on wages and working conditions.	A. the acquisition, application and integration of knowledge
B. Employ data bases to locate and evaluate relevant academic or non-academic sources to investigate the relationship between cultural artifacts and social movements. (Also applies to C.)  Cite sources correctly and consistently adhering to a specific citation style.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze how workers' rights and other social movements enhance workers' rights.  Analyze how workers' rights and other social movements use popular culture to inform the public and mobilize support.	C. critical thinking and problem-solving skills
D. Compose coherent and persuasive arguments	D. literacy and numeracy skills
E. Justify the need for social activism and protest.	E. responsible behaviour to self, others and society
F. Construct meaningful and respectful responses to antisocial speech.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
I. Defend the importance of collective action to make social change.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<del>ICLS-2000 WORK-2000</del> Labour Law and Workers' Rights
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>May 15, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Analyze and question the rights and obligations of employers and workers in the employment relationship. (Also applies to E)</p> <p>Explain the significance of employment law and the Ontario Human Rights Code.</p> <p>Debate the claim that workers' activism has enhanced workers' rights and improved working conditions. (Also applies to E.)</p>	A. the acquisition, application and integration of knowledge

**PROGRAM DEVELOPMENT COMMITTEE**  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Identify and apply the appropriate legal concepts that guide worker and managerial decision making in everyday scenarios.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Differentiate between formal equality and substantive equality and use these concepts to analyze workplace issues.  Assess how legislation affects workers' and managements' rights in union and non-union work environments.  Analyze workplace issues through the lens of the Ontario Employment Standards Act, Ontario Labour Relations Act, and the Ontario Human Rights Code.	C. critical thinking and problem-solving skills
D. Construct coherent and grammatically correct summaries and descriptions of workplace issues.  Construct coherent and grammatically correct responses to workplace issues.	D. literacy and numeracy skills
E. Evaluate the extent to which workers' and managements' rights are protected.  Defend the claim that workers' activism has enhanced workers' rights and improved working conditions.	E. responsible behaviour to self, others and society
F. Discuss labour and workplace issues collegially with others whose points of view may conflict with one's own. (Also applies to G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Relate employment law and human rights policy to current issues.	I. the ability and desire for continuous learning



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**FORM E**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICLS-2550 <del>WORK-2500</del> Worker Health and Safety
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
<p>A. Define and explain the meaning and significance of the Internal Responsibility System (IRS) and its role in unionized and non-unionized workplaces in Ontario.</p> <p>Use the Internal Responsibility System (IRS) to identify unsafe and unhealthy working conditions.</p> <p>Apply course concepts and arguments to construct reasoned responses to course assignments.</p> <p>Illustrate the heightened vulnerability of marginal workers, e.g., new Canadians and undocumented workers.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Critically research and analyze complex health and safety risks keeping in mind, (short and long term risk profiles) using primary and secondary sources.</p> <p>Identify, restate, and summarize the main ideas, arguments and evidence in a short text.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Assess one's own knowledge limitations to determine when to seek expert advice.</p>	<p>C. critical thinking and problem-solving skills</p>

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
Formulate a response to health and safety risks in a range of workplace settings.	
Defend workers' use of rights embedded in the Internal Responsibility System (IRS).	
D. Construct coherent and grammatical responses to short-answer questions.	D. literacy and numeracy skills
E. Use the Internal Responsibility System (IRS) to identify unsafe and unhealthy working conditions.  Justify the need for occupational health and safety protections.	E. responsible behaviour to self, others and society
F. Discuss collegially with others whose points of view may conflict with one's own.	F. interpersonal and communications skills
G. Work with others in both a leadership role and as a team member.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Synthesize topics down to their essence in a common voice to allow discussion in non-academic setting.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICLS-3270 <del>WORK-3270</del> Social Movements</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:  _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to Social Movements and Transnational Social Movements	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of sociology and anthropology.  Identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on culture, social relations and/or social structures and explain how these are related to collective actions and various social movements.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely  Organize and present evidence coherently. (Also applies to F.)	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behaviour and interaction and propose and assess solutions to social problems	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form. Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to social problems and issues and design and implement group projects.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICLS-3490 WORK-3490 Canadian Labour History</b> <i>These are new learning outcomes.</i>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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.

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

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and critique the methodologies and approaches involved in investigating and writing Canadian labour history and working-class history.  Evaluate and critique the historical development of the Canadian working-class, both within the institutions of the labour movement and within broader working-class culture.	A. the acquisition, application and integration of knowledge
B. Evaluate, analyze, and synthesize historical materials (primary and secondary sources).  Access historical materials efficiently and effectively.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate and critique the historical development of the Canadian working-class, both within the institutions of the labour movement and within broader working-class culture.  Apply a sense of “historical mindedness” by analyzing issues in historical context with careful attention to the particularities of time and place.  Articulate, clearly and cogently, concepts, ideas, and theories about Canadian labour history orally and in writing.  Articulate relevant historical questions grounded in extant literature.  Analyze the impact of race, ethnicity, and gender on both paid and unpaid work.	C. critical thinking and problem-solving skills
D. Employ proper Chicago-style citation.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICLS-3500 <del>WORK-3500</del> Investigating Contemporary Workplace Issues
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:  _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze workplace problems taking into account the interests, rights and responsibilities of workers and employers in union and non-union workplaces. (Also applies to C. )	A. the acquisition, application and integration of knowledge

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Evaluate the usefulness of various forms and sources of information (e.g., industry norms, focus groups, legal precedent, etc.). Also applies to C.  Select and apply case law to workplace problems.  Plan and facilitate focus groups and apply the information gathered to workplace problems.	
B. Create and implement a research plan to investigate workplace problems. Also applies to C.  Locate, select and apply information from a range of sources (e.g., industry norms, focus groups, legal precedent, etc.) to formulate a plan of action. Also applies to C.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate the impact of proposed plan of action on workers and employers.	C. critical thinking and problem-solving skills
D. Justify proposed plan of action to others in plain language, orally and in writing. Also applies to F.	D. literacy and numeracy skills
E. Practice ethical data collection.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Engage in active listening by interpreting, responding to, and reflecting on the speaker's message. (Also applies to E and F.)  Work collaboratively with others to complete a task.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Apply problem-solving skills to workplace scenarios.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICLS-3700 <del>WORK-3700</del> Industrial-Organizational Psychology
<b>SELECT ONE OF THE FOLLOWING:</b>	

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I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Describe the major theories and approaches of Industrial/Organizational Psychology.	A. the acquisition, application and integration of knowledge
B. Assess the various methods for assessing human resources and the work environment for their applicability to given situations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate the strengths and weaknesses of the major theories in Industrial/Organizational Psychology.	C. critical thinking and problem-solving skills
D. Analyze the contributions and limitations of research studies in the area of Industrial/Organizational Psychology.	D. literacy and numeracy skills
E. Analyze issues in Industrial/Organizational Psychology with respect to social and organizational justice.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Apply principles of interpersonal behaviour to a variety of workplace situations and conflicts	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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

<b>COURSE NUMBER AND TITLE:</b>	ICWG-1000 <del>WGST</del> 1000 Women in Canadian Society
<b>SELECT ONE OF THE FOLLOWING:</b>	

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

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and explain the meaning and significance of foundational concepts and ideas of contemporary feminist theory and colonialism.  Explain why sex and gender are social constructions that vary by race, class, sexuality, and ability.  Apply foundational concepts and ideas to identify and analyze popular culture messages about women in Canadian society.	A. the acquisition, application and integration of knowledge
B. Identify, assemble, evaluate, and apply concepts and ideas from scholarly and popular texts.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Examine how popular culture perpetuates gender, race, sexuality, class, and ability hierarchies.  Compare and contrast popular culture messages about privilege and oppression. (Also applies to E.)	C. critical thinking and problem-solving skills
D. Construct coherent and grammatical essay-style answers.	D. literacy and numeracy skills
E. Assess personal investment in popular culture and its maintenance of social hierarchies. (Also applies to C.)	E. responsible behaviour to self, others and society
F. Construct an informed point of view, and explain it to others.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills



**PROGRAM DEVELOPMENT COMMITTEE**  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. Create messages that challenge and/or expose privilege and oppression in popular culture.	H. creativity and aesthetic appreciation
I. Defend the need to critically examine popular culture messages.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-1200 WGST-1200 Gal Pals: Women and Friendship</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain the meaning and significance of key concepts and ideas in the course.  Apply an intersectional feminist analysis to the study of women's friendship.  Describe why, when and how female friendship leads to social justice activism.	A. the acquisition, application and integration of knowledge

