University of Windsor

PDC230315A

NOTICE OF MEETING

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

1 Approval of Agenda

2 Minutes of Meeting of February 17, 2023

3 Business Arising from the Minutes

4 Outstanding Business

***4.1**	**Biomedical (Graduate) – New Course Proposal (Form D)**	**Martin Crozier -** Approval PDC230315-4.1

5 Reports/New Business

5.1	**Honours Biochemistry (Pharmacy Stream) – Major Program Change (Form B)**	**Kenneth Ng/Drew Marquardt -** Approval PDC230315-5.1
***5.2**	**Kinesiology (Graduate) – Minor Program Changes (Form C)**	**Linda Rohr -** Approval PDC230315-5.2
***5.3**	**Psychology (Graduate) – Minor Program Changes (Form C)**	**Catherine Kwantes -** Approval PDC230315-5.3
***5.4**	**Engineering – New Course Proposal (Form D)**	**Afsaneh Edrisy -** Approval PDC230315-5.4
***5.5**	**Engineering – Minor Program Changes (Form C)**	**Afsaneh Edrisy -**Approval PDC230315-5.5
***5.6**	**Business – Minor Program Changes (Form C)**	**Fazle Baki-**Approval PDC230315-5.6
***5.7**	**Business – Summary of Minor Course and Calendar Changes (Form E)**	**Fazle Baki-**Information PDC230315-5.7
***5.8**	**School of Creative Arts (SoCA) – Summary of Minor Course and Calendar Changes (Form E)**	**Karen Engle-**Information PDC230315-5.8
***5.9**	**Kinesiology – Summary of Minor Course and Calendar Changes (Form E)**	**Linda Rohr-**Information PDC230315-5.9
***5.10**	**Forensics – Summary of Minor Course and Calendar Changes (Form E)**	**Maria Coppa-**Information PDC230315-5.10

6 Other Business

6.1	**Cross-listed courses**	**Debbie Kane**-Discussion

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' item will not be

discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain ‘starred’ (*) will be deemed approved or received.

University of Windsor
Program Development Committee

*4.1: **Biomedical Science (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following course be approved:^
BIOM-8008. Special Topics in Biomedical and Translational Health Science

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This course has been approved by the Department of Biomedical Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Faculty of Graduate Studies Council, and the Program Development Committee.
- The proposal was sent back to PDC by Senate for clarification on section B.2.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Science in Translational Health Sciences
DEPARTMENT(S)/SCHOOL(S):	Department of Biomedical Science
FACULTY(IES):	Faculty of Science

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

A. NEW COURSE PROFILE

Course # and Title: **BIOM-8008. Special Topics in Biomedical and Translational Health Science**

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.

Selected topics of current interest in the fields of Biomedical Sciences which may vary from year to year. (May be repeated for credit only if content changes. (Prerequisite: Admission into the professional Translational Health Sciences Master's program or permission of instructor.) (Registration in all courses required for the semester.)

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

- ☐ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☐ creative performance or exhibit (*for visual and performing arts*)
- ☐ entrepreneurship
- ☐ field experience or site visit
- ☐ labs
- ☒ No experiential learning in this course
- ☐ field work
- ☐ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☐ research project
- ☐ 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** *[please specify]*	**Lecture**	**Lab/ Tutorial**	**Online**	**Co-op/ practicum/ experiential learning**
3 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

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]*
Admission into the professional Translational Health Sciences Master's program or permission of instructor.	Registration in all courses required for the Fall semester.	N/A	N/A	No	N/A

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

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

B. RATIONALE

B.1 Course Goal(s)

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

The Master of Science in Translational Health Science (MSTHS) Program is a newly approved program in the Biomedical Science Department. As the program is in its inaugural year, we see opportunity for developing new courses to enhance the program's curriculum in the years to come. Adding a Special Topics course (BIOM-8008) would provide opportunity to present novel content focusing on Translational Health Science issues leading to the development of a fuller program curriculum and providing a mechanism of responding to modern developments in this burgeoning field of health-care sciences. During the development of the program the department was actively adding new adjunct faculty from local health care institutions (e.g., physicians, clinicians, etc.). We now have more than 40 newly appointed adjunct faculty and 1 professor of practice who possess expertise knowledge and are available to provide lecture content in such a Special Topics course.

The Biomedical Science Department also seeks to generate a MSc and PhD program in the near future and having a BIOM-8008 course will create opportunity for curriculum development and foster creativity and flexibility and innovation in education in an everchanging world of biomedical and healthcare science.

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

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

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

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

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

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

The Faculty of Science is looking to welcome an expert in Indigenous-centred relationships who is a recognized Knowledge Keeper in their community into a role within the Biomedical Science Department to pursue community-based interests in research, teaching, and capacity development. With the help and support of this individual we hope to build and develop new and innovative initiatives to further Indigenous-focused research co-production and lifelong learning across the Faculty of Science. This new faculty position is a recognition that Indigenous knowledge is not ours to claim or to own and that Indigenous knowledge is alive - the Indigenous Knowledge Keeper will hold the knowledge on behalf of the Faculty.

The Indigenous Knowledge Keeper will provide counsel to the Office of the Dean to create further space for Indigenous knowledge and partnerships in the Faculty of Science and across the University of Windsor.The Indigenous Knowledge Keeper will support the creation of an Indigenized space for Indigenous students, community members, and allies to engage, learn and create.

As the material for this proposed "*special topic course"* will change from semester to semester, the department will commit to instructing the course instructor to engage in conversation with the Faculty of Science's Indigenous Knowledge Keeper to review course materials and identify areas where Indigenous content can be integrated and to include such content to provide a holistic perspective of the relevant special topic in Translational Health Sciences.

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.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Identify and describe a wide range of biomedical and translational health science concepts, including (but not limited to): new biomedical and healthcare technology, innovative biomedical techniques and healthcare practices, public health strategies, and social determinants of healthcare.	A. the acquisition, application and integration of knowledge
B. Collect, read, analyze, synthesize, and evaluate information related to subject areas in biomedical sciences and translational health sciences in reference books and primary research publications (also relevant to D).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Solve problems through application of scientific methods, analysis, and knowledge of biomedical and healthcare technologies and topics	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Analyze and reflect on social determinants of health and produce innovative strategies to resolving disparities and informing public healthcare policies (also relevant to C)	E. responsible behaviour to self, others, and society
F. Clearly and accurately communicate biomedical and human healthcare concepts orally and in writing.	F. interpersonal and communications skills
G. Work effectively in team environments to engage others in strategic planning.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Identify and describe areas of biomedical and healthcare sciences that are relevant for personal reasons and/or research, academic and professional goals, and responsibilities.	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
	20	30	40	40	40

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?

This is an elective course and may not have any impact on enrolments in existing courses in the program or department. Students in the Master of Science in Translational Health Science (MSTHS) Program should be able to complete this elective course in conjunction with their required courses without any conflict.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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*

Faculty: Within the Faculty of Science, the Department of Biomedical Sciences currently has 9 full time research faculty. 1 Ancillary Academic Staff (AAS), and 1 Limited Term Appointment (LTA) faculty member that has been hired to serve as the coordinator of the program. We also have more than 40 clinicians that hold adjunct faculty positions within the Department of Biomedical Science and 1 professor of practice that could be involved in instruction on an as-needed basis.

Staff: Within the Faculty of Science, the Department of Biomedical Sciences currently has 1 lab technician, and 1 secretary with support from other departments for Core Technology, financial matters, and graduate student support.

Services: No additional resources required.

Classrooms: Existing classrooms in the Biology Building, Essex Hall, the new Essex Centre of Research on campus will provide classrooms for the BIOM-8008 course.

GA/TA resources: Graduate Teaching Assistants or Undergraduate Teaching Assistants will not be required.

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

The new BIOM-8008 Special Topics Course may (depending on the topic and semester) rely on our Adjunct Faculty and/or Professor of Practice, and the Program Coordinator (LTA) for instruction (e.g., guest lectures)

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.*

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

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

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

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	Existing classrooms in the Biology Building, Essex Hall, the new Essex Centre of Research on campus will provide classrooms for the BIOM-8008 course.
Equipment (and Maintenance):	N/A

University of Windsor
Program Development Committee

5.1: **Honours Biochemistry (Pharmacy Stream) – Major Program Change (Form B)**

Item for: **Approval**

MOTION: That the Honours Biochemistry (Pharmacy Stream) be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This major program change has been approved by the Department of Chemistry and Biochemistry and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) and the Provost.
- Provosts Comments: I am supportive of this new Pharmacy Stream. It is a transparent pathway to ensure preparedness for a subsequent degree in Pharmacy.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

A. Basic Program Information

Faculty(ies)	Science
Department(s)/School(s)	Chemistry and Biochemistry
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Honours Biochemistry Pharmacy Stream
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2023
Mode of Delivery:	Regular on-campus courses, some with laboratories. Full-time and/or part-time
Planned steady-state Student Enrolment (per section B.4.2)	
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	No

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)

This Pharmacy Honours Pharmacy Stream is intended to appeal to students seeking a clear pathway to pharmacy, medicine, or graduate research in a chemical or health-related science. While students can already pursue these programs from various undergraduate backgrounds (including, but not limited to, Chemistry, and Biochemistry), a new stream is expected to increase the visibility of pharmaceutical-related courses/research at the University of Windsor, and be of interest to students who are undecided as to which science program to take.

Aim and Impact: This new stream in **Pharmacy** will offer students a prescribed pathway into professional school with a particular focus on Pharmacy. It has been noted that graduates from the University of Windsor Biochemistry program are particularly well suited for pharmacy and this stream will ensure that students are prepared for all Ontario professional pharmacy schools as well as those in Michigan.

Consistency with Institutional Goals: In keeping with the priorities of the University of Windsor strategic plan we have designed this stream to ensure an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, and successful year-to-year transitions.

Along with our existing undergraduate programs and streams in Biochemistry and Chemistry, we will continue to provide an exceptional undergraduate experience in the sciences. The proposed Honours stream builds on the strengths of the most research-intensive science department, with a rigorous curriculum with integrated laboratory (experiential) components and co-op/internship options.

Opportunities for enhanced research experiences are available for students in this new stream. Select students in the pharmacy stream may pursue an honours research project (which counts towards upper-year requirements in the proposed curriculum). It is expected that a number of the graduates from this stream will choose to pursue graduate studies in a related topic with a supervisor at the University of Windsor in Biology, Biomed or in Chemistry & Biochemistry, or at an external institution with similar areas of research interest, contributing to the scholarly advances made at this, or other, institutions.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

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.

The proposed curriculum combines essential elements from the Biochemistry program and includes current fundamental courses in sciences relating to health and biomedical research. It allows students to complete the most common admission prerequisite courses for Ontario medical and pharmacy schools (as well as at Wayne State University, in Detroit) as part of their degree programs. (Most of the prerequisites are courses that meet specific science requirements, and there is room for other courses for the more unusual professional school requirements (e.g., for medical schools outside of Ontario). Additionally, the curriculum was designed by research faculty (including individuals carrying out pharmacological research) so that graduates will be prepared for graduate study in pharmacy related fields providing a necessary alternative career pathway.

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 curriculum differs from other biomedical, or health sciences programs offered in Ontario, as it focuses on the pharmacological sciences in chemistry and biochemistry. The rigorous curriculum exposes the students to the fundamental and experiential knowledge both in chemistry and biochemistry in a suite of courses.

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, 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?*

Inclusion of Indigenous content, perspectives, and material is an ongoing and evolving exercise integrally involving the department leadership.. We have started discussions with Jaimie Kechego. The early discussions have been extremely fruitful and through these discussions we have identified points both within program delivery and the PDC process that could be improved. Our discussions will continue and be expanded to assist with the development of a database of Indigenous chemistry/biochemistry content as a resource for internal and external instructors. We are currently seeking an Indigenous science student who can be hired to facilitate this initiative. The student will review literature and engage with Indigenous Knowledge Keepers to gather information. The simple compilation of knowledge is not

enough. The student and department leadership will work with CTL to make sure details on how to present the data effectively and appropriately is included in the database.

