University of Windsor

PDC240320A

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday, March 20, 2024 at 9:00am-11:00am
Location: Room 209 Assumption Hall or MS Teams

AGENDA

1	**Approval of Agenda**	
2	**Notes of Meeting of February 14, 2024**	PDC240214N
	E-vote of February 14, 2024	PDC240214EVote
3	**Business Arising from the Minutes**	
4	**Outstanding Business**	
5	**Reports/New Business**	
5.1	**Bachelor of Mechatronics – New Program Proposal (Form A)**	**Afsaneh Edrisy-**Approval
5.1a	**External Reviewers Report** [Confidential]	PDC240320-5.1
5.1b	**Deans Response to External Review** [Confidential]	PDC240320-5.1a-d
5.1c	**Departmental Response** [Confidential]	
5.1d	**Faculty CVs (Appendix C)** [Confidential]	
5.2	**Bachelor of Human Kinetics (Honours Sport Management and Leadership – Degree Completion Program (Form B)**	**Sarah Woodruff Atkinson-**Approval PDC240320-5.2
***5.3**	**Certificate in Physics – Minor Program Changes (Form C)**	**Steven Rehse-**Approval PDC240320-5.3
***5.4**	**Certificate in Organizational Management – Minor Program Changes (Form C)**	**Karen Robson-**Approval PDC240320-5.4
***5.5**	**Business and Math – Minor Program Changes (Form C)**	**Karen Robson-**Approval PDC240320-5.5
***5.6**	**Kinesiology – Minor Program Changes (Form C)**	**Sarah Woodruff Atkinson-**Approval PDC240320-5.6
***5.7**	**Kinesiology – Minor Program Changes (Form C)**	**Sarah Woodruff Atkinson-**Approval PDC240320-5.7
***5.8**	**Kinesiology - New Course Proposal (Form D)**	**Sarah Woodruff Atkinson-**Approval PDC240320-5.8
***5.9**	**Kinesiology – Request for Waiver of Course Deletion**	**Sarah Woodruff Atkinson-**Approval PDC240320-5.9
***5.10**	**Kinesiology (Graduate) – Summary of Minor Course and Calendar Changes (Form E)**	**Sarah Woodruff Atkinson-**Information PDC240320-5.10

***5.11**	**Kinesiology – Summary of Minor Course and Calendar Changes (Form E)**	**Sarah Woodruff Atkinson-**Information PDC240320-5.11
***5.12**	**Forensics – New Course Proposal (Form D)**	**Shari Forbes-**Approval PDC240320-5.12
***5.13**	**History – Request for Waiver of Course Deletion**	**Robert Nelson-**Approval PDC240320-5.13
***5.14**	**English – Request for Waiver of Course Deletion**	**Joanna Luft-**Approval PDC240320-5.14
***5.15**	**Language, Literature and Cultures – Request for Waiver of Course Deletion**	**Tanja Collet-Najem-**Approval PDC240320-5.15
***5.16**	**Philosophy – Summary of Minor Course and Calendar Changes (Form E)**	**Philip Rose-**Information PDC240320-5.16
***5.17**	**PhD in Argumentation - Suspensions of Admission**	**Cheryl Collier -**Information PDC240320-5.17
5.18	**Revision to PDC Form D**	**Lionel Walsh-**Approval PDC240320-5.18

6 Other Business

7 Adjournment

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

University of Windsor
Program Development Committee

5.1: **Bachelor of Applied Science, Mechatronic Systems Engineering – New Program Proposal (Form A)**

Item for: **Approval**

Forwarded by: **Faculty of Engineering**

MOTION: That the Bachelor of Applied Science in Mechatronic Systems Engineering new program be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the by Department of Mechanical, Automotives and Materials Engineering, the Department of Electrical and Computer Engineering, the Faculty of Engineering Coordinating Council and the Provost.
- **Provosts Comments/Approval**: *In my role as provost, I participated in the visit of program assessors. I have read the original program proposal, the reviewers' assessment, and the faculty's response. This is a timely and well-designed program that should spur strong student interest. It is costed and resourced appropriately. I strongly support the launch of this program and thank the faculty and leadership of Engineering for their excellent work in bringing this to fruition.* (February 12, 2024)
- There will be nine new TRON courses designed for the Mechatronics program which will be submitted on PDC Form D. [See appendix B for calendar descriptions.]
- *See attached.*

Date of Modification	Approval Body Modifying (*eg*, Program Committee, AAU Council, *etc*.)	Reason for Modification
January 31, 2024	AAU Councils, FCC Council	Per External Reviewers Recommendations Course Changes were made. They appear in Section **B.2 Program Content (QAF Section 2.1.2.2) and C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3)**

1. New Program Steering Committee/Provost Approval to Develop New Program Proposal

Date of New Program Steering Committee/Provost approval to proceed with the development of the new program proposal:	October 2022

A. Basic Program Information

Faculty(ies)	Engineering
Department(s)/School(s)	Jointly by MAME and ECE
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Bachelor of Applied Science in Mechatronic Systems Engineering
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2025
Mode of Delivery:	In class: Lectures and Laboratories
Planned steady-state Student Enrolment (per section B.4.2)	55 per year
Normal Duration for Completion:	Four years
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

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

Please provide a brief statement about the direction, relevance and importance of the new program.

Describe the overall aim and intended impact of the proposed new program.

Describe the consistency of the proposed new 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)

Overall aim: Mechatronics Systems Engineering (MSE) is a multidisciplinary field at the intersection of mechanical, electrical, and computer engineering principles to design, develop, and integrate advanced technologies into systems. Mechatronic systems are all around us. Mechatronic systems are found in the form of industrial robots, drive-by-wire automobiles, autonomous air/land/underwater vehicles, modern household appliances, medical resonance image (MRI) machines, smart structures, cybernetics, and other intelligent electro-mechanical systems. It is important to note that a System of Mechatronics System (SoMSy) can also be considered a mechatronic system. An example of SoMSy is a smart industry 4.0 factory that may consist of cooperating robots, autonomous guided vehicles, a smart assembly line involving robots, visual sensing and serving, and a networked supervisory control and data acquisition (SCADA) system. A smart city with a smart grid, connected autonomous vehicles, intelligent transportation and traffic infrastructure, smart disaster management systems, etc., can also be considered a SoMSy. These systems have the potential to revolutionize industries, making them more competitive and sustainable. The importance of Mechatronics lies in its ability to foster innovation, reduce operational costs, enhance product quality, and contribute to sustainable practices by optimizing processes and improving energy efficiency. Mechatronics systems are already

ubiquitous and are growing at an unprecedented pace as our world becomes increasingly automated. Our proposed MSE program will meet the increased demand for well-trained Mechatronics Engineers. Graduates of the program will contribute to advancing technology and industry, tackling current and future engineering challenges at the intersection of these disciplines.

Mechatronics has been offered in the Bachelor of Engineering Technology (BEngTech) program in the Faculty of Engineering at the University of Windsor (UWindsor) since 2018. The Mechatronics BEngTech program created a much-needed pathway from Ontario educational institutions to the University of Windsor. It also provides a unique opportunity for working professionals in the Windsor-Essex region to expand their expertise in mechatronics, industrial automation, robotics, and manufacturing and to obtain a university degree focused on these fields. According to Office of Institutional Analysis (OIA) data, between 2018 and 2022, about eighty students have gone through the program (https://www.uwindsor.ca/institutional-analysis/sites/uwindsor.ca.institutional-analysis/files/fall_13-22_ug_hc_prog.pdf). While Mechatronics BEngTech has addressed a demand from a segment of the industry, the need remains for a fully accredited Bachelor of Applied Science (BASc) degree program open to high school or transfer students.

Intended Impact: Windsor-Essex's strategic location, skilled workforce, and proximity to the United States make it an attractive hub for advanced manufacturing companies. Windsor has a strong history of automotive manufacturing, with several major automakers like Fiat Chrysler Automobiles (now part of Stellantis), Ford, and General Motors and their suppliers operating in the area. These companies actively seek skilled designers, engineers, and technicians in mechatronics and robotic-intensive automation since it is a rapidly growing discipline with a concurrent high demand for experts. The program will contribute to the region's economic development by supplying highly skilled graduates who are well-trained to address industry demands. The Faculty of Engineering at the University of Windsor has a strong history of collaboration with various industries, specifically in advanced manufacturing and automotive sectors. The proposed MSE program will further enhance the existing partnerships and will foster new partnerships between UWindsor's Faculty of Engineering and these industries. By collaborating with local industries and organizations, the program will provide experiential learning opportunities, Co-op placements, and research collaborations through Capstone projects and the Outstanding Scholar program at the UWindsor. The MSE program will build on the success of the BEngTech Mechatronics program by continuing to establish and reinforce strong regional partnerships and enhance community engagement. This MSE program will also bring global attention to UWindsor's and Canada's expertise and dynamism in the field, contributing to the development of cutting-edge technologies.

Consistency with Institutional Goals: The UWindsor's vision is to empower positive change through regionally and globally engaged inquiry, learning, scholarship, creation, and research. UWindsor's goals include providing a transformative student experience, conducting impactful research, fostering innovation, and entrepreneurship. It will serve as a regional leader in partnership and engagement. The MSE program aligns well with the mission and goals of UWindsor. The program offers students a unique interdisciplinary learning experience as it integrates mechanical, electrical, and computer engineering principles. The program will train students with the ability to address complex real-world challenges by designing integrated systems that enhance efficiency, precision, and adaptability. The hands-on nature of mechatronics education provides students with practical skills as well as in-depth knowledge of theory. It fosters critical thinking, problem-solving, and teamwork that align with the university's goal of delivering a transformative student experience. The key to the program is that it is built on an understanding that engineering and engineers, especially within MSE, work with society, not outside of it. Students who graduate from the program will be well-versed in non-technical skills (teamwork, presentations, writing, networking) and technical skills (applications, tech, software). The MSE program helps fulfill the university's mission of enabling graduating students to co-create a better world through education, scholarship, research, engagement, and a commitment to excellence.

B.2 Program Content (QAF Section 2.1.2.2)

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

The MSE curriculum leading to the Bachelor of Applied Science (BASc) has been designed to offer students an education that is immediately valuable to them on graduation and which, at the same time, provides a foundation to accommodate their further education in industry or research. The curriculum supports three Co-op placements, which are optional. The proposed MSE program offers two areas of specialization: 1) Autonomous Vehicles and 2) Intelligent Manufacturing.

The MSE curriculum has been developed according to Canadian Engineering Accreditation Board (CEAB) recommendations and the Canadian Engineering Qualifications Board (CEQB) syllabus. The curriculum consists of courses in three categories: 1. Basic Studies (foundational math and science topics common to all the BASc Engineering Programs), 2. Complementary Studies (safety, engineering economy, sustainability and engineering management, law and ethics (incorporated in Capstone Design), humanities, and social science (Two complementary courses outside engineering)); and 3. Discipline-Specific Studies. There are nineteen courses in basic and complementary studies, which are common with other engineering programs. The Discipline-Specific Studies are designed and developed according to Engineers Canada requirements (Mechatronics engineering syllabus | Engineers Canada). The courses are divided into Group A (core areas of knowledge; seven areas required) and Group B (selected advanced areas of knowledge; three areas required). The Discipline-specific courses consist of the existing fundamental courses in Electrical Engineering and Mechanical Engineering programs as well as nine new MSE-specific program courses. The courses designated as TRON are the newly designed courses specific to the Mechatronics program; MECH courses are from the Mechanical Engineering program; ELEC courses are from the Electrical and Computer Engineering program. The new courses consist of compulsory and specialization courses. The new compulsory courses for the program are listed below:

1. TRON-2201 Kinematics and Dynamics of Machine
2. TRON-3201- Solid Mechanics
3. TRON-3202 Fluid Power Systems
4. TRON-3203 Thermodynamics and Heat Transfer
5. TRON-4201 Sensors and Electronic Actuators\

Area of Specialization 1: Autonomous Vehicle	
Specialization Course 1	ELEC-4340 Automotive Electronics (A2, A3, A7)
Specialization Course 2	TRON-4045 Autonomous Systems-Localization, Navigation and Mapping Systems (A7, B5)
Specialization Course 3	TRON-4015 Intelligent Machines, Connected Vehicles, Cyber Security and Human Safety (B2, B5)
Specialization Course 4	MECH-4463 Vehicle Dynamics (A6)
Area of Specialization 2: Intelligent Manufacturing	
Specialization Course 1	GENG-4300 Intelligent and Digital Manufacturing (B8, B9)
Specialization Course 2	GENG-4600 Robotics (B6)
Specialization Course 3	TRON-4025 Distributed Control Systems- Connectivity and Cyber Security (B2, B9)
Specialization Course 4	TRON-4035 Computer Integrated Manufacturing (B9)

Students who wish to enter the Mechatronics System Engineering program will have to register for the following courses.