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
B. Use concepts and ideas from scholarly articles to analyze first-person narratives about friendship.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply intersectional feminist theory to analyze the strengths and tensions in women's friendships.  Explain why friendships across sexuality, social class, race, religion, etc. are significant in women's lives.  Analyze the depiction of women's friendships in popular culture. (Applies also to H.)	C. critical thinking and problem-solving skills
D. Restate and explain the meaning of concepts and ideas in academic and non-academic texts.  Reflect on one's own lived experience in relation to theories and concepts of women's friendships.	D. literacy and numeracy skills
E. Analyze friendships among women in one's life. (Applies also to C.)	E. responsible behaviour to self, others and society
F. Debate central themes in a popular novel on the theme of women's friendship.. (Also applies to D.)	F. interpersonal and communications skills
G. Contribute to group discussions in class or in on-line forums.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Defend the personal and political significance of women's friendships.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	IAWG-1300 <del>WGST1300</del> Imagining Women
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____heck CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Restate and explain the meaning and significance of foundational concepts and ideas from feminist post-structural and queer theory.  Examine femininity as a social construction that changes over time and place, and is shaped by sexuality, race, and social class in conjunction with gender.  Illustrate that historical stereotypes about women and women's bodies shape contemporary thinking about femininity.	A. the acquisition, application and integration of knowledge
B. Select, organize, and apply concepts and ideas from scholarly and popular texts.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze the meanings of femininity embedded in artistic and popular representations of women's bodies, past and present. Locate and analyze examples of artistic efforts that challenge conventional thinking about femininity.	C. critical thinking and problem-solving skills
D. Identify and summarize main arguments and evidence in scholarly texts. Construct an argument with evidence.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Respectfully and collaboratively engage with others to analyze the social construction of femininity. (Also applies to F.)	G. teamwork, and personal and group leadership skills
H. Defend the claim that art is both a medium for self-expression and for communicating concepts and ideas.	H. creativity and aesthetic appreciation
I. Question own investment in conventional thinking about femininity.	I. the ability and desire for continuous learning

<b>COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.</b>	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-2110 <del>WGST-2110</del> Women and Politics</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	

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

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify a variety of feminist perspectives on political theory and articulate the different challenges they pose to politics and the 'political'.  Trace the historical origins and progression of women's political movements in Canada.  Identify women's differing levels of representation across Canada in appointed and elected office as well as their changing participation levels in and outside of 'formal' politics.  Explain political challenges faced by women in Canadian society and around the world.	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.	C. critical thinking and problem-solving skills
D. Write a coherent and well-documented political analysis, complete with proper citations and bibliography.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE**  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICWG-2190 <del>WGST-2190</del> Gender, Movement and Performance
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Translate concepts and theory into movement. (Also applies to C, D.)</p> <p>Analyze how gender, race, sexuality, and ability are constructed and constrained through everyday embodied practices.</p> <p>Create new embodied practices and use performance to challenge normative understandings about who people are and how they should appear and behave. (Also applies to C, H.)</p>	<p>A. the acquisition, application and integration of knowledge</p>

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Assemble and debate feminist approaches to the body in scholarly sources	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Question personal practices and analyze the assumptions that underpin these practices. (Also applies to E.)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Identify and anticipate backlash and formulate acts of resistance to empower oneself and challenge others. (Also applies to C, E.)	F. interpersonal and communications skills
G. Collaborate across difference to make and critique original creative work. (Also applies to H.)	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Integrate new practices into life outside the classroom.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICWG-2200 <del>WGST2200</del> Women, Race, and Social Justice
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

**PROGRAM DEVELOPMENT COMMITTEE**  
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**FORM E**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and explain the meaning and significance of foundational concepts and ideas from feminist anti-racist and post-colonial theory.  Defend the theory that racial differences are socially constructed and have no basis in biology or evolutionary science.  Analyze dominant discourse messages about the intersection of race and gender as they apply to Indigenous women, women of colour, and white women.  Explain why and how women resist racialization, and provide examples.	A. the acquisition, application and integration of knowledge
B. Select, organize, and evaluate concepts and ideas from scholarly and popular texts to construct coherent and persuasive arguments. (Also applies to C.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze and challenge everyday examples of racialization and white privilege. (Also applies to I.)	C. critical thinking and problem-solving skills
D. Identify, explain, and illustrate the main concepts, ideas, and evidence in course readings.	D. literacy and numeracy skills
E. Investigate personal investment in race-linked hierarchies.  Apply anti-racist concepts and ideas to re-imagine personal life story.	E. responsible behaviour to self, others and society
F. Construct and explain an informed point of view.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Defend the need to un-learn racism.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-2360 <del>WGST-2360</del> Feminist Philosophies</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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**SUMMARY OF MINOR COURSE AND CALENDAR CHANGES**  
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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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain the major problems, developments, and systems of feminist philosophy	A. the acquisition, application and integration of knowledge
B. Read systematically and actively listen to publicly articulate philosophical arguments	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Read critically  Write critically in an argumentative mode (Also applies to D)  Respond critically to philosophical arguments(Also applies to D)	C. critical thinking and problem-solving skills
D. Read systematically and critically  Write systematically in an expository mode (Also applies to B)  Actively listen to and publicly articulate philosophical arguments	D. literacy and numeracy skills
E. Question established patterns of knowledge, social and political organization, and cultural ethos  Respect the complexity of philosophical problems in their existential, social and political, moral, cultural, and scientific permutations,	E. responsible behaviour to self, others and society
F. Expose fallacious reasoning and contradiction in the arguments of established authorities, whether these be political, moral, or scientific  Share one's achieved insights with others and an openness to accepting what others try to share with you	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation



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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
I. Adhere to the philosophical ethos by identifying ways that questions of feminist philosophy, like all philosophical questions, requires continuous rethinking, analysis and evaluation.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>IACS <del>CWG-2370</del> WGST2370 SJST2370 Queer Activism</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <input type="text"/> Check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a>

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Define and explain the meaning and significance of foundational concepts and ideas about queer activism from an intersectional feminist perspective, including perspectives of those within the movement.</p> <p>Describe and evaluate the impact of significant events such as HIV-AIDS and organizing strategies such as pride parades on the lived reality of 2SLGBTQIA+ individuals and communities. (Also applies to C.)</p> <p>Explain the relationships between queer theories and activism and feminist theories and activism.</p>	<p>A. the acquisition, application and integration of knowledge</p>

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Evaluate the usefulness of personal narrative as an authoritative source of knowledge about queer activism. (Also applies to D.)  Locate and evaluate local sources of information about queer activism. Cite sources correctly and consistently adhering to a specific citation style.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Engage critically with course readings and concepts using a critical intersectional feminist lens.  Design and compose queer-positive strategies and messages to challenge homophobia and transphobia. (Also applies to H, I.)  Explain why coming out and queer-friendly spaces such as gay-straight alliances and pride parades are essential elements of queer activism. (Also applies to E.)	C. critical thinking and problem-solving skills
D. Compose coherent and persuasive arguments within the context of queer theory.	D. literacy and numeracy skills
E. Interrogate and assess internalized homophobia and transphobia. (Also applies to I.)	E. responsible behaviour to self, others and society
F. Articulate the rationale for challenging homophobia and transphobia. (Also applies to C, G.)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Describe how queer activism challenges ideas about gender, race, and sexuality. (Also applies to E.)  Relate ideas to current events and global issues as they pertain to queer activism and social change.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-2380 WGST-2380 Good Relations: Indigenous Sovereignty, Feminism, and Reconciliation</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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SUMMARY OF MINOR COURSE AND CALENDAR CHANGES  
FORM E**

<p>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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a>)</p>	<p><u>    x    </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.</p>
<p>IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.</p>	<p><u>        </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course:</p> <hr style="width: 20%; margin-left: 0;"/> <p>(check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a>)</p>

## LEARNING OUTCOMES TABLE

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Define, apply, and evaluate feminist concepts, ideas, theories, ethics, values, and methodologies including but not limited to decolonization and consent. (Also applies to C.)</p> <p>Assess good relations and good processes of relating from Indigenous standpoints.</p>	A. the acquisition, application and integration of knowledge
<p>B. Locate, and evaluate the validity and reliability of, information utilizing interdisciplinary Indigenous feminist methodologies. (Also applies to D.)</p> <p>Identify distinctive challenges of researching Indigenous histories.</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>C. Employ settler colonialism as a lens of analysis to critique the production of sexuality and gender.</p> <p>Critically self-reflect to identify one's own position in relation to structures of privilege and oppression in differing contexts.</p>	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
<p>F. Practice active and empathetic listening when others are communicating their points of view. (Also applies to G.)</p> <p>Speak about Indigenous scholarship, people, or movements without othering or demeaning Indigenous values or ways of being in the world.</p>	F. interpersonal and communications skills
G. Work respectfully and responsibly with others towards common goals, identify appropriate actions, and take initiative to implement these actions.	G. teamwork, and personal and group leadership skills

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
H.	H. creativity and aesthetic appreciation
I. Locate, and evaluate the reliability of, new informational resources on Indigenous current events, culture, and political movements.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-2500 WGST2500 Women's Bodies, Women's Health</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify the ways in which biological definitions of "male" and female" bodies have been used to justify and uphold male superiority.  Distinguish the biological, structural, political, and cultural determinants of women's health and the social and medical responses to women's health.	A. the acquisition, application and integration of knowledge
B. Construct an argument by selecting and organizing relevant evidence to support a conclusion  Identify and analyze dominant discourse messages about women's health.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>C. Recognize "sex differentiation" between men and women as a continuum rather than a dichotomy.</p> <p>Articulate the manner in which racism, sexism, homophobia, classism, ageism, able-ism, fatphobia, and other forms of social oppression impact definitions of socially acceptable [male and female] bodies.</p> <p>Identify the value perspective implicit in a piece of writing, media, or film.</p> <p>Apply the use of feminist frameworks to critique the manner in which "scientific" definitions of women's bodies and women's health are molded by historical, political, social, and cultural contexts.</p> <p>Evaluate the quality of evidence offered in support of an authors' argument.</p>	C. critical thinking and problem-solving skills
D. Write grammatical text that coherently explains main concepts, ideas, and evidence.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Identify, express, and critically analyze their own values, beliefs, and attitudes toward science and scientific conceptualizations of "male" and "female" bodies (also relevant to G and I). (Also applies to G, I.)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>IACS <del>CWG-2600</del> WORK-2600 WGST-2600 Women and Globalization</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> <b>X</b> 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.