Individual instructors within the Department of Chemistry and Biochemistry have reviewed course materials and identified areas where Indigenous content can be integrated to provide a holistic perspective of a topic. Concrete steps have already been taken for courses within the proposed program. For example, BIOC-3030, Natural Health Products and Their Mechanisms of Actions, now includes as part of its learning outcomes: Appraise the value of cultural knowledges from different traditions including First Nation's, and Ayurvedic practices and Discuss and relate the knowledge of traditional medicine of Canada's first people.

Finally, leadership within the Department is engaged at the national research level. For example, Marquardt leads a national co-organization that is organizing a research panel with CIFAR with speaker Bob Watts (Nuclear Waste Management Organization) – "Building Expertise through Inclusion: EDI and Indigenous Issues". Although this is not directly related to teaching, the subject matter helps further build knowledge and awareness of Indigenous issues.

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 proposed name for the new stream, **Honour Biochemistry – Pharmacy stream** recognizes both the subject area of study and the area specific educational experiences will students receive within this stream. Therefore, we believe the name is representative of the program content and current usage in the discipline.

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.

Based on our experience with student requests for specific types of programs, the student demand for health-related programs has been increasing over the past decade, primarily relating to student objectives of medical, dental, pharmacy and other professional programs centred on health. We have seen a doubling of student registration in biology and biochemistry programs over the last decade, which is a significant indication of demand in these areas. On this campus, these are the closest analogues to a health or life science program. At recruitment events (e.g., the Ontario University Fair, University of Windsor Open House), inquiries from potential students and parents are common regarding biomedical, health, pre-medical and pre-pharmacy programs.

Anecdotally, former students have stated how under prepared for Pharmacy they were in the biomedical and health centred degree programs. Pharmacy is a chemistry and biochemistry heavy vocation and proper preparation in the chemical sciences is required. According to the Government of Canada, the job opportunities for pharmacists is good in Ontario as well as several other provinces.

Pharmacist in Canada

National Occupational Classification update

We have updated this page to reflect the transition to the 2021 version of the National Occupational Classification (NOC). This means that the occupation **"Pharmacist"** was moved from the group **Pharmacists (NOC 3131)** to the group **Pharmacists (NOC 31120)**.

Summary | Description | Wages | Prospects | Jobs | Requirements | Skills | Search

Explore current and future job prospects for people working as a "pharmacist" in Canada.

Job opportunities over the next 3 years

Note that these outlooks are based on the 2016 version of the NOC. Learn more about our methodology.

Breakdown by province and territory

Explore future job prospects by province and territory.

Legend

☆☆☆☆☆	Undetermined	★★★★☆	Moderate
★☆☆☆☆	Very limited	★★★★☆	Good
★★☆☆☆	Limited	★★★★★	Very good

Location	Job prospects
Alberta	★★★★☆ Good
British Columbia	★★★☆☆ Moderate
Manitoba	★★★★★ Very good
New Brunswick	★★★★☆ Good
Newfoundland and Labrador	★★★☆☆ Moderate
Northwest Territories	☆☆☆☆☆ Undetermined
Nova Scotia	★★★☆☆ Moderate
Nunavut	☆☆☆☆☆ Undetermined
Ontario	★★★★☆ Good
Prince Edward Island	★★★★☆ Good
Quebec	★★★☆☆ Moderate
Saskatchewan	★★★★☆ Good
Yukon Territory	☆☆☆☆☆ Undetermined

Labour Market Information Survey

Date modified: 2022-11-06

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
In the regular program (non-co-op)	6		10		10		10		10	
In the co-op/ experiential learning stream (if applicable)										

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/. ~~Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.~~ 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

Although chemistry and biochemistry programs are offered at nearly all universities, most institutions have developed streams or degree programs in Health Sciences or Biomedical Sciences:

Ontario universities offering
Biomedical Science programs:
Brock University
University of Guelph
Laurentian University
University of Ottawa
Queen's University ("Life Sciences")
Ryerson University
York University

Health Science programs:
Western University
Wilfred Laurier
University of Ontario Institute of Technology

The curriculum for this stream includes **more** chemistry and biochemistry than other programs, which will give graduates additional options for graduate and professional schools. In particular, the proposed stream will be suitable for students who are not only interested in medical school, but also those who are considering pharmacy programs, (which tend to feature a greater number of chemistry pre-requisites), or other medical pursuits. Compared to similar programs, this stream offers much more flexibility in terms of course selection. Students may concentrate their efforts on sub-specialties such as biochemistry, medical physics, or microbiology, leading them to career goals beyond

medicine. Most importantly, the availability of a Health and Biomedical Sciences program in Windsor will allow students in the Windsor-Essex area to attend university locally in the discipline of their choice.

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

Courses within this new stream are offered regularly within the current academic calendar, such that there are no anticipated additional resources required to offer this new stream beyond what is associated with natural enrollment growth over time. The vast majority of courses are offered from the Department of Chemistry and Biochemistry, which has capacity for growth and will be able to accommodate the projected increases in enrollment. Students will also complete two courses in Physics, three courses in Mathematics and Statistics, Integrated Biology and one course from Biomedical Sciences (depending on their college electives). These programs can also accommodate the projected growth in enrollment. The core university courses required are regularly offered by faculty members within departments within Science. Faculty teaching courses within this stream have current knowledge and expertise that are central to the program curriculum. Administrative tracking will be provided within the UWinsite Student system. Academic advising will occur within the Department of Chemistry and Biochemistry. The advisor responsible for the Honours Biochemistry will also advise students on matters related to the new stream, including appropriate sequencing and course selection.

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*

All courses from the University of Windsor are offered from the Department of Chemistry and Biochemistry, Department of Physics, Integrated Biology, Biomedical Sciences or Department of Mathematics and Statistics (depending on college electives). These courses are offered regularly within the undergraduate calendar and are already taught by expert faculty. As such, there is already a sufficient number of highly qualified faculty to support

this new stream. The faculty teaching these courses are specialists in the area who have expertise in the subjects that are central to the new pharmacy stream. These expert faculty have published in leading national and international journals on topics (or similar topics) to the courses offered within the program.

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.

There is no anticipated reliance on adjunct, limited-term, or sessional faculty beyond what is already being used.

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

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.)

N/A

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.*

Faculty:	No change beyond what is expected from normal enrollment growth
Staff:	No change beyond what is expected from normal enrollment growth
GA/TAs:	No change beyond what is expected from normal enrollment growth

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.*

Library Resources and Services:	No change
Teaching and Learning Support:	No change
Student Support Services:	No change
Space and Facilities:	No change
Equipment (and Maintenance):	No change

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.*

Course Requirements: Advanced Functions/MHF4U, Chemistry/SCH4U, Biology/SBI4U. English/ENG4U.
Strongly Recommended: Calculus & Vectors/MCV4U
Recommended: Physics/SPH4U.
Minimum Average: 70% (75% average of all required science and math courses)
Note: Biochemistry-Pharmacy stream students may apply to the coop internship courses in third year (CHEM-3909 Internship I and CHEM-4908 Internship II).

Exemptions and credit transfer will be handled as is the current practise for existing Biochemistry and Chemistry programs. Students may transfer in and out of this program as this was considered carefully in the program design. Students transferring in from other institutions to upper levels of the program will be handled as currently managed by the Registrar's office.

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 proposed admission requirements are equivalent to the admission requirements for Biochemistry, reflecting the rigour of the new stream.

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.

Honours Biochemistry (Pharmacy Stream)

Total courses: Forty (40)

Degree requirements:
(a) 20 Courses: CHEM-1100, CHEM-1110, CHEM-2200, CHEM-2300, CHEM-2310, CHEM-2400, CHEM-2410, CHEM-2500, CHEM-2510, CHEM-3210, BIOC-2010, BIOC-3100, BIOC-3110, BIOC-3130, BIOC-3581 (6-credit, 2 semester

course), BIOC-3310, BIOC-4050 and two additional CHEM/BIOC courses at the 3XXX or 4XXX level (CHEM-3310 is recommended).

(b) 10 Courses: BIOL-1101, BIOL-1111, BIOL-2111, BIOL-2071, BIOM-2131, MATH-1720, MATH-1730, PHYS-1400, PHYS-1410 and STAT-2910;

(c) 4 Courses: ENGL-1001 and three courses from Arts, Languages or Social Sciences; CMAF-2100 strongly recommended

(d) 6 courses from any area of study; BIOM-2021, BIOL-2040, BIOL-2050 strongly recommended.

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

Description of thesis option (if applicable):

Qualified students who find a willing supervisor may complete CHEM-4900 towards their degree program. This is not a requirement.

CHEM-4900. Research:
Original laboratory research under the direction of a faculty member. Student must present three seminars discussing their research project. (1 lecture, 12 laboratory hours per week over two terms; 6 credit hours.) (Only open to students in Chemistry Honours, Biochemistry Honours; please consult the "Program Requirements" section above.) (Prerequisites: major average of 72% and a cumulative average of 72%.)

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)*

Students can apply to the coop internship courses in third year (CHEM-3909 Internship I and CHEM-4908 Internship II).

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).

First Year:	ten courses, including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720, MATH-1730, PHYS-1400, PHYS-1410, ENGL 1001 and one other course.
Second Year:	ten courses, including BIOL-2111, BIOM-2131, CHEM-2300, CHEM-2310, CHEM-2400, CHEM-2410, CHEM-2500, CHEM-2510, BIOC-2010 and one other course.
Third and Fourth Years:	twenty courses, including CHEM-2200, CHEM-3210, BIOC-3100, BIOC-3110, BIOC-3130, BIOC-3581 (6-credit, 2 semester course), BIOC-4050, BIOL-2071, STAT-2910 and two additional CHEM/BIOC courses at the 3XXX or 4XXX level.

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.

The structure parallels the already rigorous, successful and Canadian Chemical Society Accredited Biochemistry program delivered by the Department of Chemistry and Biochemistry.

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.

N/A

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.

Cumulative average requirement: 60%; major average requirement 60%.

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.

Cumulative average requirement: 60%; major average requirement 70%.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE 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.*

Program Learning Outcomes (Degree Level Expectations) *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:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A. Explain and apply the major theories and concepts of chemistry and biochemistry pharmacology. (Also applies to D.) Explain and apply the scientific method as it relates to biochemistry research and societal issues. (Also applies to B, C, H, I.)	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. Operate standard and modern laboratory instruments for solving biochemical/drug related problems. (Also applies to C.) Collect, read, evaluate, and analyze relevant scientific literature to address a specific biochemistry area. (Also applies to C, D.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Access and effectively utilize the primary research literature for solving chemical, biochemical and drug problems. (Also applies to D.) Correctly interpret experimental data and the accuracy of the results. (Also applies to D.)	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Write formal scientific papers and reports with the correct structure (e.g., include proper citations, references, etc.)	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	**Characteristics of a University of Windsor Graduate** <u>A UWindsor graduate will have the ability to demonstrate:</u>	**COU-approved Undergraduate Degree Level Expectations**
E. Effectively use safe laboratory practice (e.g use and handling of chemicals).	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Produce effective oral and written communication on a scientific subject. Qualitatively summarize and objectively present data. Prepare written laboratory reports using conventional scientific style.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Participate constructively and cooperatively in small group activities.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Describe examples that illustrate the functionality and diversity of chemistry and biochemistry. Design innovative solutions to demonstrate scientific concepts (also relevant to C and I).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Apply organizational, problem-solving and mentoring skills to engage in self-directed learning and professional development activities	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

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.

Courses primarily rely on face-to-face offerings and delivery may vary according to instructor. Approaches may include: standard lectures with active learning techniques embedded (e.g., discussions), laboratories, tutorials, presentations, and written assignments. The modes of delivery and the teaching methods used will provide students with a variety of learning experiences and assist them in developing the knowledge, skills, and abilities to meet the learning outcomes.

D. <u>MONITORING AND EVALUATION</u> (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.

Current assessment methods are used within existing Honours programs in Chemistry and Biochemistry (which have similar learning outcomes/expectations to the proposed stream). There is an annual academic standing consideration

given to all students in all programs on campus. Additional monitoring will occur in this particular program through the efforts of the program coordinator.