SEMESTER 1 (Fall)	**SEMESTER 2 (Winter)**
GENG-1101 Engineering 1	CHEM-1103 Topics in Chemistry
GENG-1102 Engineering Graphics	GENG-1201 Cornerstone Design
MATH-1270 Linear Algebra with MATLAB	GENG-1202 Electric and Computing Fundamental
MATH-1720 Differential Calculus	GENG-1110 Engineering Mechanics
PHYS-1400 Introductory Physics 1	MATH-1730 Integral Calculus

SEMESTER 3 (Fall)	**SEMESTER 4 (Winter)**	**Summer**

MATH-2780 Vector Calculus	MATH-2790 Differential Equations	GENG-2980. Work Term I (Co-op students only)
GENG-2101 Engineering 2	GENG-2220 Treatment of Experiential Data	
GENG 2102 Programming and Algorithms	GENG-2201 Engineering Design Projects II	
PHYS-2100 Topics in Physics	ELEC-2170. Digital Logic Design I (A2 and A3)	
ELEC-2140 Circuit Analysis I (A2)	TRON-2201 Kinematics and Dynamics of Machines (A6)	
ELEC-2240 Signals and Systems (A1)	Complementary Studies*	

SEMESTER 5 (Fall)	**Winter**	**SEMESTER 6 (Summer)**
GENG-3130 Engineering Economics	GENG-3980. Work Term II (Co-op students only)	GENG-3201 Engineering Design Projects III
ELEC-3130 Electromechanical Systems I(A7)		ELEC-2260 Electronics I (A2 and A3)
MECH-4212 Mechatronics (A1, A3, A7)		TRON-3201 Solid Mechanics (A5, A6)
ELEC-3240 Control Systems I(A1)		TRON-3202 Fluid Power Systems (B3, B6)
Complementary Studies*		TRON-3203 Thermodynamics and Heat Transfer (A5)

Fall	**SEMESTER 7 (Winter)**	**SEMESTER 8 (Summer)**
GENG-4980. Work Term III	Capstone Design A (+ethics lectures)	Capstone Design B (+law lectures)
	GENG-4500 Artificial Intelligence and Machine Learning	TRON-4201 Sensors and Electronic Actuators (B7)
	ELEC-4430 Embedded System Design (A4)	MECH-4221 Machine Design (B7)
	ELEC-4350 Microelectromech. Systems (A7)	ELEC-4570 Fundamentals of Digital Signal Processing (B2)
	Specialization Course 1	Specialization Course 3
	Specialization Course 2	Specialization Course 4

**Complementary Studies courses are listed in the Academic Calendar as "Faculty of Engineering: Courses That May Be Taken from Outside The Faculty of Engineering". Complementary courses (as defined in the Academic Calendar) are those course that satisfy the Complementary Studies requirements of the Canadian Engineering Accreditation Board.*

In the table above the Discipline-Specific courses are divided into A and B categories where: (A): Group A are the core areas of knowledge (A1 - Systems Dynamics and Controls; A2 - Circuits and Electronics; A3 - Digital Logic and Embedded Systems; A4 - Data Structures and Algorithms; A5 - Mechanical Design; A6 - Kinematics and Dynamics of Machines; A7 - Sensors and Actuators) and (B) are Group B –Selected advanced areas of knowledge (B2 - Advanced Control Systems; B3 - Applied Thermodynamics, Fluid Mechanics, and Heat Transfer; B4 - Statistical Design of Experiments (DOE); B6 - Power Electronics and Drives; B7- Design and Manufacture of Machine Elements; B8 - Product Design and Development)

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 this proposal from existing programs elsewhere, as appropriate.

Unique or innovative curriculum: The proposed UWindsor's mechatronics program is unmatched in terms of content and integration, making it a highly sought-after program for today's students. Mechatronics System Engineering is offered in different versions at several universities. While some institutions concentrate on either Mechanical or Electrical topics, others offer a balance of these fundamental contents with an emphasis on Embedded Systems Design. One major element that will differentiate the proposed MSE program at the University of Windsor from comparable existing programs is considering the horizon-expanding technologies in the modern Mechatronics Systems. Unlike existing mechatronics programs that mainly focus on combining basic sensors with programmable logic controllers (PLCs), the new MSE program aims to leverage machine learning, artificial intelligence, and computer vision techniques to enhance mechatronics system performance. In this regard, the proposed MSE program offers

two areas of specialization: 1) Autonomous Vehicles and 2) Intelligent Manufacturing. These specialties are competitive in the labour market, especially in the Windsor-Essex region. UWindsor's MSE program will brand itself as the program that trains highly qualified engineers, researchers, technicians, and administrators to meet the demands of the current and future needs of government, business, industry, and academia. The graduates of the MSE program will be well-rounded, sophisticated, real-world professionals who are well-versed in theory and practical applications and can 'hit the ground running' in their careers on graduation.

Program Delivery or Assessment Practices: Currently, teaching and learning take place in a variety of forms at UWindsor. It is based on the student population, and the delivery format (lectures, tutorials, laboratories), and facilities. Courses are planned to be delivered face-to-face, resorting to online or hybrid formats only as necessary by medical or other emergency requirements.

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 developing this new 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) or in the course syllabus where appropriate?*

The undergraduate Mechatronics Engineering Program will incorporate Indigenous content, perspectives, and material. While not every course lends itself to the incorporation of the content or perspectives of Indigenous Peoples (IP), there are common core courses in the faculty where this is possible and can be utilized to study what is referred to as the "4Rs" of Indigenous research: Respect, Relevance, Reciprocity, and Responsibility in a way that is meaningful to students and relevant to course content.

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

We have identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. program curricula. A working group in The Faculty of Engineering has been established to focus on the Indigenization of the engineering curriculum. The Faculty of Engineering has been actively collaborating with an Indigenization Learning Specialist (Jaimie Kechego at the University of Winsor) for valuable insights, guidance, and expertise in navigating the complexities of Indigenization. This ongoing process requires continuous effort, learning, and collaboration to create an educational environment reflecting and valuing the diversity of Indigenous knowledge and perspectives. The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss

residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below.

GENG-1101 Engineering 1 is the first-year course that provides information about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is a third-year course that provides a presentation about Indigenous issues, and students complete an assignment. Capstone Design A/B is the fourth-year two-semester course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

On July 13, 2023, Mr. Cory Jones, the president and owner of Neegan Burnside Ltd., a majority Indigenous-owned engineering firm, presented a talk, Experiences in Delivering Infrastructure to Canadian Indigenous communities, to all fourth-year Engineering students in the course GENG-4210 Engineering & Society. Mr. Jones' talk provided valuable insight into considerations for what engineers should know when working with Indigenous communities. The talk was also attended by numerous faculty members within Engineering and other faculties on campus.

Readings about the IP perspective by IP researchers and academics from texts such as Indigenous and Decolonizing Studies in Education. (2019). L.T. Smith, E. Tuck, K.W. Yang (Eds.); Applying Indigenous research methods storying with peoples and communities. (2019). S. Windchief, T. San Pedro (Eds.); Upholding Indigenous economic relationships (2023). S.W. Jobin (2023); The social life of standards: Ethnographic methods for local engagement (2022). J.E. Graham, C. Holmes, F. McDonald, R. Darnell, provide an opportunity for students to learn about the IP perspective. The relevance for our students is that they can consider the ethical, both social and environmental, impacts of technology and Engineering on IP, the land, and local, national, and global communities. The ability to understand community needs and concerns, whether that of IP or other groups, is important for Engineers and such readings aid students in seeing different perspectives on the impacts of Engineering projects.

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 contributed 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, as IP believe, 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 12 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" [3]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

There are numerous resources available regarding working with Indigenous communities that the Engineering program at UWindsor could draw on for best practices advice when working with IP. They range from the introductory, for example Heritage BC's 27 tips on what to say and do: When working effectively with Indigenous Peoples (https://heritagebc.ca/wp-content/uploads/2019/05/27-Tips-on-What-to-Say-and-Do.pdf) and "I spent the first year drinking tea": Exploring Canadian university researchers' perspectives on community-based participatory research involving Indigenous peoples (https://doi.org/10.1111/j.1541-0064.2012.00432.x); Working with Indigenous Peoples 101 (https://cela.ca/wp-content/uploads/2020/04/1.0How-to-Work-with-Indigenous-Peoples-101-1.pdf) , to corporate programs such as the Banff Centre for Arts and Creativity's Indigenous Leadership programs (https://cela.ca/wp-content/uploads/2020/04/1.0How-to-Work-with-Indigenous-Peoples-101-1.pdf), which would be of benefit to faculty.

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, with limited 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 attended the short course "Pulling Together: A Guide for Curriculum Developers."

UWindsor sits on the traditional territory of the Three Fires Confederacy of First Nations (TFCoFN), which includes the Ojibwa, the Odawa, and the Potawatomi (https://www.anishinabek.ca/). It would be of benefit to members of the UWindsor community as a whole to learn more about TFCoFN and its history.

A Reconciliation project worked on with the Faculty and the TFCoFN would benefit the TFCoFN community drawing on the expertise of the Faculty and the contributions of Engineering students. Projects to be considered, based on the stated needs of the TFCoFN community, could be water purification technology introduced into the community; solar panels and/or wind energy sources for homes and/or community buildings; greenhouses that would increase food security, which is an issue for almost half of the First Nations communities in Canada (https://www.cbc.ca/newsinteractives/features/lake-huron-first-nations-greenhouses https://www.nationalobserver.com/2020/12/30/news/atlantic-first-nations-geothermal-greenhouses-food-insecurity) and/or projects that teach basic engineering principles to members of the community to be followed up with tours of UWindsor Engineering to inform potential future students about the type of work done by engineers and how their community could benefit.

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 a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [4]. 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 students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [5].

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. 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. A working group has been established in the Engineering Faculty to support a research project on incorporating Indigenous content into the Engineering undergraduate curriculum. A research assistant has been hired to collect and evaluate the best practices of Indigenization that are already taught in the Engineering departments across Canada. The project results will provide recommendations that will make ENG courses more aware and inclusive of Indigenous content.

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" [3].

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, this is another area of weakness. The Equity, Diversity, and Inclusion Officer in Engineering provides 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 con-firm 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. 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 understand better what decolonization looks like within engineering. This is a project that will begin with educating ourselves.

References

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3. Government of Ontario. (2023, January 1). “R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28.” https://www.ontario.ca/laws/regulation/900941.
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5. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. https://www.univcan.ca/wp-content/uploads/2015/11/principles-on-indigenous-education-universities-canada-june-2015.pdf (accessed on 29 August 2023).

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

Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline.

Students will graduate with a Bachelor of Applied Science (BASc) in Mechatronic Systems Engineering. For those who are in Co-op program will graduate with Bachelor of Applied Science (BASc) in Mechatronic Systems Engineering, Co-operative Education.

B.4 DEMAND FOR THE NEW 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, where appropriate.

Provide quantitative evidence of student and market demand for the proposed 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 new 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 proposed program within their organization and field of endeavour.

This new program will attract both direct entry and transfer students who want to pursue a university degree in Engineering that specializes in Mechatronics. There is a significant and growing market of engineering students who live locally in Windsor-Essex and have a strong interest in mechatronics engineering, as exemplified by the growing popularity of student clubs such as First Robotics, Lego Robotics, etc. These students are not served by the programs at the University of Windsor and either travel to a competitor institution out of the city or enrol in their second-choice program at UWindsor, e.g., Mechanical Engineering or Computer Science. The University of Windsor has the talent and facilities to deliver a quality program in Mechatronics that will allow it to become a destination of choice and equip those students with skills that are in demand in the area. Establishing a successful Mechatronics program will enhance the reputation of the University and further increase demand, such that the prospective student pool will include both Canadian students from outside Windsor-Essex and international students. It is anticipated that there may be a small drain in the pool of students who currently enroll in either Mechanical or Electrical Engineering at UWindsor. However, both programs are well established, have maintained healthy enrollment numbers for several years, and can tolerate a small decrease to enable the growth and new students that will come to the MSE program.

Windsor-Essex is the home of advanced manufacturing, information, and communications technologies, as well as greenhouse agriculture and Agri-Tech. On top of that, this region is considered to be the automotive capital of Canada. Two original equipment manufacturers (OEMs) and the Canadian headquarters for Stellantis Canada (formerly FCA Canada) are in this region. The region is now looking toward future trends in the automotive industry, including the development and production of connected, autonomous, and electric vehicles. The Faculty of Engineering has a close working relationship with the local industry and the industry partners have been asking the Faculty to produce well-qualified mechatronic engineers. In summary, given the current industry demand and potential demand by new industries that are moving into the region, e.g., the new battery manufacturing plant, it is anticipated that there will be great job opportunities for graduates of the Mechatronics System Engineering program.

Employment Areas: Mechatronics engineers can find employment in a wide range of industries, including manufacturing, automotive, aerospace, robotics, consumer electronics, telecommunications, healthcare, energy, and more, due to their multidisciplinary skills in mechanical engineering, electronics, computer science, and control systems. The job opportunities can vary by region, industry trends, economic conditions, and technological advancements. Engineers with expertise in mechatronics are well-equipped to address the complex challenges posed

by the integration of mechanical, electronic, and software systems, making them valuable assets in various industries. Here are some employment examps for mechatronics engineers: Automation Engineer, Controls Engineer, Electro-

Mechanical Systems Engineer, Real-time Systems Engineer, Robotics Engineer Systems Engineer; iPhone Product Design Engineer; Program Manager; Mechanical Engineer; Android Partner Engineer. The increasing demand for mechatronics engineers is expected to persist as technology continues to advance.