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

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and give examples of globalization, international division of labour, agency, and resistance.  Analyze the differential implications of globalization for women.  Relate the social construction of women as “cheap” and “docile” to their preponderance in export-oriented industries.	A. the acquisition, application and integration of knowledge
B. Analyze the practices of global capital in the context of call centre work.  Identify and explain the intersectionality of gender, race, class, and nationality in the context of migration of domestic workers to Canada and other developed countries.  Examine the construction of gendered practices and their interrelationship to gendered subjectivities.	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.  Work ethically and responsibility with individuals and groups.	E. responsible behaviour to self, others and society
F. Express orally and in writing synthesized research in clear and concise manner.	F. interpersonal and communications skills
G. Individually and in groups, identify, interpret and debate synthesized, primary and secondary materials for meanings.	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.	
<b>COURSE NUMBER AND TITLE:</b>	ICWG-2700 <del>WGST-2700</del> Gender, Power, and Language
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain the key findings of foundational feminist research about language structure and use, and apply this knowledge to make the politics of language visible. (Also applies to C.)	A. the acquisition, application and integration of knowledge
B. Employ databases to locate and select relevant academic and nonacademic materials to ground a feminist linguistic analysis.  Cite sources correctly and consistently adhering to a specific citation style	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply feminist linguistic analysis to speech, texts and discourses.  Analyze how spoken and written language perpetuate sexism, homophobia, and racism. (Also applies to I.)	C. critical thinking and problem-solving skills
D. Compose coherent and persuasive arguments.	D. literacy and numeracy skills
E. Propose strategies and compose meaningful responses to counter sexism, homophobia, and racism embedded in speech, texts, and discourses. (Also applies to D, F.)	E. responsible behaviour to self, others and society
F. Explain why it is important to challenge sexist, homophobic, and racist language. (Also applies to I.)	F. interpersonal and communications skills

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
G.	G. teamwork, and personal and group leadership skills
H. Apply film terminology to analyse, interpret and assess film and other forms of media from an intersectional feminist perspective.	H. creativity and aesthetic appreciation
I. Create and implement a plan, analysis and description of a social action which requires continuous learning about contemporary social issues and involving oneself actively in such issues.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-2800 <del>WGST-2800</del> Boys to Men: A critical exploration of masculinities II</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>June 12, 2015</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and explain key concepts and ideas found in feminist, and pro- feminist work.  Identify and explain real world examples that demonstrate a feminist understanding of masculinities.	A. the acquisition, application and integration of knowledge



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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Explain how living in a “gendered society” and, in particular, how models of masculinities impact the lives of men and boys, and the lives of women and girls.	
B. Formulate and develop reasoned and evidence-based arguments from a feminist/profeminist perspective.  Identify and analyze everyday examples of gender stereotypes with a particular focus on how they reproduce dominant models of masculinity.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Locate and analyze how dominant discourses shape how men and boys experience their own and other men’s gendered lives;  Integrate concepts and frameworks in their thinking in order to interrogate their own lived experiences with the hope of envisioning other possibilities.	C. critical thinking and problem-solving skills
D. Plan, organize and write, logically argued, and coherent essays;	D. literacy and numeracy skills
E. Show respect for others by engaging in practices that are antiracist, anti-homophobic, anti-sexist and anti-classist.;;  Identify, explore, and interrogate issues of power and privilege at the personal, classroom, and broader institutional level;	E. responsible behaviour to self, others and society
F. Practice collegiality, cooperation, and fairness in the classroom among peers in an equity-based, feminist context. (Also applied to G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Integrate concepts such as hegemony to imagine more socially just versions of masculinity	H. creativity and aesthetic appreciation
I. Explain the importance of engaging in ongoing efforts to make and remake gender identities that align with the aims and goals of social justice.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICWG-2990 <del>WGST-2990</del> Special Topics in Women's Studies
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

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

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Critically analyze specific topic areas relevant to Women's Studies	A. the acquisition, application and integration of knowledge
B. Reflect on and challenge different frameworks and theories for analyzing issues related to women's studies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct careful and considered critical analysis of contradictions encountered when viewing complex issues through multiple lenses.	C. critical thinking and problem-solving skills
D. Effectively and persuasively communicate information and data both orally and in writing, using appropriate media channels. Identify and summarize main arguments and evidence in scholarly texts.  Construct a reasoned argument supported with evidence.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate clearly in a timely manner and to respond to inquiries promptly.	F. interpersonal and communications skills
G. Work with others respectfully to achieve group goals in a timely manner.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<del>ICWG WGST-3000</del> <b>Seminar in Emerging Feminist Scholarship</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>March 10, 2023</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and appraise various feminist perspectives in the field of women's and gender studies with respect to a specific topic. Apply relevant feminist concepts to examinations of a range of media. (Also applies to C.)	A. the acquisition, application and integration of knowledge
B. Research and evaluate feminist ideas and scholarship to identify the strengths and limitations of the analyses of a specific topic.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Compare and assess competing claims of key feminist theoretical approaches/frameworks (both historical and contemporary). (Also applies to A.)  Apply feminist intersectional analyses to literature and concepts pertaining to a specific topic. (Also applies to A.)	C. critical thinking and problem-solving skills
D. Defend and make informed arguments orally and in writing.	D. literacy and numeracy skills
E. Identify, compare, and evaluate uneven social positions, statuses, and politics.	E. responsible behaviour to self, others and society
F. Communicate complex concepts clearly in written formats (Also applies to D.)	F. interpersonal and communications skills

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3050 WGST-3050 Feminist Theories</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>_May 5, 2009</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Name the key contemporary academic and non-academic thinkers and describe and evaluate their individual and collective contributions to the development of feminist theory.  Trace the evolution of feminist thinking.	A. the acquisition, application and integration of knowledge

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Describe how feminist theory has informed feminist practice and practice has informed theory, and evaluate the importance of this interaction.	
Compare and contrast feminist thinking to other theoretical approaches.	
B. Identify and locate relevant academic and non-academic sources.  Evaluate the accuracy and usefulness of web-based sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Compare and contrast feminist thinking to other theoretical approaches.  Apply feminist theory to everyday issues.	C. critical thinking and problem-solving skills
D. Identify and explain key concepts and ideas in moderately difficult academic and non-academic texts both orally and in writing.(Also applies to F).	D. literacy and numeracy skills
E. Apply feminist theory in their own lives.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Work co-operatively on group assignments in class.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Describe how feminist theory has informed feminist practice and practice has informed theory, and evaluate the importance of this interaction.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3060 WGST-3060 Frameworks for Feminist Research</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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.

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

III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<u>  x  </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>      </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <b>March 16, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Select, evaluate, and apply appropriate research methodologies.  Differentiate feminist from non-feminist research.  Defend the need for ethical research practices.	A. the acquisition, application and integration of knowledge
B. Formulate coherent and achievable research questions.  Assemble and apply information/ data from academic and non-academic sources to investigate research questions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Assess the strengths and limitations of research findings and conclusions.  Apply information acquired from research to create or revise feminist knowledge.  Defend the significance of feminist research as a valid approach to knowledge generation.	C. critical thinking and problem-solving skills
D. Communicate ideas clearly and accurately, orally and in writing. (Also applies to F)	D. literacy and numeracy skills
E. Apply feminist research ethics to research project Use University of Windsor Guidelines for Research Involving Human Research Participants	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. Identify the need for future research on a topic.	I. the ability and desire for continuous learning

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

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

<b>COURSE NUMBER AND TITLE:</b>	ICWG-3100 <del>WGST-3100</del> Women and the Law		
<b>SELECT ONE OF THE FOLLOWING:</b>			
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____	Provide learning outcomes for the course by completing the Learning Outcomes Table below.	
II. There are changes to the course learning outcomes	_____	Provide learning outcomes for the course by completing the Learning Outcomes Table below.	
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<u>  x  </u>	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: <b>April 7, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	

**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:	A U of Windsor graduate will have the ability to demonstrate:
A. Explain the meaning and significance of the Charter of Rights and Freedoms for gender equity.  Identify and analyze the gendered impact of Canadian law.  Use intersectional feminist theory to analyze legal issues and case law.	A. the acquisition, application and integration of knowledge
B. Formulate and answer questions about the law and gender in/equality.  Assemble and apply concepts and ideas gathered from scholarly and popular sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Illustrate the impact of feminist legal activism on the lives of women and other marginalized groups.  Analyze how feminist organizations, lawyers, and activists employ legal principles and feminist theory to enhance equality.  Distinguish between feminist and non-feminist interpretations of legal issues.	C. critical thinking and problem-solving skills
D. Articulate an informed point of view clearly and cogently, orally and in writing. (Also applies to B.)	D. literacy and numeracy skills