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.*

As the stream evolves, student success and performance level will be tracked through consultation, student feedback, and grades. The academic advisor within the Department of Chemistry and Biochemistry will be responsible for monitoring student progression and responding to student questions regarding the stream. All courses will contribute to students' attainment of the program learning outcomes.

We designed the course audit based on program requirements at the Ontario and Wayne State University (Appendix B)

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. Note: There are no new or revised experiential learning components.

PROGRAM DEVELOPMENT COMMITTEE
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APPENDIX A – BUDGET SUMMARY SHEET

Contact the Office of Quality Assurance for assistance in completing this form.
Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	**1**	**2**	**3**	**4**	**5**	**Total**
Revenue						
Tuition income*	$30,000 (6)	$80,000 (6+10)	$130,000 (6+10+10)	$180,000 (6+10+10+10)	$200,000 (10+10+10+10)	
Potential Provincial funding**	$30,000 (6)	$80,000 (6+10)	$130,000 (6+10+10)	$180,000 (6+10+10+10)	$200,000 (10+10+10+10)	
Other sources of funding *(please list)*						
Total Revenue						
Expenses						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners *(for graduate programs)*						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses *(please list)*						
Total Expenses						
Net Income						

*Estimate $5000 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 $5000 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

Waterloo (https://uwaterloo.ca/pharmacy/future-pharmd-students/required-courses-pharmd-admissions)

WINDSOR

- Biology
  - Introductory Cell Biology – BIOL 1101 or BIOL 1400 or BIOL/55-141
  - Genetics* – BIOL 2093 or BIOL/55-212
  - Fundamentals of Microbiology* - BIOL 2070, BIOL 2071 or BIOL/55-237

*You may complete these BIOL course equivalents OR any 300 or 400-level BIOL course.

- Chemistry
  - Physical and Chemical Properties of Matter – CHEM 1100 or CHEM/59-140
  - Chemical Reactions, Equilibria and Kinetics – CHEM 1110 or CHEM/59-141
  - Introductory Biochemistry – BIOC 2010 or CHEM/59-261; BIOC2015 or CHEM/59-263
  - Basic Organic Chemistry 1 – CHEM 2300 or CHEM/59-230; CHEM 2305 or CHEM/59-232
- Math
  - Calculus 1 for the Sciences – MATH [1720 + 1730], MATH/62-[140 + 141], MATH [1760 + 1730], MATH/62-[139 + 141]
  - Introductory Statistics for Scientists – STAT 2910 or STATISTICS/65-205
- English
  - ENG/26-120, ENG/26-140, ENG/26-205, ENGL 1001, ENGL 1005, ENGL 1409, ENGL 2320, ENGL 2330, ENGL 2520, MGMT 1000 or PSYCH-3220

University of Toronto (https://www.pharmacy.utoronto.ca/programs/doctor-pharmacy-pharmd/pharmd-academic-requirements/acceptable-courses-canadian-universities)

Windsor	BIOL1111 + 1101 or former 55-140 + 141	CHEM1100 + 1110 + 2300 or former Chem59 -140 + 59-141 + 59-230	(MATH 1720 or 1760 + 1730) or former 62-139 or 62-140 + 62-141

Wayne State University (https://cphs.wayne.edu/pharmd/admissions-prerequisites.php)

Effective for the Fall 2023 admission cycle:

- BIO 1510 - Basic Life Mechanisms (NSI)
- BIO 2270 & 2271 or BIO 2200 (NSIL) - Introductory Microbiology & Lab
- BIO 2870 + BIO 3200 - Six credits of Anatomy & Physiology with at least three at the 3000-level or higher
- CHM 1100 & 1130 or CHM 1220 & 1230 - General Chemistry I & Lab (NSIL)
- CHM 1140 & 1150* - General Chemistry II & Lab
- CHM 1240 & 1250 - Organic Chemistry I & Lab
- CHM 2220 & 2230 - Organic Chemistry II & Lab
- CHM 5600 - Biochemistry
- MAT 2010 - Calculus I (QE)
- PHY 2130 & 2131 - General Physics I & Lab (NSIL)

*CHM 1140/1150 is not required for applicants who completed CHM 1220/1230 at WSU or CHM 1240/1250 at any college or university prior to Fall 2022.

Six year prerequisite waiver

If any of the science courses were completed more than six years before the time of application submission, you may request a six year prerequisite waiver from the WSU PharmD program — as long as you earned a grade of 2.0 or higher in the science course.

Waiver requests must include: (a) the name, course number, and institution name of the course(s) to be waived and (b) a detailed explanation that describes how your employment experience or recent academic coursework demonstrates mastery of the prerequisite course content. Include a detailed account of the principles and objectives and the prerequisite course content along with specific employment duties or academic achievements. Attach your transcripts showing the grade for the course to the form. Unofficial transcripts are fine for waiver reviews.

Six-year prerequisite waivers are valid for one application cycle. Applicants reapplying to the PharmD program must submit a new waiver request because they do not roll over from one application cycle to the next.

Non-science prerequisites

The following prerequisite courses — or their equivalent — must be completed by August 31 of the year for which you are applying. (To begin the program in Fall 2023, these courses must be completed by August 31, 2023.)

- ENG 1020 - Introductory College Writing (BC)
- COM 1010 - Oral Communication (OC)* Exam option
- STA 1020 - Elementary Statistics (QE)

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EQUIVALENCY CHART FOR UNIVERSITY OF WINDSOR
SCIENCE PREREQUISITE COURSES

Wayne State course	Windsor course	Clinical Lab Science	Mortuary Science	Occupational Therapy	Pharmacy	Physical Therapy	Radiologic Technology	Radiation Therapy Tech.
BIO 1500	BIOL 1111							X
BIO 1510/1511	BIOL 1101	X	X	X	X	X	X	X
BIO 2200 or BIO 2270/2271	BIOL 2071	X			X			
BIO 2870	BIOM 2021+BIOL 2040	X	X	X	X (3)	X	X	X
BIO 3200	BIOL 2050 (3)				X (3)		X	
300/3000 level Biology Class	Various					X (1)		
CHM 1000	No equivalent		X					
CHM 1020	No equivalent					X (2)		X
CHM 1030	BIOC 1303					X (2)		
CHM 1220/1230 or CHM 1100/1130	CHEM 1100	X			X	X (2)		
CHM 1140/1150	CHEM 1110	X			X (4)	X (2)		
CHM 1240/1250	CHEM 2300	X			X	X (2)		
CHM 2220/2230	CHEM 2310+BIOC 2010				X	X (2)		
CHM 5600	BIOC 3100+3130				X			
KIN 3580	KINE 2240			X				
College Algebra	No equivalent	X						
MAT 1800	No equivalent						X	X
MAT 2010	MATH 1720 or MATH 1760				X			
Pathophysiology	No equivalent							
PHY 1020	No equivalent						X	
PHY 2130/2131	PHYS 1300				X	X		X
PHY 2140/2141	PHYS 1310					X		X

(1) For the physical therapy program, biology course must be taken for 3 credits. Course cannot be a duplicate of course(s) that fulfill a prerequisite. Biochemistry, Kinesiology, Athletic Training or Sports Medicine are not accepted. (Not required for students completing a bachelor's degree by program start)

(2) The physical therapy program only requires two chemistry courses with at least one lab and topics do not overlap. Options include CHM 1020, CHM 1100/1130, CHM 1140/1150 or 1220/1230, CHM 1030 or CHM 1240/1250 or CHM 2220/2230.

(3) For the pharmacy program, you must have at least six semester credit hours of anatomy and physiology with at least three semester credit hours of anatomy of physiology at the 3000-level or higher. BIOL 2040 is accepted for BIO 3200.

(4) Effective for the Fall 2023 admission cycle, CHM 1140/1150 is not required for Pharmacy applicants who completed CHM 1220/1230 or CHM 1240/1250 prior to Fall 2022.

Revised-8/16/2022

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

EQUIVALENCY CHART FOR UNIVERSITY OF WINDSOR
NON-SCIENCE PREREQUISITE COURSES

Wayne State course	Windsor course	Clinical Lab Science	Mortuary Science (5)	Occupational Therapy	Pharmacy	Physical Therapy	Radiologic Technology	Radiation Therapy Tech.
Business Course	See item (6) below		X					
COM 1010	CMAF 2100	X	X	X	X		X	X
COM 2200	No equivalent		X					
CLS 2080	No equivalent	X						
CLS 3330	No equivalent	X	X					
CSC 1000	COMP 1000 or COMP 1047						X	
ENG 1020	ENGL 1001	X	X	X	X	X	X	X
ENG 3010/ICN	See Gen Ed	X	X	X			X	X
PH 2100	No equivalent		X					
PHI 1050	PHIL 1600 or PHIL 1620		X (1)				X (1)	X (1)
PHI 2320	PHIL 2210						X	
PS 1010	POLS 2320			X				X
PSY 1010 or PSY 1020	PYSC 1150 or PSYC 1160		X	X		X	X	X
PSY 2300	PSYC 1070							X (4)
PSY 2400	No equivalent			X			X	(4)
PSY 2410	PSYC 3390							(4)
PSY 3310	PSYC 2280			X				
STA 1020	STAT 2910 or STAT 2950 or KINE 2690	X		X	X	X	X	
SOCIAL INQUIRY	See Gen Ed		X	X (2)				
Two 3000-level courses	See (3) below					X (3)		

(1) You have the option of either taking PHI 1050/Critical thinking as course work or you can take the Critical Thinking Competency Exam. To make arrangements to take this exam, contact Wayne State University's Office of Testing, Evaluation, and Research Services at www.testing.wayne.edu
(2) For the Occupational Therapy program, you need to take a social inquiry course. Look at the next page under "General Education Requirements" for information that can assist with the fulfillment of this prerequisite. P S 1010 or equivalent cannot be used to fulfill social inquiry requirement.
(3) For the Physical Therapy program, you need to take two 3000-level or higher courses in the same discipline. For example, two 3000-level or higher courses in biology or two 3000-level or higher courses in psychology.
(4) For the Radiation Therapy Technology program, you can take either PSY 2300, PSY 2400 or PSY 2410.
(5) For the Mortuary Science program, please visit http://cphs.wayne.edu/mortuary-science/admissions.php to review the difference in prerequisite requirements for those who have already earned a bachelor's degree vs. those who have not.
(6) For the Mortuary Science program, one course in a business field (ACC, BA, ECO, MGT, FIN, etc.)