Salaries: The average mechatronics engineer salary in Canada is $136,151 (CND) per year Entry-level positions start at $134,712 per year, while most experienced workers make up to $139,589 per year. (https://ca.talent.com/salary?job=mechatronics+engineer Access August 2023). The income is one of the highest salaries when compared to the related ones. For example, the average salaries per year for the following engineers are as follow: $125,038 for a development engineer, $123,990 for a systems engineer, and $122,508 for a design engineer.

The average salary in the United States is reported by Career Explorer around $100,640 (USD) per year; wages typically start from $58,730 and go up to $164,690. (https://www.careerexplorer.com/careers/mechatronics-engineer/salary/ Access August 2023).

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

Provide details on projected enrolment levels for the first five years of operation 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)	50 (will split in 2nd year for co-op)	5 (will split in 2nd year for co-op)	10	2	10	2	10	2	10	2
In the co-op/ experiential learning stream (if applicable)			40	3	40	3	40	3	40	3

The estimated enrolment of the percentage of international to total enrolment is based on the current international students in ECE and MAME undergraduate.

B.4.3 Duplication (Ministry section 3)

Indicate whether the program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include https://www.ontariouniversitiesinfo.ca/programs and https://www.universitystudy.ca/search-programs/.

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

Several universities in Ontario, Canada, offer mechatronics or systems engineering programs. While some institutions focus more on either Mechanical or Electrical topics, others offer a balance of these fundamental contents with focus on Embedded Systems Design. Currently, there are four Mechatronics programs in Ontario, including (1) Mechatronics Program at McMaster with a focus on Embedded Systems Design, (2) Mechatronic Systems Engineering Program at Western which offers dual degrees in Business and Law, (3) the Mechanical and Mechatronics program at the University of Waterloo; (4) Mechatronics Engineering at Ontario Tech integratesmechanical and electrical systems.

One major element that will differentiate the proposed program at the University of Windsor from comparable existing programs is considering the horizon-expanding technologies in the modern Mechatronics Systems. Unlike other programs that mainly focus on combining basic sensors with PLCs, the new program aims to leverage machine learning, artificial intelligence, and computer vision techniques to enhance mechatronics system performance.

Two areas of specialization are designed into the proposed program: Autonomous Vehicles and Intelligent Manufacturing. The job market for both specialties is quite promising and expected to grow in the coming year, especially in Windsor-Essex.

B.5 RESOURCES

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

B.5.1 Resources Available

B.5.1.1 Resources In Support of the 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 proposed 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 proposed program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the proposed 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 resources: The mechatronics program at the University of Windsor will be administered as a joint program by the Department of Mechanical, Automotive and Materials Engineering and Electrical and Computer Engineering. Both departments have well-established records of providing high-quality undergraduate-level educational mentoring and training. With fostering this synergy in mind, a steering committee has been established to ensure the quality of the program. The committee consists of the Dean of Engineering, the Associate Dean-Academic, the Heads of both departments and the program Academic Advisor. The Academic advisor assists students in selecting the appropriate courses including the required and specialization courses each semester, ensuring they meet degree requirements and stay on track for graduation. They help students understand the curriculum and prerequisite courses necessary for the discipline.

Existing courses: The majority of the program can be delivered by the existing expertise in the Electrical and Computer Engineering and Mechanical, Automotive, & Materials Engineering Departments. Dr. Caniggia Viana has recently been hired by ECE to support the proposed program. There will be four more new faculty hires with a Mechatronics

background in the ECE and MAME departments, which will help to deliver the specialty courses (listed in Program Content Section). These positions are accommodated through recent or upcoming retirements in ECE or MAME.

Laboratory Facilities: Students enrolled in the program will engage in hands-on, experiential learning using state-of-the-art equipment currently available in the Faculty of Engineering through a mandatory laboratory component of their courses. UWindsor has established a Mechatronics Lab that is used for the BEng Tech stream established in 2018. The lab will be used for several courses of the proposed program. This lab is equipped with leading-edge technologies such as robotic manipulators (UR and ABB arms), autonomous vehicles (QCar and Turtlebot mobile robots), mechatronics systems (FESTO stations), and programmable logic controllers (Siemens PLCs). The existing labs such as Power Electronics, Circuit, Deformable Bodies, Measurements, Manufacturing labs in ECE and MAME will be utilized to support the program. The mechatronics labs are in place so no new funding for new lab space is required. There will be budget required to support the maintenance of these labs.

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

Assess faculty expertise available and actively committed to the new 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 proposed program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed 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 program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the program and faculty will ensure the intellectual quality of the student experience*

Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

The proposed MSE program will be supported by the Mechanical, Automotive and Materials Engineering (MAME) and the Electrical and Computer Engineering (ECE) Departments. Both departments have well-established records of high-quality faculty and staff. These faculty will also contribute to supervising Capstone Projects and training of students who are in the Outstanding Scholar Program. Outstanding Scholars are paid to do research outside class, working for faculty members! This unique opportunity lasts for three years, during your second, third, and fourth years of undergraduate study. The Outstanding Scholars Program provides an exceptional and supportive undergraduate learning experience for high-achieving undergraduate students, emphasizing depth and breadth of research-based academic inquiry, strong and ongoing faculty/student mentorship, effective communication of research achievement, and achievement of external recognition of academic excellence (Outstanding Scholars (uwindsor.ca)

The following faculty expertise is available and committed to supporting the new program. The CVs of these faculty members are appended. Below are summaries of the Electrical and Computer Engineering (ECE) and Mechanical, Materials and Automotive Engineering (MAME) faculty members contributing to the new program. Complete details of each professor's research field, publications, awards, and achievements can be found in their attached CVs.

ECE Faculty Members:

Prof. X. Chen has a well-established and successful research and publication record in robust control and control of networked systems, sensor networks, data-driven optimization, and automotive control.

Prof. Arezoo Emadi is an associate professor with a well-established and successful research and publication record microelectromechanical systems (MEMS), bio-medical devices, MEMS sensors and transducers, chemical sensors, micro and nanofabrication technologies.

Prof. Narayan Kar is a full professor with a well-established and successful research and publication record in power electronics design and development, permanent magnet and induction machine design, control and testing for electric vehicle application, torque ripple and cogging torque determination, analysis and minimization.

Prof. Mohammad Khalid is a full professor with a well-established and successful research and publication record in Field programmable chips and systems, FPGA-based system design, rapid prototyping, FPGA-based high- performance computing, heterogeneous computing systems, electronic design automation, and high-level synthesis.

Prof. Mitra Mirhassani is a full professor with a well-established and successful research and publication record in hardware realization of neural networks, hardware security, analog and mixed-signal integrated circuits.

Prof. Roberto Muscedere is an associate professor with research expertise in record in very large-scale integration (VLSI) and application-specific integrated circuit (ASIC) designSystem-level design embedded systems.

Prof. M. Saif is a full professor with a well-established and successful research and publication record in systems and control theory, model-based fault detection and diagnostics, and linear and nonlinear controller/observer design.

Prof. Ahmed Hamdi Sakr is an assistant professor with research expertise in connected and automated vehicles, vehicular networks (V2V, V2I, V2X), ML/AI for wireless networks, internet of things (IoT) and wireless sensor networks (WSN).

Prof. Caniggia Viana has recently joined the faculty of engineering as a tenure-track assistant professor with research expertise in power electronics for electric vehicles. he will support the program specialization of autonomous vehicles.

Prof. Ning Zhang has recently joined the faculty of engineering as a tenure-track assistant professor with research expertise in wireless networking, AI for networking, the internet of vehicles and security.

MAME Faculty Members:

Prof. Walid Abdul-Kader is a full professor with a well-established and successful research and publication record in sustainable manufacturing systems, virtual factory design, performance optimization, modelling of manufacturing / remanufacturing systems, and reverse logistics networks.

Prof. Jalal Ahmed is an Associate Professor with a successful research and publication record in mechatronics and controls, micro/nano-electromechanical (MEMS/NEMS) based sensors and actuators.

Prof. Shapour Alirezaee is a Learning Specialist with successful research in mechatronics and robotics, control systems and automation, instrumentation and process control, and PLC, SCADA and DCS systems.

Prof. William Altenhof is a full professor with a well-established and successful research and publication record in crashworthiness, impact testing, finite element analysis (FEA), experimental (destructive) testing, stress analysis, mechanical material testing and characterization under quasi-static and dynamic loading conditions.

Prof. Aleksandr Cherniaev is an associate professor with a well-established and successful research and publication record in composite materials: multiscale modelling, quasi-static & high strain-rate testing, impact mechanics of advanced materials, hypervelocity, high & low-speed impact regimes, and lightweight impact-resistant structures.

Prof. Nickolas Eaves is an associate professor with a well-established and successful research and publication record in Developing fundamental & reduced numerical models for nanoparticle aerosol processes, Combustion, internal combustion engines, gas turbines, jet engines, Soot/particulate and other pollutant formation, Alternative fuels & biofuels.

Prof. Bruce Minaker is an associate professor with a well-established and successful research and publication record in vehicle dynamics & control, multibody dynamics & suspension design, and numerical modeling & simulation.

Prof. Afshin Rahimi is an Associate Professor with a successful research and publication record in Machine learning & intelligent systems, Systems & control theory, Linear & nonlinear controller/observer design.

Prof. Reza Riahi is a full professor with a well-established and successful research and publication record in batteries, nanomaterials, additive manufacturing, and tribology.

Prof. David Ting is a full professor with a well-established and successful research and publication record in flow turbulence, flow-induced vibration, heat transfer, combustion, energy & thermal systems, renewable energy, aerodynamics, vortex dynamics.

Prof. Michael Wang is a full professor with a well-established and successful research and publication record in product innovation, sustainable product design and manufacturing.

Prof. Jill Urbanic is a full professor with a well-established and successful research and publication record in additive manufacturing / 3d printing / rapid prototyping, cad/cam, process planning & manufacturing systems design, product design for manufacturing, product and process design optimization, reverse engineering, and robotic systems.

5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New 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 proposed program and the associate plans to ensure the sustainability of the program and quality of the student experience.

The delivery of the new MSE program, has no particular reliance on adjuncts, limited-term, and sessional faculty.

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.

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 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 proposed 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 preparing this proposal. (e.g., streamlining existing programs and courses, deleting courses, etc.)

New faculty positions are accommodated through recent or upcoming retirements in ECE or MAME.

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 proposed program.*

If not applicable, write n/a.

Faculty:	There will be faculty hires with a mechatronics background in the ECE and MAME departments. These positions are accommodated through recent or upcoming retirements in ECE or MAME.
Staff:	N/A

GA/TAs:	Additional GA positions to support the lab/tutorial for the program will be supported by the Faculty of Engineering in existing core courses. There will be a net increase in GA's required for new courses specific to the Mechatronics Stream. These costs are shown in Appendix A - Budget.

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 proposed 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):	Equipment maintenance is estimated at $100,000

Services: No additional resources. The usual services available to undergraduate students will also be available to MSE students including library resources, and Student Support Services.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe

- *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.*

All engineering streams require a minimum 74% average from students' top six high school courses, as well as an average of 74% between MHF4U, SCH4U, and SPH4U.

Course Requirements: Advanced Functions/MHF4U, Chemistry/SCH4U, Physics/SPH4U, English/ENG4U.

Calculus and Vectors/MCV4U is strongly recommended.

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

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

The above requirements are in accordance with those required for students entering the other Bachelor of Applied Science streams within the Faculty of Engineering and will also provide an appropriate academic background for those entering the proposed program. The faculty is satisfied that this requirement prepares students to achieve program learning outcomes adequately.

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

NB: For graduate programs, provide evidence that each graduate student in the 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 titles.

Total courses: 44 (132 credits). The co-option requires 47 courses (141 credits). Students must also satisfy existing continuation and graduation eligibility requirements for BASC and BASC Co-operative education students, as identified in the University of Windsor Policy on Standing Required for Continuation and Graduation.

Degree requirements:

First Year: the program's first year is common to all disciplines, so a student may enter as enrolled in General Engineering or may even transfer between disciplines after the first year with no penalty for their progress.

SEMESTER 1 (Fall)	**SEMESTER 2 (Winter)**
GENG-1101 Engineering 1	CHEM-1103 Topics in Chemistry
GENG-1102 Engineering Graphics	GENG-1201 Cornerstone Design
MATH-1270 Linear Algebra with MATLAB	GENG-1202 Electric and Computing Fundamental
MATH-1720 Differential Calculus	GENG-1110 Engineering Mechanics
PHYS-1400 Introductory Physics 1	MATH-1730 Integral Calculus

Second Year: Students must have declared their major as Mechatronic Systems Engineering and completed at least eight (8) of their first-year courses before being allowed to register for the second-year courses (including all specifically required pre-requisite courses)

SEMESTER 3 (Fall)	**SEMESTER 4 (Winter)**	**Summer**
MATH-2780 Vector Calculus	MATH-2790 Differential Equations	GENG-2980. Work Term I (Co-op students only)
GENG-2101 Engineering 2	GENG-2220 Treatment of Experiential Data	
GENG-2320 Software Fundamentals	GENG-2201 Engineering Design Projects II	
PHYS-2100 Topics in Physics	ELEC-2170. Digital Logic Design I	
ELEC-2140 Circuit Analysis I	TRON-2201 Kinematics and Dynamics of Machines	
ELEC-2240 Signals and Systems	Complementary Studies	

Third Year: Students must have completed all the first-year courses and at least ten (10) of their second-year courses before being allowed to register for the third-year courses (including all specifically required pre-requisite courses).