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
E. Justify the need for on-going feminist legal activism. (Also applies to G)	E. responsible behaviour to self, others and society
F. Formulate constructive feedback for other students.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3330 <del>WGST-3300</del> Victims, Survivors, and Warriors: Men's Violence in the Lives of Women and Girls</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>April 7, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Identify and explain the many forms of make violence against women and girls including both subtle and obvious forms.	A. the acquisition, application and integration of knowledge



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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>Explain how specific aspects of Canada's historical and ongoing legacy of colonialism are impacted in creating and maintaining violence against indigenous women and girls.</p> <p>Identify and explain the variety of ways women and children resist violence, individually and collectively, past and present.</p> <p>Apply feminist concepts (e.g., intersectionality, continuum of male violence against women) and ideas to analyze violence against women and girls. (Also applies to C).</p> <p>Challenge myths about violence against women and girls / defend a feminist analysis of violence against women and girls.(Also applies to E)</p> <p>Analyse both sides of a controversy and formulate a reasoned point of view.</p>	
<p>B.</p> <p>Locate and evaluate the quality and completeness of evidence to support a particular position on a new topic related to male violence against women in discussions and in writing; (Also applies to A and D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Analyze both sides of a controversy and formulate a reasoned point of view.</p> <p>Integrate emotional reactions and intellectual critiques in written and spoken presentations of opinion/perspectives. (Also applies to A)</p> <p>Defend a feminist analysis of violence against women and girls. (Also applies to I.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <p>Communicate coherently with grammatically-correct writing</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Construct and explain an informed point of view in coherent and grammatical writing.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3340 WGST-3340 Love, Honour, and Obey: Marriage and Gender</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>May 31, 2021</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Explain that marriage is not just a personal relationship but also a major social institution that has served to organize political alliances, kinship relations, economic activity, property, individuals' relationships with the state, and gender relations.</p> <p>Describe when and how the romantic love ideal arose in North American and European cultures.</p> <p>Describe when and how various challenges to traditional forms of marriage developed.</p> <p>Describe non-Western marriage practices and how they may translate in North America.</p> <p>Explain the role of the modern-day wedding industry in promoting marriage</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Locate an appropriate scholarly article through library research. Utilize proper citation.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

**PROGRAM DEVELOPMENT COMMITTEE**  
**SUMMARY OF MINOR COURSE AND CALENDAR CHANGES**  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Recognize different perspectives (e.g. feminist, gay, and lesbian) on concepts related to love and marriage.  Apply different perspectives (e.g. feminist, gay, and lesbian) to analyze an issue and justify their view.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Orally present their own point of view clearly, thoughtfully, and persuasively Show respect for alternative views that others may hold.	F. interpersonal and communications skills
G. Work cooperatively in small groups to analyze an article and decide how to report clearly on the results.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Explain the importance of personal and political activism as a means of changing the institution of marriage.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3400 WGST-3400 Women, War and Peace</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> <b>x</b> 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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify and critique the methodologies and approaches involved in investigating and writing about war and peace across time and place, specifically related to how women experienced war and peace in that time and place and contextualize and contrast with current views of war and peace.	A. the acquisition, application and integration of knowledge
B. Access historical and current materials selectively, efficiently and effectively.  Locate and assess information for purpose and perspective, including arguments that run counter to the researchers views and beliefs to allow a full and critical examination of the topic at hand	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Describe, analyze, and synthesize information related to how women's experiences in war and peace over time and place  Reflect and comment on the ways that critical analyses of women's experiences in war and peace impacts their own views and values.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively and accurately express the war experiences of women from different periods and places in oral, written, and visual forms.	F. interpersonal and communications skills
G. Individually and in groups, identify, interpret, and debate the various perspectives on women's experiences in war and peace; facilitating an open and full discussion even in the face of disagreement respecting others' opinions	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Engage respectfully with others to explore the realities of war and peace for women.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	<b>ICWG-3470 <del>WGST-3470</del> Social Work and Violence</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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.

**PROGRAM DEVELOPMENT COMMITTEE**  
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**FORM E**

III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<u>  x  </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>      </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <b>October 7, 2022 (Under SWRK-3470)</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply relevant inter-disciplinary theories, concepts and ideas about violence to analyze assessments and interventions, legal consequences, and ethical practices, taking into consideration diverse needs of oppressed and under-represented individuals and populations such as Francophone, Black, and Indigenous individuals and communities.	A. the acquisition, application and integration of knowledge
B. Identify, analyze, and organize Social Work and feminist research about violence in society, highlighting inequities faced by Francophone, Black, and Indigenous individuals and communities.  Formulate research inquiries based on a critical review of existing knowledge about violence in society.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically appraise research, practice, policy, and social responses to violence acknowledging the potential for further victimization inherent to these systems and practices.  Evaluate the link between diverse research outcomes and different social constructions and responses.  Employ problem solving skills in conducting assessments and interventions aimed at achieving maximum potential of both survivors and perpetrators of violence.	C. critical thinking and problem-solving skills
D. Clearly and effectively express theories, concepts and thoughts verbally and in writing.	D. literacy and numeracy skills
E. Critically assess their own perspectives and values related to violence and ethically and professionally resolve value conflicts.  Analyze and explain violence as a human rights issue.  Advocate for the maximum potential for survivors, perpetrators, and other members of society in a professional manner consistent with the Social Work Code of Ethics.	E. responsible behaviour to self, others and society

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. Identify knowledge gaps, research questions, and strategies for addressing research questions in a professional, coherent, and cogent manner. (Also applies to I.)	F. interpersonal and communications skills
G. Respectfully and responsibly offer and receive constructive peer feedback on work.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3530 WGST-3530 Women, Power, and Environments</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____ (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply an ecofeminist lens to explore and articulate how industrialization and corporate-led economic growth have resulted in environment degradation.	A. the acquisition, application and integration of knowledge

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Critically examine, define and explain the key concepts of pollution, biodiversity, sustainability, food security and environmental racism.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically examine the consequences of large-scale food production & distribution.  Evaluate and discuss the quality of evidence offered in support of an author's argument.  Critically examine how one's thoughts, feelings, and behaviours have been shaped by the dominant discourses about women's and men's relationship to nature and natural resources.	C. critical thinking and problem-solving skills
D. Critically explore demographic projections on population growth and food production to draw conclusions.	D. literacy and numeracy skills
E. Critically examine the concept of eating locally.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Identify the value perspective implicit in a piece of writing, media, or film on environmental issues and/or women's present and past role in the environmental movement.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICWG-3540 <del>WGST3540</del> Home, Work and Leisure in the Digital Age
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

**PROGRAM DEVELOPMENT COMMITTEE**  
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**FORM E**

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: <b>May 10 2019</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, explain, demonstrate and provide examples of how changing time-spaces impinge on our lives with attention to power and social inequalities.	A. the acquisition, application and integration of knowledge
B. Assemble information, concepts and different theoretical perspectives about gender, space and time to evaluate and differentiate among them. (Also applies to C.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Explain a specific social phenomenon, or defend a position or a particular explanation of a problem or issue using concepts such as public and private spaces, mobility, leisure etc.	C. critical thinking and problem-solving skills
D. Summarize and explain central ideas and concepts from a reading.	D. literacy and numeracy skills
E. Propose appropriate interventions based on gendered time-space analysis to intervene in socially inequitable situations.	E. responsible behaviour to self, others and society
F. Communicate clearly both orally and in writing.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Incorporate developments and changes in social life or shifting social context in analyzing social phenomena.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3550 WGST-3550 Feminist Social Work Practice</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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.