Revised-8/16/2022

University of Windsor
Program Development Committee

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

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the degree requirements for the Master of Human Kinetics (Applied Human Performance) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by Faculty of Human Kinetics Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Master of Human Kinetics (Applied Human Performance)**
DEPARTMENT(S)/SCHOOL(S):	**Department of Kinesiology**
FACULTY(IES):	**Faculty of Human Kinetics**

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

A.1 PROGRAM REQUIREMENT CHANGES

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

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

Master of Human Kinetics (MHK)

[…]

Thesis Option

1) Three courses from:
   - **KINE-8000. Sport Leadership**
   - **KINE-8020. Organizational Behaviour in Sport Organizations**
   - KINE-8040. Advanced Topics in the Psychology of Sport and Exercise
   - **KINE-8050. Social Issues in Sport Management**
   - KINE-8070. Quantitative Analysis in Kinesiology
   - KINE-8100. Special Problems*
   - KINE-8110. Group Dynamics in Sport and Exercise
   - KINE-8210. Exercise Rehabilitation
   - KINE-8220. Instrumentation and Modeling in Kinesiology
   - KINE-8230. Applied Biomechanics of Human Performance
   - KINE-8240. Biomechanics in the Work Place
   - KINE-8250. Motor Skill Acquisition
   - KINE-8260. Motor Control of Human Performance
   - KINE-8270. Physiological Responses to Human Movement Demands
   - KINE-8280. Neuromuscular Physiology
   - KINE-8290. The Physiology of Sex Differences in Sport, Exercise and Health
   - KINE-8300. Skeletal Muscle Pathophysiology
   - KINE-8310. Healthy Aging
   - KINE-8620. Research Methods
   - KINE-8630. RStudio for Data Science
   - KINE-8940. Selected Topics
2) Thesis (KINE-8970)
3) One other graduate course chosen in consultation with the thesis advisor.**

[…]

Internship Option

1) Five courses from:
    - **KINE-8000. Sport Leadership**
    - **KINE-8020. Organizational Behaviour in Sport Organizations**
    - KINE-8040. Advanced Topics in the Psychology of Sport and Exercise
    - **KINE-8050. Social Issues in Sport Management**
    - KINE-8070. Quantitative Analysis in Kinesiology
    - KINE-8100. Special Problems*
    - KINE-8110. Group Dynamics in Sport and Exercise
    - KINE-8210. Exercise Rehabilitation
    - KINE-8220. Instrumentation and Modeling in Kinesiology
    - KINE-8230. Applied Biomechanics of Human Performance
    - KINE-8240. Biomechanics in the Work Place
    - KINE-8250. Motor Skill Acquisition
    - KINE-8260. Motor Control of Human Performance
    - KINE-8270. Physiological Responses to Human Movement Demands
    - KINE-8280. Neuromuscular Physiology
    - KINE-8290. The Physiology of Sex Differences in Sport, Exercise and Health
    - KINE-8300. Skeletal Muscle Pathophysiology
    - KINE-8310. Healthy Aging
    - KINE-8620. Research Methods
    - KINE-8630. RStudio for Data Science
    - KINE-8940. Selected Topics
2) Internship (KINE-8950)
3) Two other graduate courses chosen in consultation with the internship advisor.**

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 addition of KINE 8000 (Sport Leadership), KINE 8020 (Organizational Behaviour in Sport Organizations), and KINE 8050 (Social Issues in Sport Management) to the list of elective course options for students enrolled in the Master of Human Kinetics (Applied Human Performance) program provides students with additional course options to meet the degree requirements. The addition of these three courses to the list of approved electives will be particularly beneficial for students interested in sport and exercise psychology, leadership, group dynamics and interpersonal relations, and social issues.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

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

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific to sport and Indigenous peoples in Canada, several courses in our undergraduate curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor-led discussion, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), guest speakers, faculty participation in workshops, and by addressing calls to action through the TRC.

While we have recently undertaken an equity review of the courses in our undergraduate program, several of the faculty who participate in and include Indigenous content in the undergraduate program, also teach in our graduate program. Moreover, faculty who make new course additions and/or amendments work with the Associate Dean - Academic Programs to identify content, resources, and personnel to help in developing more inclusive courses. Nonetheless, we plan to complete an equity audit and Indigenization audi of the graduate program within the next academic year and acknowledge that there is significant room for growth in this area within our unit.

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.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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 <u>other</u> 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 courses KINE-8000, KINE-8020, and KINE-8050 have been offered on a regular basis by tenured faculty members. The addition of these courses to the list of elective courses for MHK (AHP) students will have no direct impact on the planned utilization of existing human, physical, and financial resources from within or outside of the unit.

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. KINE-8000, KINE-8020, and KINE-8050 have been offered on a regular basis by tenured faculty members

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

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

N/A

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

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

N/A

<u>C.4 Anticipated New Resources</u> (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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

University of Windsor
Program Development Committee

*5.3: **Psychology (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the degree and program requirements for Master's degree in Clinical Psychology and Applied Social Psychology be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Master's Degree, Clinical Psychology** **Master's Degree, Applied Social Psychology**
DEPARTMENT(S)/SCHOOL(S):	**Psychology**
FACULTY(IES):	**FAHSS**

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

A.1 PROGRAM REQUIREMENT CHANGES

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

Clinical Psychology (MA)

Program Requirements
1) Master's degree: The first phase of the doctoral program involves the completion of the Master's degree in the first two years of the program, the requirements for which include a thesis. Further advancement in the doctoral program depends on the quality of performance in fulfilling the requirements for the Master's degree. This would not apply to students entering the Applied Social Psychology PhD program with a prior Master's degree.

To complete a Master of Arts in Clinical Psychology, all students must successfully complete (or be granted a waiver through the Department of Psychology Graduate Studies Committee) the following courses: two statistics courses (PSYC-8511 and PSYC-8512), Psychopathology (PSYC-8580), two assessment courses (PSYC-8582 and PSYC-8583), Research Methods (PSYC-8514), Introduction to Psychotherapy (PSYC-8674), and Ethical and Professional Issues (PSYC-8581). All students must also complete the MA thesis and 300 hours of clinical practica. It is expected students will complete these requirements within two years or seek an extension from the Faculty of Graduate Studies.

Students in Clinical Psychology are admitted to one of three streams (Adult Clinical, Child Clinical, or Clinical Neuropsychology). Students in the Adult Clinical and Clinical Neuropsychology stream are required to take Human Neuropsychology and Biological Bases of Behaviour (PSYC-8503) during their MA years. Child Clinical students should take this course at some point as well, but it may be taken during the PhD if course offerings are in conflict. Students should take at least five additional courses that meet requirements for registration as a psychologist, including specialized courses offered in their stream, one therapy course sequence, and any core courses offered that fits their schedule in order to earn an MA in Clinical Psychology.

Applied Social Psychology (MA)

Program Requirements
1) Master's degree: The first phase of the doctoral program involves the completion of the Master's degree in the first two years of the program, the requirements for which include a thesis. Further advancement in the doctoral program depends on the quality of performance in fulfilling the requirements for the Master's degree. This would not apply to students entering the Applied Social Psychology PhD program with a prior Master's degree.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

To complete a Master's degree in Applied Social Psychology, students must successfully complete (or be granted a waiver through the Department of Psychology Graduate Studies Committee) the following courses: two statistics courses (PSYC-8511 and PSYC-8512), two courses in Applied Social Psychology Theory and Methods (PSYC-8550 and PSYC-8560), Organizational Development and Program Evaluation (PSYC-8566), Ethics (PSYC-8577), Practicum (PSYC-8721, including 100 hours of practicum experience), one elective at the 8000 level, and the MA thesis (PSYC-8970).

[…]

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).

Successful completion of these courses has always been a departmentally recognized set of criteria to earn a Master's degree in Clinical Psychology. While recognized internally, this expectation was not officially in the calendar, and it should be.

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?*

Faculty in the Psychology department are engaged in ongoing efforts to better understand our role in the Indigenization of our programs. Rather than a unitary approach, multiple members of the department have been part of this process. For example, several faculty members attended CTL workshops on Indigenous issues over the past two years. Some faculty members have invited individuals with lived FNIM experiences to provide feedback and to visit courses when appropriate. Faculty members have sought one-on-one discussions with CTL staff on ways to bring Indigenous experiences and knowledge to our courses. An online module on Indigenous research methods has been developed for all faculty to include as a resource in their courses.

Multiple faculty members are engaged in self-directed study and continuing professional education to also acquire knowledge related to the TRC process that is pertinent to particular courses. The Department of Psychology is committed to improving our knowledge about and engagement with all marginalized communities, while acknowledging we have significant areas where we still need to grow.

All courses in our graduate programs apply an intersectional analysis to the subject matter under study. Inclusive to this analysis is an examination of the ways in which social and political identities overlap and intersect to create diverse experiences for members of specific racial and ethnic populations, including Indigenous populations. Across courses in our clinical program, we endeavor to address all aspects of diversity and multiculturalism. These efforts are unaffected by the changes proposed in the current application, which entails officially documenting required coursework to achieve the MA.

C. RESOURCES

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

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

No change in resources is necessitated.

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.*

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

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

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

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

University of Windsor
Program Development Committee

*5.4: **Engineering – New Course Proposal (Form D)**

Item for: **Approval**

MOTION: That the following courses be approved:^
GENG-1202. Introductory Electrical and Computer Engineering^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This course has been approved by the Faculty of Engineering Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**BASc Civil Engineering** **BASc Civil Engineering with Cooperative Education** **BASc Environmental Engineering** **BASc Environmental Engineering with Cooperative Education** **BASc Electrical Engineering** **BASc Electrical Engineering with Cooperative Education** **BASc Industrial Engineering** **BASc Industrial Engineering with Cooperative Education** **BASc Industrial Engineering with Business Minor** **BASc Industrial Engineering with Business Minor with Cooperative Education** **BASc Mechanical Engineering** **BASc Mechanical Engineering with Cooperative Education** **BASc Mechanical Engineering with Aerospace Option** **BASc Mechanical Engineering with Aerospace Option with Cooperative Education** **BASc Mechanical Engineering with Automotive Option** **BASc Mechanical Engineering with Automotive Option with Cooperative Education** **BASc Mechanical Engineering with Environmental Option** **BASc Mechanical Engineering with Environmental Option with Cooperative Education** **BASc Mechanical Engineering with Materials Option** **BASc Mechanical Engineering with Materials Option with Cooperative Education**
DEPARTMENT(S)/SCHOOL(S):	**Civil and Environmental Engineering** **Electrical and Computing Engineering** **Mechanical, Automotive, & Materials Engineering**
FACULTY(IES):	**Engineering**

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

A. <u>NEW COURSE PROFILE</u>

Course # and Title: GENG-1202. Introductory Electrical and Computer Engineering

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 introduces the fundamentals of electrical and computer engineering, including introductory selected topics on circuit elements and analysis, semiconductor devices, optical devices, sensors, electric motors, operational amplifiers, and logic gates. (Open only to students in Engineering)

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

- ☐ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☐ creative performance or exhibit (*for visual and performing arts*)
- ☐ entrepreneurship
- ☐ field experience or site visit
- ☒ labs
- ☐ No experiential learning in this course
- ☐ field work
- ☐ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☐ research project
- ☐ 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 *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	72	72				3	3		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Undergraduate students in engineering only				yes	none

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

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

B. RATIONALE

B.1 Course Goal(s)

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

The first-year Engineering program provides a broad overview of the different engineering fields. This course introduces students to the electrical and computer aspects of engineering and their applications in areas such as motors, sensors, and mechatronics. Students in electrical engineering will pursue further courses in these areas; for non-electrical engineering students, this course is associated with the external accreditation requirement for exposure to engineering fields other than the student's major field.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

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

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

GENG-1202 Introductory Electrical and Computer Engineering does not contain Indigenous content, perspectives, or material; however, the following information describes how the undergraduate engineering programs to which it belongs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

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

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs, in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism, and assigns a reflection assignment for the first year program, which is common to all engineering students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

References

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

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.*

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Apply fundamentally important circuit laws using precisely defined conventions for voltage, current, and power Demonstrate qualitative knowledge of the operating principles of	A. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
semiconductor devices, optical devices, sensors, electric motors, and logic gates as well as their applications	
B. Demonstrate an understanding of fundamental circuit theory by discussing why lab methods are appropriate for a given problem Use well-established systematic methods to analyze DC circuits in experiments Interpret the results of experiments and formulate valid conclusions Demonstrate proper procedures for circuit implementation and measurement in the laboratory	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply elementary circuit reduction and energy conservation techniques to solve problems Analyze DC circuits using well-established systematic methods Apply circuit analysis techniques to solve electric circuits containing energy storage elements	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Demonstrate effective written communication skills by writing clear and concise lab reports.	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

Course Learning Outcome *This is a sentence completion exercise.* At the end of this course, the successful students will know and be able to:	**CEAB Graduate Attribute**
Apply fundamentally important circuit laws using precisely defined conventions for voltage, current, and power Demonstrate qualitative knowledge of the operating principles of semiconductor devices, optical devices, sensors, electric motors, and logic gates as well as their applications	1. Knowledge Base for Engineering (1c)
Apply elementary circuit reduction and energy conservation techniques to solve problems Analyze DC circuits using well-established systematic methods Apply circuit analysis techniques to solve electric circuits containing energy storage elements	2. Problem Analysis (2c)
Demonstrate an understanding of fundamental circuit theory by discussing why lab methods are appropriate for a given problem	3. Investigation (3a, 3b, 3c, respectively)

Use well-established systematic methods to analyze DC circuits in an experiment Interpret the results of experiments and formulate valid conclusions	
N/A	4. Design
Demonstrate proper procedures for circuit implementation and measurement in the laboratory	5. Engineering Tools (5b)
N/A	6. Teamwork (6c)
Demonstrate effective written communication skills by writing clear and concise lab reports.	7. Communication (7a)
N/A	8. Professionalism
N/A	9. Impact of Engineering on Society and the Environment
N/A	10. Ethics and Equity
N/A	11. Economics and Project Management
N/A	12. Lifelong 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
	300	300	300	300	300

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?