SEMESTER 5 (Fall)	**Winter**	**SEMESTER 6 (Summer)**
GENG-3130 Engineering Economics	GENG-3980. Work Term II (Co-op students only)	GENG-3201 Engineering Design Projects III
ELEC-3130. Electromechanical. Systems I		ELEC-2260 Electronics I
MECH-4212 Mechatronics		TRON-3201 Solid Mechanics
ELEC-3240 Control Systems I		TRON-3202 Fluid Power Systems
Complementary Studies		TRON-3203 Thermodynamics and Heat Transfer

Fourth Year: Students must have completed all first and second-year courses, and at least eight (8) third-year courses before being allowed to register for the fourth-year courses (including all specifically required pre-requisite courses).

Fall	**SEMESTER 7 (Winter)**	**SEMESTER 8 (Summer)**
GENG-4980.	Capstone Design A (+ethics lectures)	Capstone Design B (+law lectures)
	GENG-4500 Artificial Intelligence and Machine Learning	TRON-4201 Sensors and Electronic Actuators

Work Term III	ELEC-4430. Embedded System Design	MECH-4221 Machine Design
	ELEC-4350 Microelectromech. Systems	ELEC-4570 Fundamentals of Digital Signal Processing
	Specialization Course 1	Specialization Course 3
	Specialization Course 2	Specialization Course 4

Courses used to calculate the major average are: N/A – there is not a major average calculated for BASc in Engineering degrees

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

C.2.1 Co-op/Experiential Learning Component (if applicable) (QAF section 2.1.2.6)

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 enrol in the Co-op program, enabling them to connect theories and knowledge learned in the classroom to real-world situations. The University of Windsor connects employers with students from a wide range of faculties, including the Faculty of Engineering. Students have the chance to integrate their academic study with work experience in appropriate fields of industry and government to make their career path brighter.

Students are strongly encouraged to participate in the Co-op program, which requires completing three work terms in industry (summer semester in the second year, winter semester in the third year, and fall semester in the fourth year). The Bachelor of Applied Science (BASc) in Mechatronics System Engineering with Co-op is optional and requires a minimum cumulative average of 70% at the end of Year 1 of Engineering studies, and students must maintain a minimum average of 60% in years 2, 3 and 4 to continue in the Co-op program. The Co-op program is optional, and entrance is competitive.

The program will also offer other types of experiential learning through laboratory components of several courses, the Outstanding Scholars Program, and capstone projects. Most of the courses have laboratories so students can better understand the principles taught in the course material. UWindsor has a specific Mechatronics Lab that can be used for several courses. The Mechatronics Lab is equipped with leading-edge technologies such as robotic manipulators (UR and ABB arms), autonomous vehicles (QCar and Turtlebot mobile robots), mechatronics systems (FESTO stations), and programmable logic controllers (Siemens PLCs). Students will work in small teams in their fourth year to design and develop an open-ended capstone project.

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

The Co-op program is optional; however, students are encouraged to participate in the program, which requires completing three work terms in industry.

C.2.2 Suggested Sequencing for Revised Program (<u>Optional</u>)

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).

Sequencing for this program has been described above in section **C.2** Program Curriculum Structure/Program of Study.

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

Describe how the program's structure and requirements 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 MSE curriculum consists of courses in three categories of Basic studies (foundational math and science topics, common to all the streams), Complementary studies (safety, engineering economy, sustainability and engineering management, law and ethics (incorporated in Capstone Design), humanities, and social science (Two complementary course)); and Discipline-specific studies. The courses in Basic studies and Complementary studies are common with other engineering programs. The discipline-specific studies are divided into group A (core areas of knowledge) and group B (selected advanced areas of knowledge) according to Engineers Canada. These courses consist of selected current fundamental courses in Electrical Engineering and Mechanical Engineering programs as well as new MSE-specific program courses. The MSE specific program courses consist of compulsory and non-core courses. The curriculum has been developed according to the CEAB recommendations. Please see Section C2 for more information.

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 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 degree.

N/A

C.3.1.3 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,

N/A

C.3.2 For All Program Proposals

C.3.2.1 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 standing required for continuation in the experiential learning option or co-op option of the program, where applicable.

According to the Policy on Standing Required for Continuation and Graduation:

Standing Required for Continuation in Programs	**Cumulative Average Requirement**
In Good Academic Standing	greater than or equal to 60%
On Academic Probation	55% - 59.9%
For all students on academic probation – By the subsequent evaluation period, the student may be required to withdraw from the program if the student's average is not raised to at least ≥ 60%	
Required to Withdraw from the program	less than 55%

The standing requirements for cumulative averages follow the Policy for Standing Required for Continuation and Graduation. Specifically:

Standing Required for Continuation in BASc programs	**Cumulative Average Requirement in BASc programs**
In Good Academic Standing	greater than or equal to 60%
On Academic Probation	55% - 59.9%
For all students on academic probation – By the subsequent evaluation period, the student may be required to withdraw from the program if the student's average is not raised to at least ≥ 60% within three semesters	
Required to Withdraw from the program	less than 55%

For courses, students failing a required engineering course twice will be required to withdraw from the program. In addition, students who voluntarily withdraw from a failed required engineering course twice (after receiving the failing grade) will be required to withdraw from the program. In exceptional circumstances, the Dean (or designate) may grant exemptions to this policy.

C.3.2.2 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 standing required for graduation in the experiential learning option or co-op option of the program, where applicable.

The minimum average requirement to graduate in the MSE program (including Co-op) is 60% according to Policy on Standing Required for Continuation and Graduation.

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2)

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. Integrate mechanical, electronic, and software components to design and build functional mechatronic systems. Explain and demonstrate the principles of integrating mechanical components, sensors, actuators, and control systems for the design.	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. Recognize advancements in the field, solve complex engineering problems, and adapt to the rapidly evolving technology landscape as identified by the application of knowledge gained throughout the program (Lifelong learning- Independently summarize, analyze, synthesize, and evaluate information from a wide variety of sources, including library methods, relevant codes/standards/regulations, and digital methods.)	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. Identify and analyze real-world mechatronic engineering challenges and apply mechatronics principles in projects that address these challenges.	1. Depth and Breadth of Knowledge Knowledge of Methodologies	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Critically evaluate, summarize, explain, and/or use written and numerical information in engineering-related work.	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.* 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**
E. Demonstrate and adhere to professional engineering ethics and standards. Identify the impact of mechatronics on society and the environment and incorporate these considerations in their designs. (also relevant to H and I) Identify and adhere to safety protocols and ethical considerations related to mechatronic system design and operation.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Effectively communicate technical ideas, designs, and results both in written and oral formats to convey technical information. Present technical information to both technical and non-technical audiences	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Work independently and as a member and/or leader of mechatronic system programs that involve collaborations with other engineers and professionals"	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Design mechatronics based solutions that appeal to stakeholders.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and adapt to rapidly evolving trends in mechatronics.	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 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.

In the Faculty of Engineering, courses are planned to be delivered face-to-face. Course activities (lectures, tutorials, laboratories) are organized around scheduled class meetings in a physical location on campus. Some delivery may also include project-based teaching and Problem-Based Learning to help with preparing students for complex problems. The mode of delivery can be changed to online or hybrid formats only as necessary for medical or other emergency requirements.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

The MSE curriculum has been developed according to Canadian Engineering Accreditation Board (CEAB) recommendations and the Canadian Engineering Qualifications Board (CEQB) syllabus. The curriculum consists of courses in three categories: 1. Basic Studies (foundational math and science topics common to all the BASc Engineering Programs), 2. Complementary Studies (safety, engineering economy, sustainability and engineering management, law and ethics (incorporated in Capstone Design), humanities, and social science (Two complementary courses are outside the faculty of engineering)); and 3. Discipline-Specific Studies. There are nineteen courses in basic and complementary studies, which are common with other engineering programs. The requirements for monitoring and reporting on learning outcomes as well as continuous improvement requirements as part of CEAB accreditation will guide all monitoring and evaluation. Reports on course assessment sheets on learning outcomes evaluations will be submitted and reviewed every semester.

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 program;*
- *whether the 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.*

Please see above.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience (Ministry section 2)

Describe the experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

Students may choose to complete the Bachelor of Applied Science, Mechatronics Systems Engineering with co-op. All Co-op positions must be full-time, paid, related to the mechatronics or similar field and approved by the University. Students who apply and are accepted into the Co-operative Education Program must successfully complete at least three paid work experiences interspersed throughout the four-year program. The process of securing a Co-op position is competitive.

Co-op students will apply for work opportunities as advertised by co-operative Education and Workplace Partnerships using an Internet-based software program and employers will make interview and hiring decisions. The course sequence for co-operative education students is the same as for non-co-operative education students and is noted above in section C.

E.2 Knowledge and Skills Brought to the Workplace

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the curriculum.

The new MSE program aims to leverage machine learning, artificial intelligence, and computer vision techniques to enhance mechatronics system performance. In this regard, the proposed MSE program offers two areas of specialization: 1) Autonomous Vehicles and 2) Intelligent Manufacturing. These specialties are competitive in the labour market, especially in the Windsor-Essex region. UWindsor's MSE program will brand itself as the program that trains highly qualified engineers, researchers, technicians, and administrators to meet the demands of the current and future needs of government, business, industry, and academia.

Given the current industry demand and potential demand by new industries that are moving into the region, e.g., the new battery manufacturing plant, it is anticipated that there will be great job opportunities for co-operative positions for Mechatronics System Engineering students.

E.3 Evidence of Availability of Placements (Ministry section 2)

*Provide evidence of the availability of **sufficient** good quality positions both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates). Provide a summary of the types of positions that would be suitable at each level of work-term. How will these placements/opportunities be developed?*
[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

Mechatronics engineers can find employment in a wide range of industries, including manufacturing, automotive, aerospace, robotics, consumer electronics, telecommunications, healthcare, energy, and more, due to their multidisciplinary skills in mechanical engineering, electronics, computer science, and control systems. The job opportunities can vary by region, industry trends, economic conditions, and technological advancements. Engineers with expertise in mechatronics are well-equipped to address the complex challenges posed by the integration of mechanical, electronic, and software systems, making them valuable assets in various industries.

Co-operative education opportunities are a partnership between Co-operative and Career Services as well as the Faculty of Engineering. Each semester several co-operative education positions are left vacant as there are not enough qualified students to fill the opportunities available. Given that half of the anticipated enrolment is estimated to be net new students, the other half movement of students from existing programs, as well as the fact that admission to co-operative education is competitive, it is anticipated that there will be enough positions to support this new program.

E.4 Supervision of Placements (QAF section 2.1.2.6)

If required, explain the provision of supervision of experiential learning opportunities.

Supervision of placements will follow the same methodology as used in other Faculty of Engineering undergraduate cooperative education placements. This includes a summative final report as well as feedback from the employer.

E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the experiential learning component, if applicable.

NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

The co-operative education fees assessed will follow the current fee structure applied to all undergraduate co-operative education programs at the University of Windsor.

E.6 AAU Council Approval of New Co-op Component

Please obtain signatures for the following statement.

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.

Name of AAU Head (typed or e-signature): Dr. Bruce Minaker (Head of MAME), Dr. Behnam Shahrrava (Head of ECE)

[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

This program has already been approved by both the Mechanical, Automotive and Materials Engineering Department and the Department of Electrical and Computer Engineering.