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III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<u>  x  </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>      </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <b>April 13, 2012 (Under SWRK-3550)</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe and defend conceptual framework, principles, techniques, and ethics of feminist social work practice.	A. the acquisition, application and integration of knowledge
B. Locate, retrieve, analyze, and synthesize social work research about particular social issues.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Integrate a feminist model of interpersonal relations into practice.  Construct socially and professionally responsible solutions to ethical dilemmas in practice.  Apply intersectional feminist framework to assessment and intervention.  Create an intervention utilizing feminist principles and techniques.	C. critical thinking and problem-solving skills
D. Articulate, clearly and cogently, concepts, ideas, and theories, orally and in writing	D. literacy and numeracy skills
E. Defend the efficacy of feminist social work as a form of evidence-based practice.	E. responsible behaviour to self, others and society
F. Articulate and defend a point of view taking into account different perspectives and evidence, individually and collectively	F. interpersonal and communications skills
G. Work respectfully and responsibly with others towards common goals.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Value empowerment-based approaches to practice with diverse client groups.	I. the ability and desire for continuous learning

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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3590 WGST-3590 Women, Knowledge, and Reality</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>May 25, 2018 (Under PHIL-3590)</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and distinguish a variety of different feminist theories about knowledge and reality.	A. the acquisition, application and integration of knowledge
B. Define and distinguish key components of different feminist theories about knowledge and reality	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply different philosophical positions to specific issues in feminist philosophy about knowledge and reality, including uncovering unstated assumptions of dominant theories.	C. critical thinking and problem-solving skills
D. Prepare and discuss reasoned positions on the philosophical issues associated with feminist theories about knowledge and reality.	D. literacy and numeracy skills
E. Employ ideas from the material discussed to reflect on the nature of knowledge and reality from feminist perspectives.	E. responsible behaviour to self, others and society
F. Listen charitably to ideas presented by others.	F. interpersonal and communications skills
Discuss, philosophically, ideas presented by others and oneself.	
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3800 <del>WGST-3800</del> Masculinity, Crime and Punishment</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>January 13, 2017 (Under WGST-3800)</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define and explain key concepts and ideas found in feminist, pro-feminist, anti-racist analyses of masculinity  Analyze how race-class-sexuality based forms of power and privilege help produce different notions of a 'criminalized' masculinities  Apply a power analysis to explain how dominant discourses of masculinity shape how men and boys experience their own and other men's/boy's gendered lives in relation to crime and punishment. (Also applies to C).	A. the acquisition, application and integration of knowledge

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Formulate research questions from a feminist/pro-feminist perspective.  Collect, analyze, and apply research materials to a research question.  Differentiate between primary and secondary sources and apply source to a research question.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Construct and defend the desirability of pro-social models of masculinity.	C. critical thinking and problem-solving skills
D. Write a logically argued, well organized and coherent essay paper.  Integrate instructor feedback (oral and written).	D. literacy and numeracy skills
E. Identify, explore and interrogate issues of power and privilege at the personal, classroom, and broader institutional level.	E. responsible behaviour to self, others and society
F. Practice collegiality, cooperation, and fairness in the classroom among peers and instructors in an equity-based, feminist context. (Also applies to G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Explain the transformative power of continuous learning habits from a historical and feminist perspective for individuals and communities	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-3850 <del>WGST-3850</del> Tough Chicks: Representations of Women's Strength and Anger in Popular Culture and Society</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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**FORM E**

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: <b>October 14, 2011</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
<p>A. Assess how common understandings of women's anger and strength function to categorize some women as deviant or dangerous, and how this social construction impacts the lives of all women.</p> <p>Differentiate between instances where women's anger is seen as deviant and where it is seen as strength, including how factors such as race, class, sexual orientation, location, and age affect the label applied.</p> <p>Use feminist theory to re-value women's anger and aggression.</p>	A. the acquisition, application and integration of knowledge
<p>B Identify and draw from relevant sources to ground and articulate a critical point of view on a specific topic relevant to representations of women's strength and anger.</p> <p>Critically analyze topics related to representations of women's strength and anger drawing from critical and creative sources.</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>C. Critique representations of angry women in popular culture.</p> <p>Debate the influence of these representations on their own lives and the lives of others.</p>	C. critical thinking and problem-solving skills
<p>D. Elaborate and apply concepts and ideas from a variety of texts in relation to each other.</p> <p>Write coherently, critical, and cogently.</p> <p>Provide critical feedback to others and use the critical feedback from others to improve writing.</p>	D. literacy and numeracy skills
<p>E. Analyze the extent to which we personally have internalized and/or resisted stereotypes regarding women's anger and how these ideas shape behaviour.</p> <p>Empathize with a population of women who are often disparaged in mainstream society.</p>	E. responsible behaviour to self, others and society
<p>F. Articulate disagreements respectfully and effectively.</p>	F. interpersonal and communications skills
<p>G. Share ideas and expand understanding of course material in small groups and with the class as a whole.</p>	G. teamwork, and personal and group leadership skills

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. Discuss how a range of texts (including: critical essays, creative writing, memoir and film) contribute to the formation of dominant ideas/stereotypes.	H. creativity and aesthetic appreciation
I..  Assess how women and men might benefit from shifting these norms.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-4000 <del>WGST4000</del> Exploring the Feminist Voice</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>May 26, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe the intellectual history of intersectional feminist theory. Assess and justify the need for an intersectional feminist approach to social inequality. (Also applies to C, E).	A. the acquisition, application and integration of knowledge
B. Evaluate literature in the field of study of feminism. Formulate a point of view about social issues using information from academic and non-academic sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Analyze the root causes of social problems using an intersectional feminist lens.  Analyze media messages and representations using an intersectional feminist lens. (Also applies to D and E).	C. critical thinking and problem-solving skills
D. Create messages or interventions for non-academic audiences that employ an intersectional feminist perspective. (Also applies to C and E.)	D. literacy and numeracy skills
E. Analyze ethical issues of representation and message communication using an intersectional feminist lens. (Also applies to C.)	E. responsible behaviour to self, others and society
F. Use intersectional feminist theory to articulate a coherent point of view about social issues. (Also applies to H).	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Defend and debate the need for intersectional feminist social-change messaging and education.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-4010 <del>DISB-4010</del> Community Approaches, Advocacy and Empowerment</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>October 7, 2022</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

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

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
A. Promote equity and full participation for people with disabilities using intersectional disability justice approaches when addressing disability issues.	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. Critically analyze concepts of disability rights, disability justice, intersectionality, and systemic advocacy as applied to disability issues.	C. critical thinking and problem-solving skills
D. Analyze advocacy and empowerment literatures and apply them to community practices.  Explore self-advocacy organizations to support continuing learning about disability justice. (Also applies to I.)	D. literacy and numeracy skills
E. Assess issues related to empowerment and recognize empowering and disempowering professional interventions.	E. responsible behaviour to self, others and society
F. Apply interpersonal communication skills in the context of macro practice and advocacy for various disability communities.	F. interpersonal and communications skills
G. Work as part of a team and take responsibility on completing group tasks.	G. teamwork, and personal and group leadership skills
H. Promote understanding of self-determination and choice in disability studies.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-4100 WGST 4100 Women in Protest Power, Resistance, Protest</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<input checked="" type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.



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

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: <b>April 7, 2017</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )
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**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
A. Employ an analysis of power, resistance, and social change to evaluate the goals, strategies, achievements, and limitations of feminist and anti-racist activism in historical and contemporary contexts.  Evaluate the relative power and oppression within social justice movements across intersections of gender, race, sexuality, social class, age, ability, nationalism, language, etc.	A. the acquisition, application and integration of knowledge
B. Conduct research on how a specific community has tried to solve a social or political problem and why the problem is not entirely solved.  Synthesize findings and present suggestions for future actions based on research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Assemble, interpret, evaluate, and integrate knowledge from a variety of scholarly and popular sources. (Also applies to D)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Critically evaluate personal contribution to group conversations and activities (Also applies to G).	E. responsible behaviour to self, others and society
F. Write a political letter outlining a current problem and providing a well informed, well thought out solution to that problem.	F. interpersonal and communications skills
G. Contribute cooperatively to teamwork in an inclusive, equitable, active, respectful and thoughtful way.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Identify what level of government and what governmental offices and officials have the responsibility to act on a given topic in Canada.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	<b>ICWG-4630 WGST-4630 History of Gender and Sexuality</b>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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.

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

III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<u>  x  </u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u>      </u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <b>May 8, 2014</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**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
A. Identify and critique basic historical concepts.  Evaluate, analyze and synthesize historical materials (primary and secondary sources).  Define, apply, and evaluate the concept of sexuality as a fluid social construct that evolves over time and between cultures, looking specifically at changes from the 18th century to the present.  Analyze the diversity of sexual experiences in relation to legal status (slave or free, married or single); social class; culture, race, or nation; and gender and sexual identities.  Evaluate how feminists and other activists, such as supporters of birth control or gay and lesbian liberation, have developed new sexual knowledge and practices to advance social justice.	A. the acquisition, application and integration of knowledge
B. Articulate relevant and important historical questions grounded in related literature..  Identify the extent and nature of primary and secondary sources available/needed to research a particular topic on the history of sexuality  Access historical materials efficiently and effectively.  Integrate and use historical information to evaluate and compare different scholarly approaches to a topic.  Use a variety of technologies to locate different kinds of information and evaluate the validity and reliability of that information.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply a sense of "historical mindedness" by analyzing issues in historical context with careful attention to the particularities of time and place.	C. critical thinking and problem-solving skills

**PROGRAM DEVELOPMENT COMMITTEE**  
**SUMMARY OF MINOR COURSE AND CALENDAR CHANGES**  
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<b>Course Learning Outcomes</b> <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>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Identify the way history is produced and used to justify social, cultural, and political ends.  Deconstruct dominant discourses reflected in literature, media, and cultural representations of women's and men's lives.  Apply feminist concepts, ideas, and theories to articulate a personal perspective and create alternative discourses and assess the challenges of implementing them.	
D. Articulate, clearly and cogently, concepts, ideas, and theories about sexuality orally and in writing.  Organize and present evidence in a coherent manner in a variety of communication media.  Employ proper citation (Chicago style and/or others).	D. literacy and numeracy skills
E. Engage in critical self-reflection to identify one's own position in relation to structures of privilege and oppression.  Identify and challenge sexist, homophobic, and racist speech and behaviour appropriately.  Adhere to principles of academic integrity.	E. responsible behaviour to self, others and society
F. Articulate ideas, taking into account multiple perspectives and evidence in written and oral form, as a team or individually.  Formulate and assert a reasoned point of view respectfully.	F. interpersonal and communications skills
G. Work collaboratively and respectfully with others	G. teamwork, and personal and group leadership skills
H. Interpret materials through a broad cross-section of historical and contemporary representations of femininity and masculinity in various media.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	ICWG-4900 WGST4900 Special Topics in Women's and Gender Studies
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