This course becomes part of the revised Engineering Common Core and is taken by all 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 resource, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

This course will be taught as part of the regularly assigned teaching load in Electrical Engineering for full-time faculty. There are no resource implications for other campus units or programs. The ECE department resources (e.g., GAs, equipment, staff) are sufficient to support this course offering in all aspects, including labs.

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.

This course will be taught as part of the regularly assigned teaching load in Electrical Engineering for 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.

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

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

Not applicable.

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

This course will draw upon the existing equipment in the circuits laboratory. Within the laboratory, there is a budget for maintenance and equipment upgrades. No new resources are anticipated.

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 revision to the Engineering Common Core program in year 1 remains at 10 courses. As such, there are no planned reallocation of resources and cost-savings.

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

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

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

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

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

If not applicable, write n/a.

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

The laboratory for this course will be conducted in Engineering's existing Circuits Laboratory.

University of Windsor
Program Development Committee

*5.5: **Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Engineering**

MOTION: That the degree requirements for Bachelor of Applied Science (all programs and options) (with/without co-op) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by Faculty of Engineering Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Applied Science - Civil Engineering, Electrical Engineering, Environmental Engineering, Industrial Engineering, Mechanical Engineering (with/without coop/all options)
DEPARTMENT(S)/SCHOOL(S):	Civil and Environmental Engineering Electrical and Computing Engineering Mechanical, Automotive, and Materials Engineering
FACULTY(IES):	Faculty of Engineering

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Undergraduate Fall 2023

A.1 PROGRAM REQUIREMENT CHANGES

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

Bachelor of Applied Science

Degree Requirements

[The following changes to courses in Semesters 1 and 2 will be made in the calendar for all of the BASc programs in the Faculty of Engineering.]

Year 1 - Fall (Semester 1)
GENG-1101. Engineering 1
GENG-1102. Engineering Graphics
~~GENG-1110. Engineering Mechanics I~~
MATH-1720. Differential Calculus
MATH-1270. Linear Algebra (Engineering)
PHYS-1400. Introductory Physics I

Year 1 - Winter (Semester 2)
GENG-1110. Engineering Mechanics I
GENG-1201. Cornerstone Design
~~GENG-1200. Engineering Thermofluids~~
GENG 1202. Introductory Electrical and Computer Engineering
MATH-1730. Integral Calculus
~~PHYS-1410. Introductory Physics II~~
CHEM-1103. Topics in General Chemistry

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

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

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

The following program changes affect the degree requirements.

- Deletion of PHYS 1410 Introductory Physics II; addition of PHYS-1400 Introductory Physics I. This change has been agreed upon with Physics, as discussed in Section C.1.
- Deletion of GENG 1200 Engineering Thermofluids; addition of GENG 1202 Introductory Electrical and Computer Engineering. The deletion and addition of one course is resource neutral for the Faculty of Engineering.

B. RATIONALE

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

The Engineering Common Core in First Year addresses both improved pedagogy, as well as the need for ever-increasing skills in computational/electrical applications in the coming decade. In terms of pedagogy, students will benefit from having Linear Algebra and Physics in semester 1 as prerequisites to Engineering Mechanics I in Semester 2. Skills development in the computing and electrical areas, which currently begins in year two, will now begin in the first year.

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?*

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

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs, in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession,

regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning.

GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism, and assigns a reflection assignment for the first year program, which is common to all engineering students. GENG 1201 Cornerstone Design requires student to consider the impacts of their designs on the environment and society, giving an appreciation to Indigenous ways of being.

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

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact the next seven generations.
As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of twelve Graduate Attributes to be demonstrated by students graduating from an accredited engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for, and collaboration with Indigenous communities when developing infrastructure and processes.

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

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

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References

1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. https://www.ontario.ca/laws/regulation/900941
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

3. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/

C. RESOURCES

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

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

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

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

Engineering is requesting to delete its winter/summer course PHYS 1410 and to add the fall/winter course PHYS 1400. Fall is the regular offering of PHYS 1400. Engineering requires an additional Winter section of PHYS 1400 for its cohort of approximately 30 students who start engineering in the Winter semester. Enrollment in this Winter section will be increased by adding those Fall-entry students who did not complete PHYS 1400 in their first semester.

Physics and Engineering have identified the potential for additional resources associated with moving ~300 Engineering student from the Winter Semester to the Fall Semester. These resources would most likely be staff for additional laboratory sections and for additional sets of laboratory equipment. In a September 2022 meeting between Physics Head Steven Rehse and then Acting Associate Dean – Academic Randy Bowers, the Department of Physics agreed to accommodate this change for engineering and reiterated this agreement in a February 2023 meeting.

Given these changes, the Faculty of Engineering has identified the following path for the in-course students who are affected by the curriculum changes. PHYS 1410 will be offered in the summer of 2023 for those in-course students who did not complete it in Winter 2023. Similarly, GENG 1200 will be offered in the summer of 2023 for those in-course students who did not complete it in Winter 2023. Outside of this additional offering, the Associate Dean – Academic will provide a suitable replacement via a degree audit exception.

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

Not applicable for this undergraduate program change.

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

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

Not applicable for this undergraduate program change.

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

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

C.5 Planned Reallocation of Resources and Cost-Savings

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.)

One engineering course has been deleted and one is being added. There is no expected cost savings.

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

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

Faculty:	N/A
Staff:	N/A
GA/TAs:	Department of Physics will reallocate the resources from PHYS 1410 to PHYS 1400

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

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

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	Additional sets of laboratory equipment

University of Windsor
Program Development Committee

*5.6: **Business – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the Honours Business Administration Programs with Specialization in Supply Chain and Business Analytics be renamed: Honours Business Administration Programs with Specialization in *Business Analytics and Supply Chain Management*; that all specializations be available to all programs in Business; and that the degree requirements for the Business programs with the Business Analytics and Supply Chain Management specialization, with the Human Resources specialization, and with the International Business specialization be approved in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by Odette School of Business Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Honours Business Administration Programs with Specialization in ~~Supply Chain and~~ Business Analytics and Supply Chain Management (including combined and/or Co-op and/or thesis programs)** **Honours Bachelor of Commerce Programs with Specialization in Human Resources (including combined and/or Co-op and/or thesis programs)** **Honours Bachelor of Commerce Programs (including combined and/or Co-op and/or thesis programs)** **Honours Business Administration with Specialization in International Business (with/without Thesis) (with/without Co-op)**
DEPARTMENT(S)/SCHOOL(S):	**Odette School of Business**
FACULTY(IES):	**Odette School of Business**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Undergraduate Spring 2023

A.1 PROGRAM REQUIREMENT CHANGES

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

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

1. Honours Business Administration with Specialization in ~~Supply Chain and~~ Business Analytics and Supply Chain Management (with/without Co-op and with/without Thesis)

For admission to ~~Supply Chain and~~ Business Analytics **and Supply Chain Management** specialization, students must receive a minimum grade of 65% in the gate-in each of the gate-in courses MSCI-2200 and MSCI-2130.

Degree Requirements
Total courses: forty (120 credits) or forty-three (129 credits) for Co-op Option.

(a) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3410*** or MSCI-3310**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; two additional business courses OR BUSR-4950 (3 credits and BUSR-4990 (6 credits) for Thesis Option
****MSCI-3410 is recommended as it must be taken as part of the Business Analytics and Supply Chain Management specialization requirements.***
(b) MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**.

(c) ECON-1100, ECON-1110, MATH-1980/1250/1720/1760 (or equivalents)
(d) six additional courses from outside of the Odette School of Business Administration;
(e) six courses from any area of study including Business. [Students in the Thesis Option will get credit for 1 course towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 5 additional courses towards (e)]
(f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: to be eligible for ~~Supply Chain and~~ Business Analytics **and Supply Chain Management** specialization, **students must take MSCI-3410.** Students must **also** receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

2. Honours Business Administration and Computer Science with Specialization in ~~Supply Chain and~~ Business Analytics and Supply Chain Management (with/without Co-op and with/without Thesis)

Degree Requirements
Total course equivalents: forty (120 credits) or forty-two (126 credits) for Thesis Option plus three Co-op work terms for Co-op Option

a) Business 14 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-2200, MSCI-3410*** or MSCI-3310**, MKTG-1310, STEN-1000, STEN-3970, STEN-4980
****MSCI-3410 is recommended as it must be taken as part of the Business Analytics and Supply Chain specialization requirements.***
b) Business 6 courses towards specialization in ~~Supply Chain and~~ Business Analytics **and Supply Chain Management**: MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.
c) Computer Science 14 courses: COMP-1000, COMP-1400, COMP-1410, COMP-2120, COMP-2540, COMP-2560, COMP-2650, COMP-3150, COMP-3300, COMP-3340, COMP-3670, COMP-4250 plus two 3000-level or above Computer Science courses
d) Economics 2 courses: ECON-1100, ECON-1110
e) Mathematics and Statistics 3 courses: MATH-1250, MATH-1720 (or MATH-1760), and STAT-2910.
f) One additional course from Business or 3 course equivalents for Thesis Option: BUSR-4950, BUSR-4990 (6.0 credit course).

Note: to be eligible for ~~Supply Chain and~~ Business Analytics **and Supply Chain Management** specialization, **students must take MSCI-3410.** Students must **also** receive a minimum grade of 65% in the gate-in course MSCI-2200; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.
Courses used to calculate the major average are: The courses listed in sections a), b), c) and any courses taken in the major area of study.

3. Honours Business Administration and Economics with Specialization in ~~Supply Chain and~~ Business Analytics and Supply Chain Management specialization (with/without Thesis)

Degree Requirements
Total course equivalents: forty~~*~~ (120 credits)

a) Business 16 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2130, MSCI-2200, MSCI-3410*** or MSCI-3310**, MKTG-1310, STEN-1000, STEN3970, STEN-4980

****MSCI-3410 is recommended as it must be taken as part of the Business Analytics and Supply Chain specialization requirements.***

b) Business 6 courses towards specialization in ~~Supply Chain and~~ Business Analytics **and Supply Chain Management**: MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.

c) Economics 13 courses: ECON-1100, ECON-1110, ECON-2120 (or STAT-2950), ECON-2210, ECON-2220, ECON-2310 and ECON-2320; plus six additional economics courses, at least 4 or which have to be at the 3000 level or above.

d) Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents);

e) Statistics 1 course: MSCI-2020 or STAT-2910 (or STAT-2920)

f) 3 courses including one from Business and two from any area of study, alternatively, students in the Thesis Option will complete 3 course equivalents BUSR-4950, BUSR-4990 (6.0 credit course).

Note: to be eligible for ~~Supply Chain and~~ Business Analytics **and Supply Chain Management** specialization, **students must take MSCI-3410.** Students must **also** receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.

Courses used to calculate the major average are: The courses listed in sections a), b), c) and any courses taken in the major area of study.

4. Business Administration and Mathematics with Specialization in ~~Supply Chain and~~ Business Analytics *and Supply Chain Management* (with/without Thesis)

Degree Requirements
Total courses: forty (120 credits) or forty-three (129 credits) for Thesis Option.

a) Business 15 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-2130, MSCI-2200, MSCI-3410*** or MSCI-3310**, MKTG-1310, STEN-1000, STEN-3970, STEN4980.

****MSCI-3410 is recommended as it must be taken as part of the Business Analytics and Supply Chain specialization requirements.***

b) Business 5 courses towards Specialization in ~~Supply Chain and~~ Business Analytics **and Supply Chain Management**: MSCI-4230 or MSCI4310 or MSCI-4980 and any 4 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390

including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230**, MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.
c) Mathematics and Statistics 16 courses: MATH-1250 or MATH-1260, MATH-1720 or MATH-1760, MATH-1730, MATH-1020, MATH-2780, MATH-2790, MATH-2250, MATH-2251, MATH-3580, MATH-3581, MATH-3590, MATH-3200, STAT-2920, STAT-2950; plus two courses from ACSC-3980, MATH-4960, and STAT-3960.
d) Economics 2 courses: ECON-1100, ECON-1110
e) Computer Science 2 courses: COMP-1400, COMP-1410
f) For Thesis students: BUSR-4950 (3 credits) and BUSR-4990 (6 credits)

Note: to be eligible for ~~Supply Chain and~~ Business Analytics **and Supply Chain Management** specialization, **students must take MSCI-3410.** Students must **also** receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250,** MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.