Name of Director of the Co-op Services (typed or e-signature): Kristen Morris

[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

E.7 Guidelines for the Establishment of New Co-op Programs: CHECKLIST

Final Overview:
Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

Does the proposal:

□ include the endorsement of/involvement by the Centre for Career Education?
X adequately describe the academic program?
□ include a strong rationale for co-operative education?
□ list the types of positions suitable to students at the junior, intermediate and senior work-term?
□ articulate the possibility for international placements at a later point?
X provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
X include a plan to monitor the availability of work placements on an ongoing basis?
□ articulate specific learning outcomes (degree level expectations) and co-op requirements?
□ include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
□ include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:

X attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
X be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
X provide year-round availability of students to the workplace in some manner?
□ meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

APPENDIX A
BUDGET SUMMARY SHEET

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	**1**	**2**	**3**	**4**	**5**	**Total**
Revenue						
Tuition income*	$439,600	$439,600	$439,600	$439,600	$439,600	$2,198,000
Potential Provincial funding**	$85,750	$85,750	$85,750	$85,750	$85,750	**$428,750**
Other sources of funding *(please list)*						
Total Revenue	**$525,350**	**$525,350**	**$525,350**	**$525,350**	**$525,350**	**$2,626,750**
Expenses						
Additional Faculty member	n/a	n/a	n/a	n/a	n/a	
Additional Staff/Technician	n/a	n/a	n/a	n/a	n/a	
GA/TA***	$72,500	$72,500	$72,500	$72,500	$72,500	$362,500
External Examiners *(for graduate programs)*	n/a	n/a	n/a	n/a	n/a	
Library Resources	n/a	n/a	n/a	n/a	n/a	
New Facilities/Equipment	n/a	n/a	n/a	n/a	n/a	
Facilities/Equipment Maintenance	$20,000	$20,000	$20,000	$20,000	$20,000	**$100,000**
Technology/CTL resources	n/a	n/a	n/a	n/a	n/a	
Other expenses *(please list)*						
Total Expenses	**$95,500**	**$95,500**	**$95,500**	**$95,500**	**$95,500**	**$462,500**
Net Income	$432,850	$432,850	$432,850	$432,850	$432,850	**$2,164,250**

*Estimate $9,800 per full-time equivalent domestic Ontario undergraduate student per year; $38,920 per full-time equivalent international undergraduate student. This is based on tuition only for 2023/2024 from the Tuition Estimator. Also assumes that 25 domestic students are net new to the Faculty of Engineering and the additional 30 students as noted in B.4.2 are students that would have entered the Faculty of Engineering. No increase per year has been factored into the tuition. Co-op fees are not included as they support the operation of the Career Services office.
**Estimate $3,430 per full-time equivalent domestic undergraduate student. This is based on an estimate of 35% of domestic Ontario undergraduate tuition fees per year.
***Estimate $45 per GA/TA allocation based on the M2 GA rate (2023). Estimated at 1.5 GAs per compulsory course (5 courses offered once a year) and 1.0 GA per Specialization course (4 courses offered once a year).
Lab space and equipment are already in place to support existing courses. It is assumed that $20,000/year in additional maintenance or software support will be required for the new MSE program.

APPENDIX B

Proposed New Courses for BASC – Mechatronics Systems Engineering

Nine new Discipline-Specific Studies are designed and developed according to Canadian Engineering Accreditation Board (CEAB) recommendations and the Canadian Engineering Qualifications Board (CEQB) syllabus. The courses designated as TRON are the newly designed courses specific to the Mechatronics program. The new course descriptions are listed below:

TRON-2201 Kinematics and Dynamics of Machine

This course covers the principles of motion and force analysis applied to machines, including moments of inertia, kinematics of rigid bodies; plane motion, forces and accelerations for rigid bodies, work-energy and impulse-momentum methods; the fundamentals of mechanisms and machines, the kinetics and kinematics of particles; kinematic and dynamic analysis of linkages, cam-based, gear-based, and intermittent motion mechanisms, static and dynamic analysis of mechanical flywheels, balancing of reciprocating and rotating masses.

TRON-3201 Solid Mechanics

This course introduces fundamental principles of Solid Mechanics and their application in the design and analysis of mechanical components within mechatronic systems. The course covers the concepts of stresses and strains in simple and complex structures under different loading conditions, stress transformation and failure criterion, material properties (such as elasticity, strength), and behavior of solid materials under the influence of external forces.

TRON-3202 Fluid Power Systems

This course covers fundamental principles of fluid power. This course provides an in-depth study of hydraulic and pneumatic systems, exploring the principles, components, and applications of fluid power in mechanical settings. The laws and equations that govern hydraulic and pneumatic systems to find pressure, force and area of the components and the selection criteria for specific applications will be covered. Through analyzing the fluid power control circuits, students will also learn to inspect, diagnose, and recommend repairs in hydraulic and pneumatic systems.

TRON-3203 Thermodynamics and Heat Transfer

This course covers the laws of thermodynamics that govern the behavior of energy in systems, providing fundamental principles used to analyze and design a wide range of processes, including those found in mechatronics. Key concepts include energy conservation, heat transfer, work done, and the efficiency of energy conversion processes. Students will learn about the analysis of steady and transient thermal systems involving heat transfer by conduction, convection, and radiation and of mass transfer by molecular diffusion and convection as well as the thermal analysis of heat exchangers and heat transfer systems involving a change of state.

TRON-4201 Sensors and Electronic Actuators

This course explores the principles, types, and applications of sensors and electronic actuators, equipping students with the knowledge and skills to design and implement mechatronic systems. Topics include operating principles, design considerations, and applications of analog sensors, digital transducers, stepper motors, continuous-drive actuators, and drive system electronics. Component integration and design considerations are studied through examples selected from various mechatronic applications.

TRON-4015, Intelligent Machines and Connected Vehicles

This course focuses on the intelligent vehicles where both AI algorithms and their system aspects are studied. The topics covered include key concepts of the perception-planning-control pipeline for autonomous driving; key concepts of machine learning (ML), especially reinforcement learning (RL), and deep reinforcement learning (DRL); hands-on exercises with one of the popular open-source ML frameworks such as Tensorflow or PyTorch. Training, deployment, and validation of ML-based autonomous driving algorithms in a simulation environment. This course is one of the four specialization courses introduced in the fourth year and is specific to the area of specialization of Autonomous Vehicles.

TRON-4025, Distributed Control Systems- Connectivity and Cyber Security

This course focuses on the critical aspects of connectivity and cybersecurity within Distributed Control Systems (DCS) used in industrial settings. Unlike PLCs (programmable logic controllers), which are typically used to control just one machine, DCSs can control several machines or processes at the same time. The systems are often used in critical infrastructure industries such as electric power generators, transportation systems, telecommunication systems, and others, highlighting the importance of DCS systems in the increasingly networked world we live in. This course describes the fundamental blocks in the DCS systems and explains the different vulnerabilities and threats to these systems. Plus, it provides a comprehensive technical guide on up-to- date secure defending theories and technologies, novel design, and systematic understanding of secure architecture and some practical applications. This course is one of the four specialization courses introduced in the fourth year specific to the area of specialization of Intelligent Manufacturing.

TRON-4035, Computer Integrated Manufacturing

This course provides an in-depth exploration of the integration of computer technologies in manufacturing processes, emphasizing flexibility and adaptability in modern industrial settings. The course introduces all the major elements in an enterprise including product design, manufacturing production, operational control systems, and their integration using information technology. Students will be equipped to contribute to the design, implementation, and optimization of manufacturing systems, fostering adaptability and efficiency in a rapidly evolving industrial landscape. This course is one of the four specialization courses introduced in the fourth year for students in the area of specialization of Intelligent Manufacturing.

TRON-4045, Autonomous Systems-Localization, Navigation and Mapping Systems

This course offers a comprehensive exploration of the fundamental concepts, technologies, algorithms, and methodologies essential for enabling autonomous systems to autonomously navigate, localize themselves, and create accurate maps of their environment. The course will show the theoretical foundations and will also have a considerable experimental component based on Matlab/ROS. The basic concepts in probability followed by probabilistic approaches for data fusion such as Bayes Filters, Kalman Filter, Extended Kalman Filter, Unscented Kalman Filters, and Particle Filters will be provided. The course will also introduce the SLAM problem, showing how this has recently been solved using batch optimization and graph methods. Finally, mapping algorithms will be briefly discussed. This course is one of the four specialization courses introduced in the fourth year and is specific to the area of specialization of Autonomous Vehicles.

APPENDIX C

FACULTY CURRICULA VITAE (QAF)
Attached Separately

University of Windsor
Program Development Committee

5.2: **Bachelor of Sport Management and Leadership (degree completion with Saskatchewan Polytechnic Diploma in Business – Sport Management) – Major Program Changes**
(Form B)

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the major program changes to Bachelor Sport Management and Leadership (BSML) (degree completion with Saskatchewan Polytechnic Diploma in Business – Sport Management) be approved.^*

^Subject to approval of the expenditures required.

Rationale/Approvals:
- This major program change has been approved by the Faculty of Human Kinetics Council and the Provost.
- *See attached*

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

A. Basic Program Information

Faculty(ies)	Human Kinetics
Department(s)/School(s)	Kinesiology
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Bachelor of Sport Management and Leadership (degree completion with Saskatchewan Polytechnic Diploma in Business – Sport Management)
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2024
Mode of Delivery:	In person
Planned steady-state Student Enrolment (per section B.4.2)	3
Normal Duration for Completion:	2 years (4 terms)
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)

Our Home and Mission

In national assessments of post-secondary academics, the Department of Kinesiology in the Faculty of Human Kinetics has been, and continues to be, listed as a standout program at The University of Windsor. Since its inception, our Faculty has been a leader in the initiation of student-centred initiatives such as our co-operative education program, KinOne student mentoring program, Kinesiology Research Day, and Scholar's Evening. Students graduate with high levels of satisfaction and experience high rates of employment in related fields once leaving our halls. We put students first. In fact, at the door to the Faculty of Human Kinetics main office is a declaration that begins:

"**Welcome students! You are the most important people in this office…**"

The demand for degrees in Sport Management and Leadership remain steady as there is consistent need for leaders in the contemporary sport industry, with an understanding of social, historical, and cultural influences of and in sport. Students entering this field typically aspire to careers that deliver sport programs, execute events, operate facilities, market sport to participant and spectator audiences, and more.

With a Diploma in Business-Sport Management from Saskatchewan Polytechnic, students are provided with hands-on experiences and skills related to working within the sport industry. Combined with the theoretical, foundational, and practical knowledge attained in the Honours Bachelor of Sport Management and Leadership (BSML) degree, this degree completion pathway is a natural partnership for student success.

Moreover, our long-standing degree completion programs with Lambton, Durham, and St. Clair Colleges, have resulted in a handful of transfer students each year. This proposal aims to create a relationship with Saskatchewan Polytechnic to bring in a few students each year, thus helping to increase our domestic 105 students. Indeed, the coordinator of this diploma program (a past MHK-SML graduate) is excited to see this relationship get off the ground *(see support letter in appendix).*

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 degree completion program with our Honours BSML is not new, but rather the relationship with Saskatchewan Polytechnic is. There are some minor changes (e.g., required courses based on previous coursework), but for the most part, this degree completion program is similar to our others already in place.

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 degree completion program with our Honours BSML is not new, but rather the relationship with Saskatchewan Polytechnic is. The Program Head of the Business Diploma in Sport Management at Saskatchewan Polytechnic is a current alumnus of our MHK program and is excited about the potential to send students to the University of Windsor after completing their degree.

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?*

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

From a program- and faculty-wide perspective:

- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled "Lacrosse is Medicine". He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
    - Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
    - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
    - In 2021, The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
    - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
    - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
    - Lancer Men's Football team had an Indigenous educational session with Dr. Bev Jacobs at Kat Pasquash in honour of Truth and Reconciliation Day in 2023.
- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

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

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
    - In addition program- and faculty-wide initiatives listed above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
    - In collaboration with other colleagues, Dr. Paraschak helped create a website entitled Indigenous Sport History (https://indigenoussporthistory.ca), which includes an overview of Indigenous Sport, profiles Indigenous athletes including Michael Linklater, Richard Peter, and Colette Bourgonje, highlights the Rec and Read/Indigenous Youth Mentorship program, and provides links to

newsworthy articles. Additionally, a twitter (X) account has been set up and all have been encouraged to follow (@IndigSportHist).

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

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

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

While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving this forward. *A department meeting is currently scheduled for February 9, 2024 to further discuss the proposed mapping sequence. Moreover, we are investigating the addition of a mandatory (non-HK) course that would help further satisfy the requirements.*

Finally, several literatures, sources, or Indigenous Knowledge Holders have been consulted and have taken more forms and includes the following:

- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- Several faculty have relied on literature searches for Indigenous-related content. For example,
    - KINE-1000 has used literature searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority related to teachings about the social determinants of health and the Medicine Wheel.
    - KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268 for the sport-/physical activity-related Calls to Action.
    - KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.

- KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, the instructor has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
- KINE-4610 has used literature review and discussions with medical and chronic disease management specialists.
- KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

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 degree name hasn't changed, we are simply adding a new degree completion pathway for graduates with a Diploma in Business-Sport Management from Saskatchewan Polytechnic.

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.

We have not completed any formal student or market demand assessments. For Fall 2023, 8 students entered our undergraduate degrees after completing a college diploma/certificate. Based on our current degree completion pathways and the sizes of graduating classes, we expect 3 students/year from Saskatchewan Polytechnic (15-24 graduate each year).

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)	1		2		3		3		3	
In the co-op/ experiential learning stream (if applicable)	N/A		N/A		N/A		N/A		N/A	N/A

Based on conversations with Steve Kirzinger (Program Head of the Business Diploma in Sport Management), he suggests approximately 1-4 students will be interested each year (and qualify for admissions).

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

This is not a new program at UWindsor, but rather a new degree completion program with Saskatchewan Polytechnic. That said, our undergraduate Sport Management and Leadership program at the University of Windsor is currently growing since our direct entry program began in the Fall of 2021. Overall enrollment targets are increasing each year (i.e., 40 in F22, 50 in F23) and we expect this to continue upwards. In Fall 2023, we had an enrolment target for 105's set at 20 students (both Kinesiology-Movement Science and Sport Management and Leadership combined), yet we did not meet that goal, so this will be another way to reach our 105 goals in the future.