II. There are changes to the course learning outcomes	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<u><b>X</b></u> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <b>March 10, 2023</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
A. Critically evaluate established and emerging feminist theories and apply them to a range of media/texts.	A. the acquisition, application and integration of knowledge
B. Research and evaluate feminist ideas and scholarship to identify the strengths and limitations of analyses of the specific topic.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on main theoretical contributions to specific issues relevant to Women's and Gender Studies. Construct and apply feminist intersectional analyses.  Analyze scholarly literature on specific topics.	C. critical thinking and problem-solving skills
D. Present clear, lucid, well-documented arguments, in oral and written form, drawing on both theory and empirical evidence.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate complex concepts clearly in written formats.	F. interpersonal and communications skills
G. Discuss ideas and collaborate respectfully with peers to evaluate tasks and procedures.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**PROGRAM DEVELOPMENT COMMITTEE**  
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**APPENDIX**

**DRAMA**

**DRAM-2190 Gender, Movement and Performance**

This course explores how people come to know themselves and others through their bodies. Students investigate movement as a cultural message and explore how stereotypes connected to gender, race, sexuality, and ability are created and contested through the body. (Prerequisite: ICWG-1000 or DRAM-1000 or with consent of the instructor.) (Cross-listed as a Social Science course in Women and Gender Studies, **ICWG-2190**.)

**DRAM-2170 Speaking Truth to Power: Voice and Activism**

An examination of contemporary campaigns to improve the standard of living of Canadians. Students learn to conduct interviews and evaluate the effectiveness of social justice messages. (Semester 3 or above standing.) (Also offered as CMAF-2700, **IACS-2170**).

**COMMUNICATION MEDIA AND FILM**

**CMAF-2700 Speaking Truth to Power: Voice and Activism**

An examination of contemporary campaigns to improve the standard of living of Canadians. Students learn to conduct interviews and evaluate the effectiveness of social justice messages. (Semester 3 or above standing.) (Also offered as ~~WORK-2700~~, CMAF-2700, **IACS-2170** and DRAM-2700).

**GENERAL FAHSS**

**SOSC-3500. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**

This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers (Restricted Spring 2024 Undergraduate Calendar to students who have attained a cumulative GPA of 66% or higher at the time of application) (Semester 4 standing or above and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca)) (Also offered as **IACS-3500**, **KINE-3501-0**, PSYC-3500, SARC-3500, SWRK-3500-~~WGST-3500~~.)

**SOSC-4500. Practicum in Social Change**

Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual assault and bystander intervention. Students co-facilitate the Bringing in the Bystander® In Person Prevention program for one or more small groups of students on campus. The practicum experience equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% or higher in KINE-3501/**IACS-3500**/SOSC-3500/PSYC-3500/~~SJST-3500~~/SWRK-3500/SACR-3500/~~WGST-3500~~ and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca).) (Also offered as ~~SJST-4500~~, **IACS-4500**, PSYC-4500, SWRK-4500, SACR-4500, and ~~WGST-4500~~. (This is an experiential learning course.)

**SOSC-4601. Seminar on Prostitution, Sexual Labour and Health**

This course engages in a critical study of the conception and construction of prostitution/sex work and sexual labour and its impact on social determinants of health. Students will be required to examine and critically reflect on a variety of issues pertaining to adult consensual sex work and the impact of public policy on the health and well-being of people working in the sex industry. Substantive topics may include: policy and regulation; the construction of sex trafficking; stigmatization; politics and the media; violence and victimization; health and safety; customers; and organizing and advocacy. Course delivery may vary according to instructor preference. (Prerequisite: Semester 7 standing or above, or permission of instructor) (Also offered as **IACS-4601**)

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**HISTORY**

**HIST-2510 History of Women's Movements in North America**

An exploration of the collective action of women in the past and present in North America. Areas of study may include women's involvement with the temperance, civil rights, suffrage, trade union, environmental, reproductive rights, and women's liberation movements. (Also offered as **ICWG-2510**)

**HIST-3490 Canadian Labour History**

Development of the Canadian labour movement and an analysis of the Canadian working-class experience during the nineteenth and twentieth centuries. (Semester 4 standing or above or consent of instructor.) (Also offered as **ICLS-3490**)

**HIST-3340. Love, Honour, and Obey: Marriage and Gender**

Romantic heterosexual love shapes contemporary notions of marriage for both straight and gay women. But marriage is about much more than love. It shapes women's lives and organizes relations between women and men. This course examines the interpersonal, economic, social, cultural, and legal aspects of marriage past and present, primarily in North America. (Prerequisite: HIST-2510 or One Women's and Gender Studies course or permission of the instructor.) (Also offered as **ICWG -3340**)

**HIST-3400 Women, War and Peace**

This course examines the various and distinct ways in which women experience war and peace, in both historical and contemporary contexts. Topics include home fronts during wartime in both combat and non-combat zones, women's peace activism, displacement, war crimes against women, women in combat, and media coverage of women and war/peace across the 20th and 21st centuries. (Prerequisite: POLS-2600 or one 2000-level Women's and Gender Studies or History course or consent of the instructor.) (Also offered as **ICWG -3400**)

**HIST-4630 History of Gender and Sexuality**

This course explores major themes in the history of gender and sexuality. These may include reproduction, contraception, and abortion; gender, race, and power; sexuality and the state; heterosexual relations and marriage; gay, lesbian, and transgender identities. Time period and geographical region will vary with the instructor. (Semester 5 or above standing) (Prerequisite: HIST-2500 or HIST/ICWG-2510 or permission of the instructor) (Also offered as **ICWG-4630**)

**KINESIOLOGY**

**KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**

This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers (Restricted Spring 2024 Undergraduate Calendar to students who have attained a cumulative GPA of 66% or higher at the time of application) (Semester 4 standing or above and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca)) (Also offered as **IACS-3500**, PSYC-3500, SARC-3500, SOSC-3500, SWRK-3500-~~WGST-3500~~.)

**POLITICAL SCIENCE**

**POLS-2110. Women and Politics**

An introduction to the principal themes in the study of women in Canadian politics. Topics may include: feminist theory, women in Canadian political institutions, the status of women in the Canadian economy, and gender equality rights in the Charter. (Also offered as **ICWG -2110**)

**PHILOSOPHY**

**PROGRAM DEVELOPMENT COMMITTEE**  
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**PHIL-2360. Feminist Philosophies**

An examination of key philosophical themes in feminism and philosophical debates among feminists. The themes and subjects of debate addressed may include sexism and oppression, feminist identity; theories the political significance of language, personal appearance, and pornography; feminist ethics; and feminist theories of knowledge. (Prerequisite: PHIL-1100 or PHIL-1120 or semester 3 or above standing, or consent of the instructor. Can be taken as an Arts credit.) (Also offered as ICWG-2360).

**PHIL-3590 Women, Knowledge, and Reality**

An exploration of feminist theories about knowledge and reality that inform and are informed by scholarship in Women's Studies. Students examine how gender might affect identity, reasoning, objectivity, and evidence, and in turn, how such variations might affect feminist political practices. (Semester 5 standing or above) (Prerequisites: Two courses at the 2000-level or above from Women's and Gender Studies and/or Philosophy) (Also offered as **ICWG** -3590)

**PSYCHOLOGY**

**PSYC-2180 Everyday Conflicts and Their Resolution**

Students design and practice techniques for resolving everyday conflicts with friends and co-workers effectively and respectfully, and without damaging interpersonal relationships. Students learn to focus on the problem, not the person; identify and respond to hidden agendas and subvert personal attacks. Pre-requisite: Semester 3 or above standing or permission of the instructor. (Also offered as **IACS-2180** and ~~WORK-2180~~)

**PYSC-3500. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**

This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers (Restricted Spring 2024 Undergraduate Calendar to students who have attained a cumulative GPA of 66% or higher at the time of application) (Semester 4 standing or above and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca)) (Also offered as **IACS-3500**, **KINE-3501-0**, PSYC-3500, SARC-3500, SWRK-3500-~~WGST-3500~~.)

**PSYC-3700 Industrial-Organizational Psychology**

The study of employees, workplaces, and organizations. Topics include job analysis and competency models, recruitment, selection, and decision making, performance management, training, group and team processes in organizations, employee attitudes, affect, and behaviour, motivation, leadership, productive and counterproductive work behaviour (Labour Studies students with at least Semester 4 standing or consent of instructor) (Prerequisites: PSYC-1150 and PSYC-1160) (Also offered as **ICLS-3700**)

**PSYC-4500. Practicum in Social Change**

Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual assault and bystander intervention. Students co-facilitate the Bringing in the Bystander® In Person Prevention program for one or more small groups of students on campus. The practicum experience equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% or higher in KINE-3501/**IACS-3500**/SOSC-3500/PSYC-3500/~~SJST-3500~~/SWRK-3500/SACR-3500/~~WGST-3500~~ and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca).) (Also offered as **IACS-4500**, SACR-4500, ~~SJST-4500~~, SOSC-4500, SWRK-4500, and ~~WGST-4500~~.) (This is an experiential learning course.)