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

~~Graduands of Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis) in fall 2020 or earlier may follow fall, 2018 or earlier calendar requirements.~~

~~Graduands of Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis) in spring 2021 will be required to take MSCI-3410 as stated in fall, 2019 or later calendar requirements.~~

5. Honours Business Administration with Specialization in Human Resources (with/without Co-op and with/without Thesis)

For admission to Human Resources specialization, students must receive a minimum grade of 65% in the gate-in course MGMT-2430.

Degree Requirements
Total courses: forty (120 credits) or forty-three (129 credits) for Co-op Option.

(a) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-1000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; [BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option]
(b) MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 2 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, MGMT-4810~~.~~**, MGMT 4910.**
(c) ECON-1100, ECON-1110, MATH-1980/1250/1720/1760 (or equivalents)
(d) six additional courses from outside of the Odette School of Business Administration;
(e) six courses from any area of study including Business. [Students in the Thesis Option will get credit for 3 courses towards (e) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 2 additional courses towards (e)]
(f) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: to be eligible for Human Resources specialization, students must receive a minimum grade of 65%

in the gate-in course MGMT-2430, an overall minimum average of 70% in MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 2 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, ~~and~~ MGMT-4810**, or MGMT 4910** and a minimum grade of 70% in the capstone course MGMT-4850.

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study

6. Honours Business Administration and Computer Science with Specialization in Human Resources (with/without Co-op and with/without Thesis)

Degree Requirements

Total course equivalents: forty-one (123 credits) plus 3 course equivalents BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option plus three Co-op work terms for Co-op Option

a) Business 14 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980.
b) Business 8 courses towards specialization in Human Resources: MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 2 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, and MGMT-4810~~.~~**, MGMT 4910.**
c) Computer Science 14 courses: COMP-1000, COMP-1400, COMP-1410, COMP-2120, COMP-2540, COMP-2560, COMP-2650, COMP-3150, COMP-3300, COMP-3340, COMP-3670, COMP-4250 plus two 3000-level or above Computer Science courses.
d) Economics 2 courses: ECON-1100, ECON-1110 .
e) Mathematics and Statistics 3 courses: MATH-1250, MATH-1720 (or MATH-1760), and STAT-2910.
Note: to be eligible for Human Resources specialization, students must receive a minimum grade of 65% in the gate-in course MGMT-2430, an overall minimum average of 70% in MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 2 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, ~~and~~ MGMT-4810**, or MGMT 4910** and a minimum grade of 70% in the capstone course MGMT-4850.

Courses used to calculate the major average are: The courses listed in sections a), b), c) and any courses taken in the major area of study.

7. Honours Business Administration and Economics with Specialization in Human Resources (with/without Thesis)

Degree Requirements

Total course equivalents: forty (120 credits) or forty-three (129 credits) for Thesis Option

a) ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980.
b) Business 8 courses towards specialization in Human Resources: MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 3 2 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, and MGMT-4810~~.~~**, MGMT 4910.**
c) ECON-1100, ECON-1110, ECON-2120 (or STAT-2950), ECON-2210, ECON-2220, ECON-2310 and ECON-2320; plus six additional economics courses, at least 4 or which have to be at the 3000 level or above.
d) Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents).
e) Statistics 1 course: MSCI-2020 or STAT-2910 (or STAT-2920).
f) One additional course or 3 course equivalents for Thesis Option: BUSR-4950, BUSR-4990 (6.0 credit course).

Note: to be eligible for Human Resources specialization, students must receive a minimum grade of 65% in the gate-in course MGMT-2430, an overall minimum average of 70% in MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 2 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, ~~and~~ MGMT-4810**, or MGMT 4910** and a minimum grade of 70% in the capstone course MGMT-4850.

Courses used to calculate the major average are: The courses listed in sections a), b), c) and any courses taken in the major area of study.

8. Honours Business Administration and Political Science with Specialization in Human Resources (with/without thesis)

Degree requirements
Total courses: 40 courses or 120 credits

a. Business - 23 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 1 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, and MGMT-4810~~.~~**, MGMT 4910.**
b. Political Science - 8 courses: POLS-1000, POLS-1300, POLS-1600, POLS-2200, POLS-2210, POLS-2520, POLS-2750, and POLS-3230
c. Two of POLS-3540, POLS-3550, POLS-3350, POLS-3560
d. Political Science Non-Thesis stream: Three of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650
OR
Political Science Thesis stream*: POLS-4970, POLS-4980, and one of POLS-4110, POLS-4120, POLS-4210, POLS-4220, POLS-4640, POLS-4650
e. Economics 2 courses: ECON-1100, ECON-1110
f. Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents)
g. Statistics 1 course: SOSC-2500 or MSCI-2020 or equivalent

* Students maintaining a minimum cumulative 80% average and a minimum 80% average in Political Science courses upon beginning semester 7 may complete a Political Science undergraduate thesis under the supervision of a faculty member in the department. The thesis requires successful completion of the courses POLS-4970 and POLS-4980 during semesters 7 and 8 of the program.

Note: to be eligible for Human Resources specialization, students must receive a minimum grade of 65% in the gate-in course MGMT-2430, an overall minimum average of 70% in MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 1 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, MGMT-4810, or MGMT 4910 and a minimum grade of 70% in the capstone course MGMT-4850.

Courses used to calculate the major average are: The courses listed in sections (a)-(d) and any courses taken in the major areas of study will be used to calculate the major average.

9. Honours Business Administration with Specialization in International Business (with/without Thesis) (with/without Co-op)

Degree Requirements
Total course equivalents: forty (120 credits) or forty-three (129 credits) for Co-op Option

a) Business 17 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MGMT-3000, FINA-2700, FINA-2710, MSCI-1000, MSCI-2020 or equivalent, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; [BUSR-4950 (3 credits) and BUSR-4990 (6 credits) for Thesis Option]

b) Business 6 courses towards specialization in International Business from 8 courses MGMT-3830, FINA-3710, FINA-3790, MKTG-2320, MKTG-4350, MKTG-4380, STEN-3930, STEN-4900.
c) Business additional 2 courses
d) Economics 2 courses: ECON-1100, ECON-1110
e) Mathematics 1 course: MATH-1980/1250/1720/1760 (or equivalents)
f) 6 courses from outside Odette School of Business including at least 1 of ECON-3730, ECON-3740, POLS-2330, POLS-2490, POLS-3230, POLS-3540, POLS-3550, POLS-3560, POLS-3600, GRMN-3000, ITLN-3000, SPAN-3000, FREN-3170
g) 6 courses from any area of study including Business [Students in the Thesis Option will get credit for 3 courses towards (g) for completing BUSR-4950 (3 credits) and BUSR-4990 (6 credits) required under (a) and will be required to complete 3 additional courses towards (g)]
h) For Co-op Students: STEN-2050, STEN-3050, and STEN-4050.

Note: To graduate with the International Business Specialization, students are strongly recommended to take part in a formal exchange program through the Exchange Office at the University of Windsor or International co-op program Students must receive a minimum grade of 65% in each gate-in course MGMT-2430, **FINA-2700 ~~FINA-2710~~,** and MKTG-2320, a minimum average of 67% in 5 courses from MGMT-3830, FINA-3710, FINA-3790, MKTG-4350, MKTG-4380, STEN-3930, and STEN-4900, and a minimum grade of 70% in one of MKTG-4350, MKTG-4380 and STEN-4900. Students may receive a maximum credit of 1 course towards b) for taking a fourth year special topic course with permission from the undergraduate program director.

Courses used to calculate the major average are: The courses listed in section a) and b) and any courses taken in the major area of study

10. NEW SECTION IN CALENDAR:

Any specializations offered by the Odette School of Business may be taken in conjunction with any Bachelor of Commerce program. Some combinations may require more than 40 courses to be completed in order to meet all program and specialization requirements. Students are encouraged to seek academic advising from the Odette School of Business before pursing this option.

Specialization Options:

Specialization in Accounting:
To be eligible for the Accounting Specialization, students must receive a minimum grade of 65% in each gate-in course ACCT-1510 and ACCT-2550, an overall minimum average of 67% in ACCT-2510, ACCT2520, ACCT-3520, ACCT-3560, ACCT-3580, ACCT-3600, ACCT-3610 and ACCT-4570 and a minimum grade of 70% in the capstone course ACCT-4570.

Specialization in Human Resources:
To be eligible for the Human Resources specialization, students must receive a minimum grade of 65% in the gate-in course MGMT-2430, an overall minimum average of 70% in MGMT-3420, MGMT-3440, MGMT-4410, MGMT-4510, MGMT-4520, MGMT-4850 plus any 2 of MGMT-3830, MGMT-4450, MGMT-4480, MGMT-4490, ~~and~~ MGMT-4810, or MGMT 4910 and a minimum grade of 70% in the capstone course MGMT-4850.

Specialization in Finance:
To be eligible for the Finance specialization, students must receive a minimum grade of 65% in the gate-in course FINA-2710, an overall minimum average of 67% in FINA-3710,FINA-4740 and any 4* of FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910, and a minimum grade of 67% in the capstone course FINA-4740.

***Students who successfully complete the CSC exam (1 and 2) will be able to substitute this completion for one of the 5 specialization courses FINA-3710, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA4720, FINA-4770, FINA-4780**

and FINA-4910. Students who successfully complete the CFA Level 1 exam will be able to substitute this completion for 2 of the 5 specialization courses FINA-3710, FINA-3720, FINA-3730, FINA-3780, FINA-3790, FINA-4720, FINA-4770, FINA-4780 and FINA-4910. The substitutions above apply only toward the finance specialization and do not apply in any way toward their Bachelor of Commerce degree requirements. It is the student's responsibility to bring forward the appropriate documentation in a timely manner in order to receive the above noted substitutions.

Specialization in ~~Supply Chain and~~ **Business Analytics and Supply Chain Management*:**
To be eligible for the ~~Supply Chain and~~ Business Analytics **and Supply Chain Management** specialization, **students must take MSCI-3410**. Students must **also r**eceive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130; an overall minimum average of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, **MSCI-2250**, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, **MSCI-4240,** MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, **MSCI-2250,** MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, **MSCI-4240**; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.

Specialization in Marketing:
To be eligible for the Marketing specialization, students must receive a minimum grade of 65% in each gate-in course MKTG-1310 and MKTG-2320, an overall minimum average of 67% in MKTG-3320, MK~~R~~TG-3340, MKTG-4390 and any 4 of MKTG-3350, MKTG-3370, MKTG-3380, MKTG-3390, MKTG-4330, MKTG4350, MKTG-4360, MKTG-4370, MKTG-4380, MKTG-4450 and MKTG-4910, and a minimum grade of 67% in the capstone course MKTG-4390.

Specialization in Strategy and Entrepreneurship:
To be eligible for the Strategy and Entrepreneurship specialization, students must receive a minimum of 67% in each gate-in course STEN-1000 and STEN-2900, a minimum average of 67% in STEN-2900, one of , STEN-3900, STEN-3910, and any four of STEN-3930, STEN-4900, STEN-4910, STEN-4930, STEN-4950, STEN-4960, and MGMT-4450 including 1 of STEN-4930, STEN-4950 and STEN-4960 and a minimum grade of 70% in the capstone course 1 of STEN-4930, STEN-4950 and STEN-4960.