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 <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*

This type of degree completion program has been running for several years with Lambton College, Durham College, and most recently St. Clair College, and as such, there are no new resources needed. All courses are offered as part of our Honours BSML degree.

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*

While no known metrics exist at the undergraduate level, the Master of Sport Management and Leadership program is consistently is ranked as one the best programs in the world. In 2022, it ranked 15th globally and was 1st among the Canadian institutions (https://dgh6pthnj75vb.cloudfront.net/uploads/2022/11/SB-274-Sept-2022-pages-65-128.pdf). Moreover, the quality of the faculty was ranked 4th globally (with a score of 97.14/100), and all faculty at the graduate level teach in the undergraduate program. Collectively, there are 7 dedicated faculty members who deliver the Honours BSML degree, with interests and expertise in community sport, organizational development, sport commerce and Olympic commercialism, sport history, sport media and journalism, sociology of sport, gender, sport marketing, and sport sponsorship and consumer behaviour. All are research intensive and have expertise in their individual fields.

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 will be no difference in how our current Honours BSML degree is delivered.

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

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

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

If not applicable, write n/a.

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

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.*

A student may enter the Honours BMSL degree after completing the two-year Diploma in Business - Sport Management with a cumulative average equivalent to a 70% (3.0) or better.

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.

Saskatchewan Polytechnic students take one year of general business classes, followed by a year of specializing in sport management content. The Sport Management specialty outcomes include:

- assessing the dynamic field of sport management and the diverse career paths and opportunities in this field.
- applying skills in sports marketing, sales, value creation, partnership development, and revenue generation that reflect best practices in the sports industry.
- developing the applied data analytics skills needed to make data-driven decisions in conventional and esports business contexts.
- developing the knowledge and skills needed to successfully manage tournaments, leagues, competitions, and sports events.
- evaluating governance, laws, and risks associated with managing sport organizations.

Therefore, students who graduate from the Diploma in Business – Sport Management with a minimum of 70% will be sufficiently prepared for the Honours BSML.

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.

Total courses: 20

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Degree requirements:

These students will have to complete the following courses in order to fulfill the requirements of the BHK program with a major in Sport Management and Leadership:

(a) Required courses

Year 1 and 2 courses

KINE-1000. Health and Wellness
KINE 1330. Introduction to Sport Leadership
KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
KINE-1560. Communication for the Sport Industry
KINE-2520. Sport Finance
KINE-2690. Measurement and Evaluation
KINE-2700. Research Design

Year 3 and 4 courses

KINE-3400. History of the Modern Olympic Movement
KINE-4050. Gender Issues in Sport
KINE-4330. Special Topics in Sport Leadership
KINE-4500. Human Resources in Sport Management
KINE-4510. Sport and the Law
KINE-4590. Sport Media

(b) Sport Management and Leadership Courses

Take 4 courses from:

KINE-3330 Applied Sport Psychology
KINE-3501 Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
KINE-3550 Socio-Economic Aspects of Sport and Leisure
KINE-4020 Sport Tourism
KINE-4040 Population Health
KINE-4400 History of Sport in Canada
KINE-4410 Sport in America
KINE-4520 Sport Policy and Governance
KINE-4550 Global Issues in Sport Management
KINE-4560 Sport Communication
KINE-4570 Hockey in Canada
KINE-4730 The Social Construction of Leisure
KINE-4750 Individual Studies (01, 02)
KINE-4760 Principles of Coaching
KINE-4770 Outdoor Recreation
KINE-4780 Undergraduate Thesis (6 units)
KINE-4850 Group Dynamics in Sport
KINE-4890 Special Topics (SML)
KINE-4980 Internship (4 months)

(c) two courses from any area of study, excluding Kinesiology.
(d) One courses from any area of study, including Practice Theory and Analysis (PTA) courses or 3000 level and above courses from Kinesiology

NB: Transfer credit obtained through this degree completion pathway is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

This degree completion pathway will be reviewed and amended, if appropriate, by the Department of Kinesiology every five years following the approval of the articulation. This timing corresponds with the review frequency undertaken by the CAAT diploma programs forming the basis of admission and this frequency of review will ensure the program curriculum and requirements adapt to these standards as they shift.

Courses used to calculate the major average are: all of the above, excluding the 2 elective courses listed in (c).

Description of thesis option (if applicable): Should a student want to complete a thesis, it will be done in the second year and be equivalent to 6 units (as described above).

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

Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.

**Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

(note: deviation from this sequencing may result in additional time to program completion)

Year 1					
Semester 1			Semester 2		
1. o	KINE-1000	Health and Wellness	1. o	KINE-2300	Sociology of Sport
2. o	KINE-1400	Historical Perspectives on Physical Activity and Sport in Western Civilization	2. o	KINE-1560	Communication for the Sport Industry
3. o	KINE-2520	Sport Finance	3. o	KINE-1330	Introduction to Sport Leadership
4. o	KINE-2700	Research Design	4. o	KINE-2690	Measurement & Evaluation
5. o	____-____	Non-SML Option	5. o	____-____	SML Option (see below)
Year 2					

1. o	KINE-3400	History of the Modern Olympic Movement
2. o	KINE-4050	Gender Issues in Sport
3. o	KINE-4330	Special Topics in Sport Leadership
4. o	KINE-4500	Human Resources in Sport Management
5. o	KINE-4510	Sport and the Law
6. o	KINE-4590	Sport Media
7. o	____-____	SML Option (see below)
8. o	____-____	SML Option (see below)
9. o	____-____	SML Option (see below)
10. o	____-____	Any area of study, 3000-level or above

Optional SML Courses					
Courses			Courses		
o	KINE-3330	Applied Sport Psychology	o	KINE-4750	Hockey in Canada
o	KINE-4400	History of Sport in Canada	o	KINE-4730	The Social Construction of Leisure
o	KINE-3501	Practical Strategies for Social Change: Intervening to Prevent Sexual Violence	o	KINE-4750	Individual Studies (01, 02)
o	KINE-3550	Socio-Economic Aspects of Sport and Leisure	o	KINE-4760	Principles of Coaching
o	KINE-4020	Sport Tourism	o	KINE-4770	Outdoor Recreation
o	KINE-4040	Population Health	o	KINE-4780	Undergraduate Thesis (6 units)
o	KINE-4510	Sport and the Law	o	KINE-4850	Group Dynamics in Sport
o	KINE-4520	Sport Policy and Governance	o	KINE-4890	Special Topics (SML)
o	KINE-4550	Global Issues in Sport Management	o	KINE-4980	Internship (4 months)
o	KINE-4410	Sport in America	o	KINE-4560	Sport Communication

Note: Non-SML = outside option

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.

Students completing this degree completion program will obtain the same program learning outcomes as the Honours BSML (Senate approval May 8, 2020). The courses chosen for this degree completion program have been chosen based on the requirements and courses that students will have taken at Saskatchewan Polytechnic.

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.

There are no changes to the current Honours BSML degree for continuation in the program.

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.

There are no changes to the current Bachelor of Human Kinetics Honours Sport Management and Leadership major program required for graduation. As such, students must maintain a cumulative average >60% to remain in good standing. If a student does not meet this requirement at the end of any semester, they will be placed on probation. If at the end of the probation semester the average of 60% has not been met, they will be required to withdraw for a minimum of 12 months.

Therefore, students must achieve the 20 credits with a minimum average of 60% to graduate with the Honours BSML degree.

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).

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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.*

There are no changes to the current learning outcomes for the Honours BSML degree (Senate approved May 8, 2020).

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**
A. identify and describe current concepts and issues in Sport Management. Identify, measure and evaluate effective management practices across multiple sport and recreation settings. Explain the importance of Sport Management research and the application of knowledge gained from such inquiry. For CO-OP: apply Sport Management concepts in a practical context.	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. Locate research through library databases. Appraise, interpret and summarize sport management research, relating the findings to relevant literature and industry practice. Utilize applicable software and scientific principles to collect and report research data.	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. identify and apply appropriate Sport Management concepts, theories and methodologies to improve organizational functioning.	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

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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**
Utilize academic knowledge and critical thinking skills to analyze problems within the field of Sport Management. For CO-OP: utilize academic knowledge to solve practical problems relevant to Sport Management.		
D. Use clear, concise written work to describe problems and solutions in Sport Management. Use appropriate statistical analysis techniques as required by the research design.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. interpret quantitative and qualitative data to solve questions related to the functioning of sport-related organizations. Recognize and follow industry standards, ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work. For CO-OP: recognize and follow professional etiquette standards specific to the workplace.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Communicate Sport Management concepts, methods and research effectively, in both oral and written formats. For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Work successfully and respectfully with peers, and community organizations, both independently and as a team member.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity

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**
H. Identify and apply innovative solutions to current Sport Management issues. Recognize and assess management and leadership practices within and across sport-related settings.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify relevant academic and non-academic sources to remain current with research and popular trends in Sport Management.	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.

The majority of the Honours BSML degree courses are delivered face-to-face.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

Application, admission, and graduation rates will be assessed annually, and student grades will be assessed after each term. This articulation agreement will be reviewed and amended, if appropriate, by the Department of Kinesiology every five years following the approval of the articulation. This timing corresponds with the review frequency undertaken by the CAAT diploma programs forming the basis of admission and this frequency of review will ensure the program curriculum and requirements adapt to these standards as they shift.

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.*

Application, admission, and graduation rates will be monitored annually. Moreover, student grades will be monitored after each semester. Based on our other degree completion programs already in place that are similar in nature (e.g.,

Durham College, Lambton College), most students have done well and a few have even carried on into our graduate program.

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

APPENDIX A – BUDGET SUMMARY SHEET

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*	4,794	14,382	23,970	28,764	28,764	100,674
Potential Provincial funding**	6,219	18,657	31,095	37,314	37,314	**130,599**
Other sources of funding *(please list)*						
Total Revenue	**11,013**	**33,039**	**55,065**	**66,078**	**66,078**	**231,273**
Expenses						
Additional Faculty member	N/A	N/A	N/A	N/A	N/A	N/A
Additional Staff/Technician	N/A	N/A	N/A	N/A	N/A	N/A
GA/TA***	N/A	N/A	N/A	N/A	N/A	N/A
External Examiners *(for graduate programs)*	N/A	N/A	N/A	N/A	N/A	N/A
Library Resources	N/A	N/A	N/A	N/A	N/A	N/A
New Facilities/Equipment	N/A	N/A	N/A	N/A	N/A	N/A
Facilities/Equipment Maintenance	N/A	N/A	N/A	N/A	N/A	N/A
Technology/CTL resources	N/A	N/A	N/A	N/A	N/A	N/A
Other expenses *(please list)*						
Total Expenses	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Net Income	**11,013**	**33,039**	**55,065**	**66,078**	**66,078**	**231,273**

*Estimate $4794 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 $6219 per full-time equivalent domestic undergraduate student; $xxx per full-time equivalent international undergraduate student; $xxxx per full-time equivalent domestic Masters student; $xxxx per full-time equivalent international Masters student; $xxxx per full-time equivalent domestic doctoral student; $xxxx per full-time equivalent international doctoral student.

***Estimate $xxx per GA/TA allocation

University of Windsor
Program Development Committee

*5.3: **Certificate in Physics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the requirements for Certificate in Physics 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 Physics Council and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Council.)
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Certificate in Physics**
DEPARTMENT(S)/SCHOOL(S):	**Physics**
FACULTY(IES):	**Faculty of Science**

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

A.1 PROGRAM REQUIREMENT CHANGES

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

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

Certificate in Physics

Total courses: 8

Degree requirements:
~~PHYS-3115. Atomic and Molecular Spectra.~~ **PHYS-3100 Quantum Mechanics I**
PHYS-3200. Electromagnetism: Statics
PHYS-3500. Advanced Classical Mechanics
One 3000 or 4000 level course in Science. It is recommended that students complete either PHYS-3900. Techniques in Experimental Physics I, PHYS-3600. Computational Physics, or PHYS-3610. The Mathematics of Physics.
PHYS-4100. Quantum Mechanics II
PHYS-3210. Electromagnetism: Dynamics
PHYS-4130. Introduction to Statistical Mechanics
One of SCIE-3800, SCIE-3900, or SCIE-3990. Students intending to proceed to a graduate program in Physics are encouraged to take SCIE-3900, and work in a research group to acquire research skills.

Notes:
Students without prior course work in PHYS-2210 (modern physics or equivalent); PHYS-2500 (Mechanics or equivalent); MATH-2780 (vector calculus or equivalent); Math-2790 (differential equations or equivalent); MATH-3550 (special functions or equivalent) must complete these courses (or their equivalents) to allow enrolment in the required certificate courses named above as they are the necessary pre-requisites.

To qualify for the certificate, students will be required to successfully complete all eight courses at the University of Windsor. No transfer credit will be considered for this certificate.

No courses taken as part of the Honours Certificate in Physics can count towards a graduate degree.