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**SOCIAL WORK**

**SWRK-3470 Social Work and Violence**

Examines aspects of violence in society, particularly against marginalized groups. The primary focus is on generalist social work intervention related to violence. (Open to senior students. Required course for Social Work/Women's and Gender Studies students; elective for BSW students. Prerequisite: One Women's and Gender Studies course or permission of the instructor) (Also offered as **ICWG -3470**)

**SWRK-3500. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**

This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers (Restricted Spring 2024 Undergraduate Calendar to students who have attained a cumulative GPA of 66% or higher at the time of application) (Semester 4 standing or above and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca)) (Also offered as **IACS-3500, KINE-3501-0, PSYC-3500, SARC-3500, SOSC-3500, ~~WGST-3500~~**.)

**SWRK-3550. Feminist Social Work Practice**

This course prepares students to apply the principles, processes, and techniques of feminist social work practice. (Required course for Social Work/Women's and Gender Studies students; elective for BSW students. (Prerequisite: One Women's and Gender Studies course or permission of the instructor) (Also offered as **ICWG -3550**)

**SWRK-4500. Practicum in Social Change**

Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual assault and bystander intervention. Students co-facilitate the Bringing in the Bystander® In Person Prevention program for one or more small groups of students on campus. The practicum experience equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% or higher in **KINE-3501/IACS-3500/SOSC-3500/PSYC-3500/~~SJST-3500/SACR-3500/SWRK-3500/~~WGST-3500~~~~** and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca).) (Also offered as **IACS-4500, PSYC-4500, SACR-4500, ~~SJST-4500~~, SOSC-4500, and ~~WGST-4500~~**.) (This is an experiential learning course.)

**SOCIOLOGY AND CRIMINOLOGY**

**SACR-2100. Gender, Sexuality and Social Justice**

This course examines the personal and cultural meanings of sexual and gender identities in Canada today. Students consider how sexual and gender identities are created and experienced in conjunction with other identities such as race/ethnicity, social class, and (dis)ability and explore social justice activism that challenges the personal, social, political, and economic inequities based on these identities. Topics may include transgender, intersex, and non-binary perspectives, Indigenous and queer people of colour activism, 2SLGBTQIA+ identities, feminist online resistance, disability and desirability, colonialism and the sex/gender binary, and the social construction of sex, gender, and sexuality. (Prerequisites: **ICWG-1000**) (Also offered as **ICWG ACS--2300**.)

**SACR-3500. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence**

This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers (Restricted Spring 2024 Undergraduate Calendar to students who have attained a cumulative GPA of 66% or higher at the time of application) (Semester 4 standing or above and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca)) (Also offered as **IACS-3500, KINE-3501-0, PSYC-3500, SOSC-3500, SWRK-3500, ~~WGST-3500~~**.)



**PROGRAM DEVELOPMENT COMMITTEE**  
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**SARC-3540 Home, Work and Leisure in the Digital Age**

An intersectional exploration of how home, work and leisure are reproduced through space-time relations that are organized and augmented by mobile technologies. Topics may include an investigation of the home as a contested racialized and gendered workspace, remote and mobile technologies in identity practices, history making and community-building, or the changing meaning of mobility for workers under globalization. (Semester 5 or above standing) (Prerequisites: SACR-1100 or ICWG-1000) (Also offered as **ICWG -3540**)

**SACR-4500. Practicum in Social Change**

Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual assault and bystander intervention. Students co-facilitate the Bringing in the Bystander® In Person Prevention program for one or more small groups of students on campus. The practicum experience equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% in KINE-3501, **IACS-3500**, SOSC-3500/PSYC-3500/SJST-3500/SACR-3500/SWRK-3500/WGST-3500 and permission of the instructor.) (Also offered as **IACS-4500**, PSYC-4500, SJST-4500, SOSC-4500, SWRK-4500, and WGST-4500.) (This is an experiential learning course.)

**DELETION (DUE TO MERGING OF TWO CROSS LISTED TO ONE)**

~~DISB-1000 Social Justice in Action~~

~~Students investigate the local and global origins of a contemporary social problem through the eyes of social justice activists. Students will assess the strengths and limitations of strategies and theoretical frameworks for social change and use this knowledge to create social action messages that raise public awareness, influence government or corporate policy, or positively change attitudes and behaviours. (Also offered as SJST-1000)~~

~~SJST-4500. Practicum in Social Change~~

~~Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual violence and bystander intervention, and they lead sexual violence prevention workshops to groups of students on campus. This course equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% or higher in KINE-3501/SOSC-3500/PSYC-3500/SJST-3500/SWRK-3500/SACR-3500/WGST-3500 and permission of the instructor by online application at bystanderinitiative.ca.) (Also offered as PSYC-4500, SACR-4500, SOSC-4500, SWRK-4500, and WGST-4500.)~~

~~WORK-2700. Speaking Truth to Power: Voice and Activism~~

~~An examination of contemporary campaigns to improve the standard of living of Canadians. Students learn to conduct interviews and evaluate the effectiveness of social justice messages. (Semester 3 or above standing.) (Also offered as CMAF-2700, SJST-2700 and DRAM-2700).~~

~~WORK-2180. Everyday Conflicts and Their Resolution~~

~~Students design and practice techniques for resolving everyday conflicts with friends and co-workers effectively and respectfully, and without damaging interpersonal relationships. Students learn to focus on the problem, not the person; identify and respond to hidden agendas and subvert personal attacks. Pre-requisite: Semester 3 or above standing or permission of the instructor. (Also offered as PSYC-2180 and WORK-2180) (Pre-requisite: Semester 3 or above standing or permission of the instructor. Also offered as PSYC-2180 and SJST-2180.)~~

~~WGST-2350 Disability, Madness, and Social Justice~~

~~This course uses first person narratives to engage students in experiences of disability and madness. Students learn to develop a feminist intersectional, anti-ableist analysis of their own thoughts, feelings and behaviours in relation to disability, madness, and other intersecting forms of oppression. Intersections of disability, madness, race, class, sexuality, and gender identity are explored. Topics may include disability and madness in popular culture, disability and sexuality, mad activism, disability justice, and feminist perspectives on disability and madness. (Prerequisites: WGST-1000 or SJST/DISB-1000) (Also offered as WGST-2350) (Prerequisites: IACS-1100 or IACS).~~

**PROGRAM DEVELOPMENT COMMITTEE**  
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~~WGST-2370 Queer Activism~~

~~Students engage with 2SLGBTQIA+ activism, past and present. Students investigate how queer communities are created and sustained through protest, alliance-building, symbols, and memes. (Also offered as SJST-2370)~~

~~WGST-2400 Work and Equality~~

~~This course explores how paid and unpaid work are gendered, valued and rewarded. Students investigate how public policy, law, collective bargaining, and advocacy enhance equality in pay and working conditions for women and racialized workers. (Prerequisites: IACS-1100 or IACS-1550 or SACR-1000 or SACR-1100) (Also offered as Work and Employment Issues WORK-2400.)~~

~~WGST-2600 Women and Globalization~~

~~This course introduces students to gender-sensitive analysis of the role of women in the global economy. Course materials cover the place of women in the international division of labour, the role of women in export-oriented industries in the "Third World," and women as "homeworkers" in the First and Third World. Students will utilize relevant empirical material to develop critical thinking and an understanding of gender inequalities in the "development process." (Prerequisites: at least Semester 3 standing.) (Also offered as Work and Employment Issues WORK-2600.)~~

~~WGST-3500 Practical Strategies for Social Change: Intervening to Prevent Sexual Violence~~

~~This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers (Restricted Spring 2024 Undergraduate Calendar to students who have attained a cumulative GPA of 66% or higher at the time of application) (Semester 4 standing or above and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca)) (Also offered as KINE-3501, PSYC-3500, SARC-3500, SOSC-3500, SWRK-3500)~~

~~WGST-4500. Practicum in Social Change~~

~~Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual violence and bystander intervention, and they lead sexual violence prevention workshops to groups of students on campus. This course equips students to deliver educational content on sensitive issues. (Prerequisite: Final mark of 75% or higher in KINE-3501/SOSC-3500/PSYC-3500/SJST-3500/SWRK-3500/SACR-3500/WGST-3500 and permission of the instructor by online application at [bystanderinitiative.ca](http://bystanderinitiative.ca).) (Also offered as PSYC-4500, SACR-4500, SJST-4500, SOSC-4500, SWRK-4500). (This is an experiential learning course.)~~

~~WGST-4601 Seminar on Prostitution, Sexual Labour and Health~~

~~This course engages in a critical study of the conception and construction of prostitution/sex work and sexual labour and its impact on social determinants of health. Students will be required to examine and critically reflect on a variety of issues pertaining to adult consensual sex work and the impact of public policy on the health and well-being of people working in the sex industry. Substantive topics may include: policy and regulation; the construction of sex trafficking; stigmatization; politics and the media; violence and victimization; health and safety; customers; and organizing and advocacy. Course delivery may vary according to instructor preference. (Also offered as WORK-4601)~~