Specialization in International Business*:
To graduate with the International Business Specialization, students are strongly recommended to take part in a formal exchange program through the Exchange Office at the University of Windsor or International co-op program. Students must receive a minimum grade of 65% in each gate-in course MGMT-2430, FINA-2700 ~~FINA-2710~~, and MKTG-2320 a minimum average of 67% in 5 courses from MGMT-3830, FINA-3710, FINA-3790, MKTG-4350, MKTG-4380, STEN-3930, and STEN-4900, and a minimum grade of 70% in one of MKTG-4350, MKTG-4380 and STEN-4900. Students may receive a maximum credit of 1 course towards b) for taking a fourth year special topic course with permission from the undergraduate program director. Students must take at least 1 of ECON-3730, ECON-3740, POLS-2330, POLS-2490, POLS-3230, POLS-3540, POLS-3550, POLS-3560, POLS-3600, GRMN-3000, ITLN-3000, SPAN-3000, FREN-3170.

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).

1. Changing the program requirements to indicate that students may take MSCI-3310 or MSCI-3410 will align with how the other programs are written. This will also make it easier for students to add/change/remove their specializations within UWinsite and will also streamline their advising report in UWinsite. Clarifying the "Note" regarding the specialization to indicate the MSCI-3410 must be taken to obtain the specialization will reduce the confusion of what the specialization requirements are. The course MSCI-2250 was introduced in Fall 2020 and can be used towards the specialization as indicated. Similarly, the course MSCI-4240 was introduced in Fall 2022 and can be used towards the specialization. The change of title of the specialization reflects the area's and School's increased emphasis on Business Analytics as can be seen by the recent development of 5 new courses MSCI-2230, MSCI-2250, MSCI-3230, MSCI-4230, and MSCI-4240, recent faculty hiring in the area of Business Analytics, and the recent creation of the Data Analytics lab.
2. MGMT-4910 Special Topics in Management and Labour Studies is being included as an option for the Human Resources specialization to give students a broader selection of course options to complete the specialization.
3. It has always been the intention that any specialization offered by the Odette School of Business may be taken in conjunction with any Bachelor of Commerce program. As some combinations may require more than 40 courses be completed to meet all program and specialization requirements, these were not specifically written as program options. This update will clarify the original intention.
4. Recently, the course descriptions of FINA-2700 and FINA-2710 have been changed. The chapter on International Financial Management has been moved from FINA-2710 to FINA-2700. Hence, the gate-in course is changed from FINA-2710 to FINA-2700. Finance area has approved this change.

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

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

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

The Odette School of Business has undertaken research to provide information based on which systematic Indigenization can proceed in a transparent and collegial manner to meet the needs of stakeholders. Odette encourages

and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that Odette and the University of Windsor sit on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie. The School has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The election of faculty, students, staff, and a chair is in progress. The EDII Committee will monitor all practices at Odette and educate faculty, students, and staff on EDII. The School most recently revisited the competencies in October 2021, when changes were made to several existing undergraduate competencies. A discussion was initiated on a new competency of EDI in February 2021. On the recommendation of the EDII Committee, the faculty council approved the EDI competency for the Bachelor of Commerce program in May 2022. The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and some faculty members from outside the Undergraduate Committee attended. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative will be launched in January 2023 and will encompass the entire program, including students, staff, and instructors. It will examine all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It will also provide the foundation for ongoing curriculum review and renewal.

In October 2021, the faculty area groups of Finance, Management Science, Marketing, Accounting, Strategy, and Management met on October 6, 13, 18, 20, 26, and 27, respectively. At these meetings, the faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial technologies might address and/or exacerbate these issues and concerns. Odette had a First Nations, Métis, and Inuit Advisory Council to the Dean until July 1, 2022 and plans to relaunch this initiative in the near future. Odette has established several endowed scholarships for Indigenous students to provide them with greater opportunities. Odette has been sponsoring a variety of Indigenous activities on campus, including the First Annual Alumni & Student Pow Wow on June 3 and 4, 2022. Odette has also been making annual financial contributions to the work of the Aboriginal Education Council (AEC).

Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continues to maintain a collaborative and engaging process on the specific needs of Indigenous students. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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 <u>not</u> 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 <u>other</u> 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 changes utilize the existing resources.

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

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

The changes utilize the existing resources.

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.

None

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.*

Faculty:	None
Staff:	None
GA/TAs:	None

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

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

Library Resources and Services:	None

Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

University of Windsor
Program Development Committee

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

Item for: **Information**

Forwarded by: **Odette School of Business**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***.** **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate Calendar, Spring 2023

A. Proposed Course Calendar Revisions

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

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

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

ACCT-1510. Principles of Financial Accounting
An introduction to the theory and concepts of financial accounting including generally accepted accounting principles and issues as to classification, recognition, realization, measurement and **the ethics of financial** reporting. The emphasis of the course is from the perspective of the user of accounting information, allowing the student to become

familiar with the information available and its content value. (Prerequisites: ECON-1100, MATH-1980/MATH-1250/ MATH-1720/ MATH-1760 (or equivalent) and STEN-1000).

ACCT-3600. Auditing I
An introductory course designed to provide a broad foundation for all major aspects of auditing **including ethical, legal, and statutory influences in the development of international and Canadian auditing standards**. This course focuses on objectives, concepts, standards, strategies, processes, and communications relating to external audits. Other services provided by public accountants and current developments affecting auditing and the auditing profession are considered. (Pre-requisite ACCT-2510, Pre or co-requisite ACCT-3580.)

ACCT-4600. Auditing II
This course is designed to provide an in-depth knowledge of the major aspects of auditing **including ethical, legal, and statutory influences in the development of international and Canadian auditing standards**. It will examine topics such as audit sampling; public accountants' communications to users of accounting and nonaccounting information; and emerging issues in auditing. (Prerequisites: ACCT-3580 and ACCT-3600.)

ACCT-4570. Advanced Accounting I
A study of concepts, standards and procedures underlying intercorporate investments including portfolio investments, investments involving significant influence, and investments involving control. The preparation of consolidated financial statements under a variety of circumstances is studied in detail. Other topical areas, such as foreign currency transactions and translation, **consolidation procedures of foreign subsidiaries and joint ventures,** governmental accounting and accounting for not-for-profit organisations will also be covered. (Prerequisite: ACCT-3520.)

MKTG-4910. Special Topics in Marketing
This course examines major concepts, industries, ideas, issues, or current problems in Marketing. Topics, and the method of delivery, may vary from semester to semester. Please contact the instructor for further information. (May be ~~taken~~ **repeated** for credit **towards the Bachelor of Commerce program** ~~twice~~ if content is different, **but credit will be granted at most twice towards the Marketing specialization**.) (Prerequisite: Consent of instructor.)

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967). In 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 Odette School of Business has undertaken research to provide information based on which systematic Indigenization can proceed in a transparent and collegial manner to meet the needs of stakeholders. Odette encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that Odette and the University of Windsor sit on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie. The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The election of faculty, students, staff, and a chair is in progress. The EDII Committee will monitor all practices at Odette and educate faculty, students, and staff on EDII. The School most recently revisited the competencies in October 2021, when changes were made to several existing undergraduate competencies. A discussion was initiated on a new competency of EDI in February 2021. On the recommendation of the EDII Committee, the faculty council approved the EDI competency for the Bachelor of Commerce program in May 2022.

The University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business, and some faculty members from outside the Undergraduate Committee attended. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative will be launched in January 2023 and will encompass the entire program, including students, staff, and instructors. It will examine all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It will also provide the foundation for ongoing curriculum review and renewal.

In October 2021, the faculty area groups of Finance, Management Science, Marketing, Accounting, Strategy, and Management met on October 6, 13, 18, 20, 26, and 27, respectively. At these meetings, the faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on the Caldwell First Nations project, attended by the Dean. Financial Technologies, a new Bachelor of Commerce course, has developed content that incorporates financial issues and concerns of relevance to Indigenous communities and examines how financial technologies might address and/or exacerbate these issues and concerns. Odette had a First Nations, Métis and Inuit Advisory Council to the Dean until July 1, 2022 and plans to relaunch this initiative in the near future. Odette has established several endowed scholarships for Indigenous students to provide them with greater opportunities. Odette has been sponsoring a variety of Indigenous activities on campus, including the First Annual Alumni & Student Pow Wow on June 3 and 4, 2022. Odette has also been making annual financial contributions to the work of the Aboriginal Education Council (AEC).

Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continues to maintain a collaborative and engaging process on the specific needs of Indigenous students. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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

A.2 Experiential Learning Categories

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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

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

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

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**ACCT-1510. Principles of Financial Accounting** **ACCT-3600. Auditing I** **ACCT-4600. Auditing II** **ACCT-4570. Advanced Accounting I** **MKTG-4910. Special Topics in Marketing** *(Learning outcomes were last updated May 24, 2019)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__**x**__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **May 24, 2019** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

University of Windsor
Program Development Committee

*5.8: **School of Creative Arts (SoCA) – Summary of Minor Course and Calendar Changes**

Item for: **Approval**

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

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***.** **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate Springr 2023

A. Proposed Course Calendar Revisions

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

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

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

~~**THE FOLLOWING COURSES ARE OPEN TO VISUAL ARTS STUDENTS ONLY.**~~

VSAR-2030. Introductory Drawing
Media, techniques, vocabulary, and concepts of drawing, including the human figure and other subject matter. Development of drawing skills with exposure to more complex drawing situations, approaches, and points of view. Emphasis on a variety of materials (traditional and non-traditional). (Prerequisites: VSAR-1070 ~~**plus two additional 1000 level VSAR courses.**~~), (Lab fees may apply.)

VSAR-2130. Introductory Painting
Introduction to traditional and contemporary painting concerns, problems in rendering three-dimensional form in space and organization of the two-dimensional surface. (VSAR-1060 **and VSAR-1070** ~~**plus two additional 1000 level courses**~~) (Lab fees may apply.)

VSAR-2230. Introductory Printmaking ~~**- Intaglio**~~
Introductory and intermediate techniques of contemporary printmaking/printmedia practice
(Prerequisites: **VSAR-1060 or VSAR-1070** ~~**three 1000 level VSAR courses**~~.) (Lab fees may apply.)

VSAR-2330. Introductory Sculpture
An introduction to the various concepts and processes of contemporary sculpture practice. Issues will be addressed through group discussion and practical application. (Prerequisites: VSAR-1050 ~~**plus two additional 1000 level courses**~~) (Lab fees may apply.)

VSAR-2450. Digital Media and Design
This course introduces students to the tools used to create art in virtual space, skills that assist in cross-over activity between art and design, and the history and investigation of the social, cultural and aesthetic issues pertinent to digital art making. (Prerequisites: **VSAR-1060** ~~**VSAR-1080 plus two additional 1000 level VSAR courses**~~.) (Lab fees may apply.)

VSAR-2530. Introductory Photography
This introductory course in film and chemical photographic processes provides an opportunity for students to explore techniques and concepts within the medium of photography. Students will learn the basic technical skills of operating cameras, processing film, and making black and white prints, through a series of concerns specific to photography. (Prerequisites: **MACS-1500 or one VSAR course at the 1000 level**. ~~**three 1000 VSAR courses**~~. Students must have access to a 35mm adjustable film camera to complete this course.) (Lab fees may apply.)

VSAR-2550. From 2D to 3D - Playing with Space
How do we experience space? What are the elements that animate and activate a space? How have artists used space to communicate and investigate current issues within culture and society? From subtle cues such as temperature and smell, to the more obvious such as colour, texture, sound and construction, students will investigate the sensory, narrative and critical aspects of installation where space itself becomes our medium. In this studio-based course, students will bridge the gap between 2D image and 3D structure as an introduction to the processes used by artists to explore and manipulate space. Students will also look at current debates surrounding installation art and the gallery as "white cube." This course is not limited to any particular medium, and students may respond in any medium offered within the School of Creative Arts. (Prerequisite: **MACS-1500 or one VSAR-course at the 1000-level**.)

VSAR-2900. Introductory Photography: Digital
An applied photography course concentrating on digital imaging processes, including camera operation for high quality digital image capture, colour use, image processing, and printing. The course offers an introduction to the elements of digital photography, concentrating on digital image capture, image processing using Adobe Photoshop and Bridge, colour management, and an introduction to scanning and printing. Various types of digital cameras are

discussed. Critiques, presentations and readings assist students to expand their analytical and creative skills. (Pre-requisites: **MACS-1500 or one VSAR course at the 1000 level** ~~**three 1000 level VSAR courses**~~)
(Lab fees may apply.)