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).

PHYS-3115 (a version of the former PHYS-3110 with no lab component) is no longer offered, so it cannot be in the certificate. All of the content and learning objectives of PHYS-3115 have been replaced by the newly revamped PHYS-3100, which has the same content and learning objectives, so there are no changes to the actual certificate in delivery or outcome.

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?*

This is a highly technical third-year advanced physics course, which addresses the foundational principles of quantum mechanics. As such, there is no inclusion of Indigenous knowledge specifically in the course content. Nonetheless, the Department of Physics is committed to including Indigenous content, perspectives and/or material

in its curriculum wherever possible and appropriate, and sees the inclusion of this perspective at the programmatic level as an important mandate.

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

The Physics Department has been thinking about how to Indigenize the curriculum since 2020. We started by consulting with the Indigenous Curriculum Coordinator, Jaimie Kechego, and examining the resources that she suggested to us. The Leddy librarians also provided us with resources that were available through the library. We have been looking at these resources to see how they may be integrated into the physics curriculum. We are also looking to examples from other Universities who have been along this path. As a first example, we developed PHYS-2040 History of Astronomy, in which we have incorporated Indigenous knowledge for 25% of the course. When the University develops a process for approaching Indigenous knowledge keepers or Elders from Nations in our geographical area, we plan to develop relationships that will help us to further deepen the Indigenization of the curriculum. We are also trying to support Indigenous students who are currently in the program. Drs. Xiao and Rangan are mentors in the Pathway to Graduate Studies program initiated by the Faculty of Science to support Indigenous students into graduate programs. Dr. Rangan has hired Indigenous students both to help with course development, as well as for undergraduate research.

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

Physics being a natural science, Indigenous knowledge is of obvious relevance to the discipline/program. Our efforts and struggles are not with whether we should integrate Indigenous knowledge and ways of knowing, but how to do it in an authentic way. Our long-term goal is that all our students develop the capacity for "Two-Eyed Seeing" [see for example Peltier, Cindy. "An application of two-eyed seeing: Indigenous research methods with participatory action research." *International Journal of Qualitative Methods* 17.1 (2018)].

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

Several members of our department have been attending seminars and workshops on Indigenization and sharing their knowledge. For example, we co-sponsored the visit and seminars of a very well-known Indigenous astronomer and advertised these talks widely within our Department to all of the students and the faculty. Along with the specific visits and talks we sponsored financially, the Department has widely advertised and encouraged the participation of its students and faculty in the Canterbury ElderCollege Indigenous speaker series. The former Principal of Canterbury is Dr. Gordon Drake who is a Physics professor and past Head of Physics. Therefore there is a very close relationship between Canterbury and Physics which facilitates this cooperation and communication. Dr. Rangan has taken the mini course "Pulling together: A Guide for Curriculum Developers" that was being offered by Jaimie Kachego.

At the national level, the Department continues to consult with the Outreach Committee of the Canadian Association of Physicists (CAP) that is tasked with increasing the content from under-represented communities in Canadian physics curricula. Every year, at least half of the faculty in the Department attends the CAP national congress and while there are always consulting and learning what the “best practices” are for inclusion of Indigenous knowledge in a Physics curriculum. Often times there are specific technical sessions at the annual Congress devoted to the discussion of this topic. As this is a national priority, these discussions can be fruitful and inform our practices within the Department. Several faculty have been and continue to be on the Board of Directors of the CAP where this is discussed at the national level. As well, all the Heads of the Physics Departments in Canada meet several times a year through the CAP Heads Committee, and the sharing of knowledge with regards to the inclusion of Indigenous knowledge is frequently on the agenda. Based on these national conversations, the Department is very aware of what similar programs have done in their approach to the inclusion of Indigenous knowledge in similar courses and aims to emulate those approaches when possible or practical.

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

The “University Principles” (UP) are a synthesis of the TRC recommendations in their call to action:

https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/

Some of the University principles are well-aligned to the practices in our department. We are committed to developing and offering opportunities for Indigenous students (UP1) both via the P2GS program, NSERC USRA terms, and undergraduate research assistantships. We are committed to offering a student-centred environment (UP2) by implementing strategies that support student success. We have just begun our journey on the other principles, and some of the best practices are we are developing are to include land acknowledgements in course syllabi to indicate the respect for Indigenous nations, and continuing to look at existing Indigenous resources that we can integrate into the curriculum.

What have other similar courses/programs done that might be relevant to your course/program?
Among physics departments in Canada, we are further ahead in the journey of Indigenizing the curriculum than most others. Most learning resources in Physics have been developed for elementary and high school. The First Nations University of Canada has started teaching introductory college-level physics courses with the inclusion of Indigenous content. The challenge is that the way that Physics is taught is reductionist and taught by abstraction (example, imagine there is no gravity, or imagine there is no friction), whereas Indigenous ways of knowing are holistic and integrated. Combining the two approaches will be very challenging and will be a long process.

In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
We will have to approach Indigenous knowledge keepers and/or Elders to consult with them on this topic. In general, large enrollment first year/introductory physics technical courses are not the best environment for adapting or integrating Indigenous approaches or knowledge. Upper year classes, with much smaller numbers and significantly greater contact with the students, would be the more appropriate venue for this in the context of a Physics curriculum.

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?
Several faculty members in the department are active in the Canadian Association of Physicists, where there are discussions between physics department leaders on how to Indigenize the curriculum, as discussed above.

Which literatures, sources, or Indigenous Knowledge Holders have you consulted?
The resources that we have been studying as part of the process are:

1. https://www.2eyedseeing.ca/about-5
2. Peltier, C. (2018). An Application of Two-Eyed Seeing: Indigenous Research Methods With Participatory Action Research. International Journal of Qualitative Methods, 17(1).
3. https://journals.sagepub.com/doi/10.1177/1609406918812346
4. https://decolonizinglight.com/ and resources therein

A concrete specific example of such consultation was evidenced in the development of our newly-developed "History of Astronomy" course, and our very-large enrollment first year astronomy courses. Within both these course we are adding Indigenous content and perspectives in the relevant places in the curriculum. Specifically, the Department of Physics financially supported the 2022 visit to the campus by a renowned Indigenous astronomer who visited the campus for two days to discuss in detail the inclusion of Indigenous knowledge in the study and practice of astronomy. During this visit, this colleague also visited specifically with our History of Astronomy instructors and provided helpful insights and advice concerning the inclusion of Indigenous perspectives in the astronomy curriculum. At the local level, during the development of the History of Astronomy course, the course developer consulted with the Aboriginal Coordinator in the Center for Teaching and Learning to ensure that this

content is included in a respectful manner. This course now contains an entire section of the curriculum, approximately one-fourth on the Indigenous knowledge of the night sky. As with everyone else in the Faculty of Science, we are awaiting the appointment of an Indigenous knowledge-keeper within the Faculty who will consult with the Department on other approaches for inclusion within the programs of the Department. This History of Astronomy course has already had approximately 300 students complete it, and has so far always been over-subscribed with an enrollment cap of around 100/semester. It has proven to be very popular and very successful. It is planned to be offered again in fall of 2024.

Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
Being from a scientific discipline, we do not have the training to engage in this type of analysis.

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?
At present, there is no other relevant information to be added to these other sections. The Learning Outcomes have passed through CTL consultation, however.

C. RESOURCES

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 from current.

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

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

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

N/A

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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/TA:	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: **Certificate in Organizational Management – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the Certificate in Organizational Management be renamed *Certificate in Human Resources* and that the degree requirements 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 Odette School of Business Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Certificate in Organizational Management**
DEPARTMENT(S)/SCHOOL(S):	**Odette School of Business**
FACULTY(IES):	**N/A**

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

A.1 PROGRAM REQUIREMENT CHANGES

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

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

~~Certificate in Organizational Management~~ **Certificate in Human Resources**

Admission Requirements
Admission requirements are the same as those for the Honours Business Administration degree. See Policy on Admission Requirements (Undergraduate) at www.uwindsor.ca/policies.

Certificate Requirements
Total courses: ~~8~~ **11**

a) ~~Seven~~ **Eleven Business*** courses ACCT-1510, ACCT-2550, MGMT-2400, MGMT-2430, MGMT-3440, **MGMT-3420, MGMT-4410, MGMT-4510, MGMT-4520,** MGMT-4850 and STEN-1000
~~b) One course from MGMT-3420, MGMT-4410, MGMT-4510 and MGMT-4520~~

***The Certificate in Human Resources is open to any student. Please note that students must obtain the required prerequisite courses for some of the courses within the Certificate. For the purposes of this certificate, STEN 1000 may be taken concurrently with MGMT 2430.**

Also required: 65% in MGMT-2430, 70% in MGMT-4850 and an average of 70% over all courses in the ~~program~~ **certificate**.

Courses used to calculate the major average **are those listed in a).**: ~~All the 8 courses required by the program.~~

Recommended Course Sequence (Non-Business Student):

Summer Semester:
MATH-1980
ECON-1100
MGMT 2430
STEN-1000

PROGRAM DEVELOPMENT COMMITTEE
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FORM C

Fall Semester:
ACCT-1510
MGMT-3420
MGMT-3440
MGMT-2400

Winter Semester:
ACCT-2550
MGMT-4410
MGMT-4510
MGMT 4520
MGMT-4850

Recommended Course Sequence (BComm/MBA Graduates):

Fall Semester:
MGMT-3420
MGMT-3440
MGMT-4410

Winter Semester:
MGMT-4510
MGMT-4520
MGMT-4850

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).

These changes are proposed to align the Certificate with the requirements for the CHRP and CHRL Designations (Certified Human Resources Professional and Certified Human Resources Leader) which are designations of the Human Resources Professionals Association. The proposed changes will align the certificate with the requirements of these designations, and therefore better prepare graduates for careers in Human Resources. The change to the title of the Certificate is intended to make the link to career paths in Human Resources more clear.

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 Odette School of Business is committed to incorporating Indigenous content, perspectives, and material into its curriculum. As a faculty, we are undertaking collective learning on Indigenization and decolonization to meet this goal.

The school has established the Equity, Diversity, Inclusion, and Indigenization (EDII) Committee as a permanent standing committee. The EDII Committee's responsibilities include monitoring all practices at Odette, educating faculty, students, and staff on EDII, and promoting professional development opportunities for faculty and staff that advance the goals of equity, diversity, inclusion, and Indigenization at Odette. In January 2024, the EDII Committee Chair attended the Undergraduate Committee meeting to speak on the subject of integrating EDII content into quantitative classes. The EDII Committee Chair is also collecting syllabi – starting with required courses in the BComm program – to suggest specific ways in which Indigenous content can be incorporated into courses; doing so paves the way for the future creation of an Indigenization competency. Our current actions build on previous efforts to incorporate Indigenous ways of knowing and content into courses.

In October 2021, 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. Accounting courses

incorporate Indigenous storylines developed by the Chartered Professional Accountants Western School of Business (CPAWSB), Aboriginal Financial Officers Association of Alberta (AFOA Alberta), and CPA Canada.

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 was attended by some faculty members from outside the Undergraduate Committee. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum.

In March 2023, Odette held an Indigenization of Business Education event that addressed topics such as What is Indigenization?, How can Odette begin the process of Indigenizing our curriculum? and Indigenization at Odette and the student experience through the voices of Indigenous elders, university staff and faculty, and Odette alumni. Approximately 40 Odette faculty and staff attended the event, which was funded through a successful University Diversity, Indigeneity, and Anti-Racism Professional Development Funds grant application.

Odette's faculty members have obtained other Indigenization grants, as well. 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, launched in January 2023, encompasses the entire program, including students, staff, and instructors. It examines all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It also provides the foundation for ongoing curriculum review and renewal.

The Odette School of Business recognizes the value of promoting partnerships among educational and local Indigenous communities. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and is working to relaunch this initiative by reaching out to Indigenous stakeholders and invite their participation. 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.

In 2024, Odette is initiating a project on the development of formative and summative Indigenous Modules for the undergraduate program. This work, funded by a grant from the Centre for Teaching and Learning, will be completed under the leadership of the Associate Dean of Programs and the Chair of the EDII Committee.

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*

Students enrolled in the Certificate at the time of these changes shall be able to complete the Certificate under either the original or revised Certificate structure.

The proposed revisions would involve adding more students into existing Odette classes which are not at their capacity.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

*5.5: **Mathematics and Business – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis), Honours Business Administration and Mathematics (with/without Thesis), Honours Business Administration and Mathematics with Specialization in Finance (with/without Thesis), and Honours Mathematics with Finance Concentration 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 Mathmatics and Statistic Council, and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- The MATH-3960 change was made by the Odette School of Business for the Honours Business Administration and Mathematics (with/without thesis) (with/without specialization) in October 2023.
- The course MATH-4960 (Portfolio Optimization) is being replaced by MATH-3960 (Linear Optimization) in the degree requirements. The Odette School of Business was consulted.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAMCHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis) Honours Business Administration and Mathematics (with/without Thesis) Honours Business Administration and Mathematics with Specialization in Finance (with/without Thesis) Honours Mathematics with Finance Concentration
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business, Department of Mathematics and Statistics
FACULTY(IES):	Faculty of Science

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

A.1 PROGRAM REQUIREMENT CHANGES

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

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

Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis)

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, STEN-4980.
**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 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~~ **MATH 3960,** 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 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, Fall 2023 Undergraduate Calendar 328 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.