~~ICLS-2400 WORK-2400 WGST-2400 Work and Equality~~

~~This course explores how paid and unpaid work are gendered, valued and rewarded. Students investigate how public policy, law, collective bargaining, and advocacy enhance equality in pay and working conditions for women and racialized workers. (Prerequisites: WORK-1500 or WGST-1000 or SACR-1100 (Also offered as Work and Employment Issues WORK-2400) (Prerequisites: IACS-1300 or IACS-1550 or SACR-1100.)~~

University of Windsor  
Program Development Committee

\*5.9: **Philosophy – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

**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
Mathematics & Statistics	Adrian Zahariuc	2024-11-11	X	
Odette School of Business	Rachel Aleks	2024-11-11		

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

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

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

Undergraduate  
Fall 2025

**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](http://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**

**PHIL-2240. Business Ethics**

An introduction to some central ethical notions (e.g., justice, the common good, moral vs. legal obligation); application of these issues and concepts to cases drawn from the experiences of business men and women (concerned with such issues as corporate responsibility, conflict of interest, honesty in advertising, preferential hiring, corporate responsibility for environmental externalities).

**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?

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

### FORM E

- 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?

N/A – the course is being deleted.

#### A.2 Experiential Learning Categories

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

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

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

**PROGRAM DEVELOPMENT COMMITTEE  
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES  
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**A.3** Are any of the courses being deleted currently required in one or more programs? (if no courses are being deleted, check "No".)

☐ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

☒ No

If yes, list all courses that are being deleted and the programs in which they are currently required:

**B. Learning Outcomes for the Courses Listed Above**

N/A – the course is being deleted.

University of Windsor  
Program Development Committee

\*5.10: **Psychology – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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

Effective Fall 2025.  
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](http://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**

**PSYC-3230. Developmental Disabilities**

An overview of theory and research related to the biological foundation of childhood and adolescent developmental disabilities. ~~Mental retardation~~ **Intellectual developmental disorders (Intellectual disability)**, sensory and motor impairments, **specific learning disorders** learning disabilities, and disorders with physical manifestations are included in the topics covered. (Prerequisite: PSYC-2230 or PSYC-2240.)

**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?*

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

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?**

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

1. Psychology has begun considering Indigenization by attending the Pulling Together Workshops facilitated by Indigenous Learning Specialist Jaimie Kechego in order to do some self-reflective education and gauge how the department may respectfully incorporate Indigenous knowledges. Several Psychology faculty members also attended the Indigenous Research and Scholarship Forum in May 2023.
2. The Department Head (Dr. Patti Fritz) has surveyed faculty about their efforts and has compiled that information in a document that has been circulated to departmental faculty. (The activities outlined here are from that survey.
3. A faculty member in Psychology (Dr. Catherine Kwantes) holds SSHRC (Social Sciences and Humanities Research Council) and ORF-RE grant funding for the Indigenous Workways project aimed at providing information for organizations to help be more inclusive for Indigenous employees. As a part of that, she has taken courses including the Indigenous Canada MOOC from the University of Alberta – she also consults regularly with Indigenous colleagues and elders.
4. One of our newer faculty members (Dr. Onawa Labelle) was hired through the President's Indigenous Peoples Scholars Program. Dr. Labelle has been a leader in the department since her hire.
5. Multiple clinical faculty members have attended workshops on working with Indigenous clients. These workshops have generally been at professional conferences and have led to continuing education credits.
6. Multiple faculty members have engaged in self-directed study following the advice of Indigenous leaders in our community and academic circles. In this effort, faculty members have read books such as *Research Is Ceremony: Indigenous Research Methods*, *Seven Fallen Feathers*, *Firekeeper's Daughter*, *Braiding Sweetgrass*, *Indigenous Continent*, *Covered with Night*, *Moon of the Crusted Snow*, and *As Long as Grass Grows*.
7. Our department colloquium series has featured Indigenous knowledge keepers (e.g., Dr. Lindsey Morcom from Queen's University presented her work on the impact of Indigenous language revitalization on community relations).
8. Two faculty members (Dr. Kris Romero and Dr. Patti Fritz) held a grant from the Diversity, Indigeneity, and Anti-racism Professional Development Fund to work on culturally sensitive clinical assessments, including Indigenous perspectives.
9. *A New Psychology Based on Community, Equality, and Care of the Earth: An Indigenous American Perspective* was recommended for the department, for independent study by faculty.

# **PROGRAM DEVELOPMENT COMMITTEE**

## **SUMMARY OF MINOR COURSE AND CALENDAR CHANGES**

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

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

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

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

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

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

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

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

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

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

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

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

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



# **PROGRAM DEVELOPMENT COMMITTEE**

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

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

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

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

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

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

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

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

As part of her Indigenous Workways research project, Dr. Kwantes has also been in regular contact with Russell Nahdee, Jean Becker (ACP, Indigenous Relations at UWaterloo) (names provided with permission) and other Indigenous leads at several Ontario University Indigenous Student Centres. She has been working and publishing with a number of Indigenous students. One publication, with a focus on cultural safety for Indigenous employees, is in review. A book chapter exploring the meaning of equity and inclusion in the workplace for Indigenous employees in contexts with a history of colonization, co-authored with an Indigenous scholar, has just been published. She was part of a panel discussion with several Indigenous scholars at a Society for Industrial Organization conference with a focus on bringing Indigenous voices to the discipline of IO Psychology. The work she and her students are doing for the Indigenous Workways project has been presented at multiple conferences, including CANDO (Council for the Advancement of Native Development Officers) and Connexus.

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

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

Because this is not a purely didactic course with only readings or content, it follows the needs of the students and their assessment of their clients' need. Specific content about all groups, including Indigenous groups, is determined

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

### FORM E

on an as-needed basis. For example, if a client identifies as First Nations, the student completing the assessment would likely be encouraged to read relevant work to inform clinical practice and would be discussing these readings with their supervisor and/or their peers in group supervision meetings.

#### A.2 Experiential Learning Categories

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

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

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

#### B. Learning Outcomes for the Courses Listed Above

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

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

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
<b>COURSE NUMBER AND TITLE</b>	PSYC 3230. Developmental Disabilities <i>(Learning outcome were last update December 10, 2021)</i>
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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 <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	<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: <b>December 10, 2021</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**University of Windsor  
Program Development Committee**

**5.12: PDC Forms C and E – Revisions**

Item for: **Approval**

**MOTION: That the sections on Indigenous Content, Perspectives, or Material and on Learning Outcomes be removed from the PDC Forms C and E.**

**Rationale:**

- During these financially challenging times, where significant cuts require immediate changes to courses and programs, more streamlined forms for minor changes are being proposed so that the changes needed to ensure continued delivery of quality programs are effected quickly. The re-introduction of these sections can be revisited at a later time, when the financial situation is sound.
- Removing these sections from Forms C and E will enhance efficiency and timeliness of changes, particularly for minor program and course/calendar changes such as course deletions, title updates, contact hour adjustments, and renumbering.
- While it is important to be able to move more nimbly with minor program and courses changes which tend to reflect minor updates or housekeeping, the sections will remain on new program proposals, major program changes, and new course proposals as they are important components of program development. New certificate programs also require learning outcomes.

**University of Windsor  
Program Development Committee**

**5.13: Policy on Course and Program Changes (Program Development Committee) – Moratorium on Deletion of Courses Not Offered for Four or More Years**

Item for: **Approval**

**MOTION: That a minimum two-year moratorium on the deletion of courses that have not been offered in four or more years (including those in the course bank) be approved, commencing Fall 2025.**

**Rationale:**

- The Senate Policy on Course and Program Changes (Program Development Committee) states:
  6. b) Undergraduate courses which have not been offered in four or more consecutive years will be deleted, with the exception of special topics courses and other such designated courses.
    - c) i As per the Policy on the Deletion of Non-Offered Undergraduate Courses b) above, courses which have not been offered in four years will be deleted from the undergraduate calendar.
    - ii Courses which have been marked for deletion from the undergraduate calendar and for which delays to delete have been requested and are considered appropriate for this purpose, will be stored in a 'course bank' for a maximum of two years, after which time they will be deleted if they continue to not be offered. No further delays will be permitted for courses which have not been offered for the two years in the 'course bank'.
    - iii Only those courses which have historically been offered and for which delays have been requested and approved may be placed in a 'course bank'.
    - iv Areas wishing to re-introduce a banked course will forward a memorandum to PDC, the Faculty Coordinating Committee and to the Registrar, for information, stating their intention. The course will then be added to the next undergraduate calendar.
- During this time of significant financial challenges, there are a number of courses which cannot be offered but may very well be within a few years, if the financial situation alleviates.
- Once the moratorium is lifted, the clock will reset and courses that have not been offered in four or more years (not counting the period of the two-year moratorium) will be deleted unless waivers are sought and approved.
- Following the two-year period, the PDC will review and inform Senate of any extension to the moratorium.