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

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

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

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

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

The School of Creative Arts recognizes its responsibility to engage in both decolonization and Indigenization. This includes rethinking organization of individual courses, as well as programs. Individual instructors in the Visual Art and Media Arts and Culture programs frame topics and themes from Indigenous perspectives, teach work by Indigenous artists, and interrogate conventional framing of national histories. We also invite Indigenous guest speakers to present their research and do studio visits with students in the graduate and undergraduate programs. Additionally, individual instructors are exploring "ungrading"; a decolonizing strategy that values student's individuality, encourages creativity and risk-taking, and provides formative feedback. We are reviewing best practices regarding land acknowledgements in response to critiques made by various Indigenous groups. Learning outcomes in this PDC Form E include information about how Indigenous content, perspectives, and materials are incorporated into specific courses.

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

A.2 Experiential Learning Categories

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

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

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

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

B. Learning Outcomes for the Courses Listed Above

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

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

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

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

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

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	VSAR 2030: Introductory Drawing VSAR 2130: Introductory Painting VSAR 2230: Introductory Print Media VSAR 2330 Introductory Sculpture VSAR 2450: Digital Media and Design VSAR 2530: Introductory Photography *(Learning outcomes were last updated April 19, 2022)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_ __ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__**X**__ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: __2022-04-19_____ (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	VSAR 2430: Introductory Time-Based Art *(Learning outcomes were last updated March 14, 2014. These are revised learning outcomes.)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_**X**___ Provide learning outcomes for the course by completing the Learning Outcomes Table below. (Last submission 2014-03-14)

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

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Explain and apply the vocabulary of time-based art. Apply conceptual strategies for creating and studying moving images. Create animations using a range of techniques such as frame-by-frame, found footage, stop motion, and vertical compositing. Describe concepts underpinning the linking of sound to moving images, both conceptually and technically	A. the acquisition, application and integration of knowledge
B. Locate, interpret, and apply diverse sources of information, from audiovisual and literary archival materials to variable online sources, to their creative practice. Identify and solve contemporary time-based production problems using knowledge of video aesthetics and techniques.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Constructively assess and critique one's own work and the work of peers. Synthesize technical and aesthetic skills to make creative decisions to engage audiences.	C. critical thinking and problem-solving skills
D. Communicate using the vocabulary of time-based art. Write proposals and artist statements for time-based projects.	D. literacy and numeracy skills
E. Participate in constructive and respectful critique of one's own and others' work. Articulate legal and ethical implications of artists' use of appropriated images, balancing artists' rights, and responsibilities.	E. responsible behaviour to self, others and society

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
Describe the harms of cultural appropriation. Avoid cultural appropriation in the creation of artworks.	
.F. Compose or illustrate compelling visual or sound-based stories. Translate written concepts into the audio/visual medium.	F. interpersonal and communications skills
G. Engage in collaborative aspects of time-based art.	G. teamwork, and personal and group leadership skills
H. Develop familiarity with artists whose work is seminal in the field of time-based media, including artists from diverse communities and Indigenous Canadian artists. Experiment with new ideas and techniques in creating time-based art. Create artistic work that entails some degree of technical or aesthetic risk. Plan and complete coherent time-based projects from conception to completion	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	VSAR 2550: From 2D to 3D – Playing with Space (Learning outcomes were last updated May 9, 2014. These are revised learning outcomes.)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**__X__** Provide learning outcomes for the course by completing the Learning Outcomes Table below. (May 9, 2014)
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**___** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
Explore and define the qualities that make up a particular space and base creative projects on these findings. Develop 2D & 3D presentations to describe installation proposals. Design and execute creative installation art projects. Express an understanding of the history of the gallery as “white cube” and its impact on contemporary art	A. the acquisition, application and integration of knowledge
B. Describe and articulate the parameters of spaces and locations. Review and evaluate key critical theories and concerns around installation art in developing creative projects. Research, identify and articulate problems in the conception and realization of installation art projects.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Formulate critical research questions regarding the use of space and the gallery in art. Resolve creative and practical problems arising during design and execution of installation projects.	C. critical thinking and problem-solving skills
D. Write proposals and artist statements describing installation art projects.	D. literacy and numeracy skills
E. Evaluate ethical and safety considerations related to installation art.	E. responsible behaviour to self, others and society
F. Demonstrate a range of communication skills through the development and delivery of oral and visual presentations.	F. interpersonal and communications skills

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
G. Work with peers in collaborative studio environments. Critique the work of peers and classmates in a constructive and respectful manner.	G. teamwork, and personal and group leadership skills
H. Develop familiarity with artists whose work is seminal in the field of site-based and installation work, including artists from diverse communities and Indigenous Canadian artists. Propose, design, and execute installation art projects.	H. creativity and aesthetic appreciation
I. Discuss approaches for future research and/or creative projects based on the work they have accomplished.	I. the ability and desire for continuous learning

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	VSAR 2630: Sonic Art (Learning outcomes were last updated February 12, 2018).
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**__X__** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **Feb. 12, 2018** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	VSAR 2900: Introductory Photography: Digital

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

	(Learning outcomes were last updated April 12, 2013)
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	__**X**__ Provide learning outcomes for the course by completing the Learning Outcomes Table below. (April 12, 2013)
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Convey ideas through photographs. Operate digital SLR cameras. Prepare photographs for projection and printing using image processing software.	A. the acquisition, application and integration of knowledge
B. Access and research digital photography archives. Collect images and analyze related documentation.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Research and solve technical questions about camera operation, image processing, and print production. Develop introductory critical photographic research questions. Analyze form, structure and meaning of photographs.	C. critical thinking and problem-solving skills

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
D. Interpret camera manuals, software documentation and technical specifications for projected and printed photographs. Interpret and apply numerical concepts in photography (for example, F-stops, Depth of Field, ISO ratings, dpi/ppi). Calculate economical paper use for printing and develop budget information for specific projects.	D. literacy and numeracy skills
E. Explain and employ the ethics of photographic practice, including the implications of working with human subjects.	E. responsible behaviour to self, others and society
F. Convey ideas through photography. Communicate effectively and ethically with human subjects.	F. interpersonal and communications skills
G. Collaborate with peers in group settings. Critique the work of team members and peers in a respectful and constructive manner.	G. teamwork, and personal and group leadership skills
H. Develop familiarity with artists whose work is seminal in the field of photography, including artists from diverse communities and Indigenous Canadian artists. Locate their practice within contemporary and historical photographic production.	H. creativity and aesthetic appreciation
I. Formulate questions for continued work through self-evaluation and reflection on current production.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

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

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***.** **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate Calendar, Spring 2023

A. Proposed Course Calendar Revisions

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

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

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

KINE-4710. ~~Physiological Basis of~~ Sports Therapy
A ~~physiological~~ examination of athletic injuries and their therapy. Topics include the prevention of and pathology of injuries, as well as the care of injuries and rehabilitation techniques. (Additional ~~laboratory~~ fee **may apply)** ~~applies.)~~ ~~(2 lecture, 2 laboratory hours a week.)~~

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

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

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

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

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Métis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health.

The Faculty of Human Kinetics recognizes the importance of Indigenization of curricula. The following is a list of courses that have been identified as having Indigenous content:
https://www.uwindsor.ca/kinesiology/sites/uwindsor.ca.kinesiology/files/kine_course_guide_courses_with_indigen_ous_content_winter_2023.pdf

A.2 Experiential Learning Categories

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

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

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐

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

B. Learning Outcomes for the Courses Listed Above

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**KINE-4710. ~~Physiological Basis of~~ Sports Therapy**
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	**_X___** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.

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

LEARNING OUTCOMES TABLE

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Examine the structure, function, and properties of relevant tissues of the human musculoskeletal system. Describe the process of tissue adaptation in response to physical load on biological tissue.	A. the acquisition, application and integration of knowledge
B. Analyze mechanisms and etiology of common musculoskeletal injuries. (Also relevant to A, C, D) Evaluate signs and symptoms associated with common closed soft tissue injuries, open wounds, and fractures. (Also relevant to A)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critique acute rehabilitation practices and prevention techniques associated with athletic injuries. (Also relevant to A, B, E)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Describe athletic injuries using standard anatomical and directional nomenclature of athletic injuries. (Also relevant to A, B, D)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

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

Item for: **Information**

Forwarded by: **Faculty of Science**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar *[Undergraduate or Graduate]* **the changes will be made. Include the effective date*** *[Fall, Winter, Spring, 20XX]***.** **(subject to timely and clear submission)* **These changes require no new resources.**	Undergraduate Calendar, Spring 2023

A. Proposed Course Calendar Revisions

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

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

FRSC-1101. Introductory Crime Scene Investigation and Techniques

This course will introduce students to the theoretical background of scientific methods used in Forensic Science and their practical applications to crime scene investigation. The focus of the course is exploration and examination of evidence found at crime scenes. The students learn and practice the discovery, identification, collection, examination and processing of various types of forensic evidence. Restricted to BFS and BA (Forensics Combined) students. (Credit

may not be obtained for both FRSC-1107and FRSC-1101.) (This course is offered on campus.) (Lecture 1.5 hours, Laboratory ~~1.5~~ **3.0** hours).

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The Faculty of Science, in which the forensic science programs are based, plans to welcome a recognized Knowledge Keeper as an expert in Indigenous-centred relationships to develop community-based initiatives in research, teaching and capacity development. The Department of Integrative Biology, which is the home AAU of two core forensic faculty (Albanese and VanLaerhoven), advertised, interviewed and is currently in negotiations with the preferred candidate for the position of Knowledge Keeper. With the support of this individual, the forensic faculty hope to develop new pedagogical initiatives to create Indigenous-focussed, learning outcomes for students within the Faculty of Science.

The Forensic Science program and its faculty members are committed to introducing meaningful Indigenous content, perspectives and material into all aspects of the program, 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 Indigenous knowledge within the program:

- Dr Shari Forbes (Chemistry and Biochemistry) commenced as a new professor in the program on January 1st, 2023 and will take over the administration of the programs in the coming months. She has registered for a 6-week course with the Centre for Teaching and Learning titled 'Pulling Together: A Guide for Curriculum Developers' that will be taught by Jaimie Kechego, a teaching and learning specialist in the field of Indigenization. This course will assist her to identify biases and gaps in her own knowledge, to build strong relationships with Indigenous people and communities, and to actively revise and re-design curriculum by including Indigenous knowledge that will benefit all learners within the forensic science program. More broadly, it will assit Dr Forbes to recognise her own agency and contribute to tangible change with regard to Indigenization in the university.
- While Dr Maria Cioppa is stepping down as programs 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 plans on taking the CTL course so as to better incorporate Indigenous knowledges in her teaching and research.

- Professor John Albanese (forensic science faculty member) has already incorporated Indigenous themes and concepts into the *BIOL-2063. Principles of Biological Anthropology* course taught to all forensic program majors. Topics include (as quoted by Dr. Albanese): "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-1101 Introductory Crime Scene Investigation and Techniques (the course for which this document applies), FRSC-2007 Introduction to Forensic Science, FRSC-3217 Forensic Serology and DNA Applications, FRSC-3231 Forensic Anthropology, FRSC-4120 Human Skeletal Variation, FRSC 4002 Practicum (placement-dependent) and FRSC 4900 Research Thesis (topic matter dependent).

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 (Integrative Biology) is of Indigenous heritage, and has had significant input into curriculum design and planning. Her awareness of Indigenous knowledges has informed the planning process, and informs her teaching and research in forensic science.
- Members of the forensic faculty have recently held discussions with Dr Beverly Jacobs about a future initiative involving our forensic science students and the Windsor Police Forensic Identification Section. A meeting is being held with Dr. Jacobs on Feb 13, 2023 where we will more broadly discuss approaches to raise awareness of Indigenous knowledge in policing and our forensic science program specifically.

A.2 Experiential Learning Categories

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co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐

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

B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. ***If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.*** *Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.* ***Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.***
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COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**FRSC-1101. Introductory Crime Scene Investigation and Techniques** *(Learning outcomes were last updated March 13, 2020)*
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
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IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**__x__** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **March 13, 2020** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)