Honours Business Administration and Mathematics (with/without Thesis)
a) Business 20 courses: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, FINA-2700, MGMT-3000, FINA-2710, MSCI-2130, MSCI-2200, MSCI-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980; five additional business courses OR BUSR-4950 (3 credits), BUSR-4990 (6 credits) and two additional business courses for Thesis Option,
b) 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~~ **MATH 3960** and STAT-3960.
c) Economics 2 courses: ECON-1100, ECON-1110
d) Computer Science 2 courses: COMP-1400, COMP-1410

Honours Business Administration and Mathematics with Specialization in Finance (with/without Thesis)
Total courses: forty-one (123 credits) or forty-four (132 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-3310 or MSCI-3410, MKTG-1310, STEN-1000, STEN-3970, STEN-4980
b) Business 6 courses towards Specialization in Finance: 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
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~~, **MATH 3960,** 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 Finance specialization, students must receive a minimum grade of 65% in the gate-in course FINA-2710, a minimum average grade 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 & 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, FINA-4720, 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 only apply 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.

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.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAMCHANGES
FORM C

Honours Mathematics with Finance Concentration
Total courses: Forty

(a) MATH-1020, MATH-1250 or MATH-1260, MATH-1720 or MATH-1760, MATH-1730, MATH-2250, MATH-2251, MATH-2780, MATH-2790, MATH-3580, MATH-3581, MATH-3590, ~~MATH-4960~~**MATH 3960**, STAT-2920, STAT-2950, STAT-3920, STAT-3950, STAT-3960, ACCT-1510, ACCT-2510, FINA-2700, FINA-2710, FINA-3710, FINA-3720, FINA-3790, FINA-4720, FINA-4770
(b) ECON-1100, ECON-1110, ECON-3130, ECON-4140, COMP-1400, COMP-1410, COMP-2120, PHIL-2240
(c) Six courses from any area of study excluding Business and Mathematics and Statistics. Courses used to calculate the major average are: courses listed under requirement (a), and any courses taken with the MATH, STAT, or ACSC prefix.

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).

MATH-4960 used to be taught by Dr. Caron, who is now retired, and there is no faculty or potential sessional instructor who can teach this course. MATH-3960, an optimization course with a focus on finance, is a suitable substitute.

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. The Department of Math has proposed two courses on biostatistics, one at the undergraduate level (STAT-4700) and one at the graduate level (STAT-8700) that includes the following statement in the course calendar description. "This course will also introduce the concepts of Indigenous Data Sovereignty and will include appropriate examples reflecting Indigenous knowledge." The learning outcomes for the courses include "*Reflect on the importance of Indigenous data sovereignty and Indigenous practices*". In addition to this, we are planning to introduce similar Indigenous content to our predictive analytics course (ACSC-8310).

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

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAMCHANGES
FORM C

C. RESOURCES

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

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

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

The changes in the program can be implemented without additional resources.

C.1.1Extent 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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAMCHANGES
FORM C

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.6.1Additional 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

*5.6 **Kinesiology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the Honours Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) be renamed *Honours Bachelor of Science (Kinesiology and Health Studies)*, 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 (January 2024.)
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	***Honours Bachelor of Science (Kinesiology and Health Studies)*, *Honours Bachelor of Science (Kinesiology and Health Studies)*, for Graduates of St. Clair College's Two-Year Fitness and Health Promotion Diploma** ***Honours Bachelor of Science (Kinesiology and Health Studies)*, for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Diploma** **Certificate in Human Factors and Ergonomics**
DEPARTMENT(S)/SCHOOL(S):	**Kinesiology**
FACULTY(IES):	**Human Kinetics**

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

A.1 PROGRAM REQUIREMENT CHANGES

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

Honours Bachelor of ~~Human Kinetics (Honours Kinesiology – Movement Science)~~ **Science (Kinesiology and Health Studies)**

The **Honours** Bachelor of ~~Human Kinetics (Honours Kinesiology – Movement Science)~~ **Science (Kinesiology and Health Studies)** is for students interested in entering the general field of science as it relates to human activity as teachers, physicians, chiropractors, physiotherapists, exercise consultants, sport and exercise psychology consultants, sport therapists, athletic trainers, ergonomic specialists in the biomechanics of movement, and human performance specialists in motor development and memory. This program is recognized by The College of Kinesiologists of Ontario and Ontario Kinesiology Association. Graduates are also qualified to enter graduate school or a Faculty of Education.

Degree Requirements

Total courses: forty.
(a) Human Kinetics Core Courses (TAKE ALL):
o KINE-1000. Health and Wellness
o KINE-2250. Ethics in Sport and Physical Activity
o KINE-2690. Measurement and Evaluation
o KINE-2700. Research Design

(b) Required ~~Kinesiology-Movement Science~~ **Kinesiology and Health Studies** Courses (TAKE ALL):
o KINE-1110. Principles of Mental Skills Training
o KINE-1650. Functional Anatomy
o KINE-1660. Functional Anatomy II
o KINE-1800. Fundamental Mechanics of Human Motion
o KINE-2040. Sport Nutrition
o KINE-2100. Human Performance
o KINE-2240. Introduction to Occupational Biomechanics/Ergonomics

o KINE-2600. Physiology of Human Performance
o KINE-2850. Human Growth and Development

~~Kinesiology-Movement Science~~ **Kinesiology and Health Studies** Course**s** (SELECT 10 COURSES):
o KINE-3010. The Use and Abuse of Drugs
o KINE-3020. Exercise Psychology
o KINE-3030. Imagery Effects on Performance
o KINE-3060. Obesity and Eating Disorders
o KINE-3100. Motor Learning and Control
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3600. Respiratory Physiology
o KINE-3610. Musculoskeletal Physiology
o KINE-3620. Human Factors and Performance
o KINE-3630. Cognitive Ergonomics
o KINE-3700. Scientific Basis of Conditioning
o KINE-4000. Human Movement and Aging
o KINE-4040. Population Health
o KINE-4080. Dynamics of Skill Acquisition
o KINE-4100. Physical Activity for Special Populations
o KINE-4150. Exercise Prescription for Athletic Populations
o KINE-4330. Selected Topics in Sport Leadership
o KINE-4530. Perceptual Motor Development
o KINE-4580. The Endocrine System in Sport, Exercise and Health
o KINE-4600. Cardiovascular Physiology
o KINE-4610. Chronic Disease and Exercise Rehabilitation
o KINE-4620. Exercise in Extreme Environments
o KINE-4630. Applied Neurophysiology
o KINE-4640. The Pathophysiology of Pain
o KINE-4650. Ergonomics and Injury Prevention
o KINE-4660. Cardiac Rehabilitation
o KINE-4670. User Experience
o KINE-4710. Sports Therapy
o KINE-4750. Individual Studies
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis* (6 credits)
o KINE-4800. Advanced Biomechanics
o KINE-4850. Group Dynamics in Sport
o KINE-4900. Special Topics in Kinesiology-Movement Science
o KINE-4980. Internship (4 months)

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

(c) six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

(d) five courses from any area of study, excluding KINE courses.

(e) two courses from any area of study, including 1000 or 2000 level KINE courses.

(f) two courses from any area of study, including Practice Theory and Analysis (PTA) or 3000 level KINE courses.

Of the eight courses in requirements (c) and (f), at least seven must be at the 2000 level or above.
*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only 9 of the ~~Kinesiology-Movement Science~~ **Kinesiology and Health Studies** elective courses listed in section (b).

Honours Bachelor of ~~Human Kinetics (Honours Kinesiology – Movement Science)~~ **Science (Kinesiology and Health Studies)** for Graduates of St. Clair College's Two-Year Fitness and Health Promotion Diploma

Admission Requirements
A student may enter the **Honours** Bachelor of ~~Human Kinetics (Kinesiology-Movement Science)~~ **Science (Kinesiology and Health Studies)** after completing the two-year Diploma in Fitness and Health Promotion with a cumulative average equivalent to a 70% (B- or 3.0/4) or better.

Degree Requirements
Total Courses: 25

(a) Required ~~Kinesiology - Movement Science~~ **Kinesiology and Health Sciences** Courses (TAKE ALL)
o KINE-1110. Principles of Mental Skills Training
o KINE-2100. Human Performance
o KINE-1660. Functional Anatomy II
o KINE-2100. Human Performance
o KINE-2240. Introduction to Occupational Biomechanics/Ergonomics
o KINE-2250. Ethics in Sport and Physical Activity
o KINE-2600. Physiology of Human Performance
o KINE-2690. Measurement and Evaluation
o KINE-2700. Research Design
o KINE-2040. Sport Nutrition
o KINE-2850. Human Growth and Development

(b) ~~Kinesiology - Movement Science~~ **Kinesiology and Health Sciences courses** (SELECT 6 COURSES):
o KINE-3010. Use and Abuse of Drugs
o KINE-3020. Exercise Psychology
o KINE-3030. Imagery Effects on Performance
o KINE-3060. Obesity and Eating Disorders
o KINE-3100. Motor Learning and Control
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3600. Respiratory Physiology
o KINE-3610. Musculoskeletal Physiology
o KINE-3620. Human Factors and Work Performance
o KINE-3630. Cognitive Ergonomics
o KINE-4000. Human Movement and Aging
o KINE-4040. Population Health

o KINE-4080. Dynamics of Skill Acquisition
o KINE-4530. Perceptual Motor Development
o KINE-4580. The Endocrine System in Sport, Exercise and Health
o KINE-4600. Cardiovascular Physiology
o KINE-4610. Chronic Disease and Exercise Rehabilitation
o KINE-4620. Exercise in Extreme Environments
o KINE-4630. Applied Neurophysiology
o KINE-4640. The Pathophysiology of Pain
o KINE-4650. Ergonomics and Injury Prevention
o KINE-4660. Cardiac Rehabilitation
o KINE-4670. User Experience
o KINE-4710. Sports Therapy
o KINE-4750. Individual Studies
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis (6 credits)
o KINE-4800. Advanced Biomechanics
o KINE-4850. Group Dynamics in Sport
o KINE-4900. Special Topics in Kinesiology-Movement Science

~~Kinesiology - Movement Science~~ **Kinesiology and Health Sciences** Laboratory (SELECT 1 COURSE):
o KINE-4910 Laboratory experiences in Biomechanics and Ergonomics
o KINE-4930 Laboratory Experiences in Motor Learning and Psychology of Physical Activity

(c) six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only.
NOTE: Of the six courses in requirements (c) all must be at the 2000 level or above.

(d) two courses from any area of study, excluding KINE courses.

Transfer credit obtained through this articulation agreement is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

Honours Bachelor of ~~Human Kinetics (Kinesiology-Movement Science)~~ **Science (Kinesiology and Health Studies)** for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Diploma

Admission Requirements
A student may enter the **Honours** Bachelor of ~~Human Kinetics (Kinesiology-Movement Science)~~ **Science (Kinesiology and Health Sciences)** program after completing the two-year Diploma in Fitness and Health Promotion from Fanshawe College with a cumulative average equivalent to a 70% (B- or 3.0/4) or better.

Degree Requirements:
Total courses: 25

(a) Required ~~Kinesiology - Movement Science~~ **Kinesiology and Health Studies** Courses (TAKE ALL):
o KINE-1110. Principles of Mental Skills Training
o KINE-1660. Functional Anatomy II
o KINE-1800. Fundamental Mechanics of Human Motion
o KINE-2100. Human Performance

o KINE-2240. Introduction to Occupational Biomechanics/Ergonomics
o KINE-2250. Ethics in Sport and Physical Activity
o KINE-2690. Measurement and Evaluation
o KINE-2700. Research Design
o KINE-2040. Sport Nutrition
o KINE-2850. Human Growth and Development

(b) ~~Kinesiology - Movement Science~~ **Kinesiology and Health Studies courses** (SELECT 6 COURSES):
o KINE-3010. Use and Abuse of Drugs
o KINE-3020. Exercise Psychology
o KINE-3030. Imagery Effects on Performance
o KINE-3060. Obesity and Eating Disorders
o KINE-3100. Motor Learning and Control
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3600. Respiratory Physiology
o KINE-3610. Musculoskeletal Physiology
o KINE-3620. Human Factors and Performance
o KINE-3630. Cognitive Ergonomics
o KINE-4000. Human Movement and Aging
o KINE-4040. Population Health
o KINE-4080. Dynamics of Skill Acquisition
o KINE-4100. Physical Activity for Special Populations
o KINE-4530 Perceptual Motor Development
o KINE-4580. The Endocrine System in Sport, Exercise and Health
o KINE-4600. Cardiovascular Physiology
o KINE-4610. Chronic Disease and Exercise Rehabilitation
o KINE-4620. Exercise in Extreme Environments
o KINE-4630. Applied Neurophysiology
o KINE-4640. The Pathophysiology of Pain
o KINE-4650. Ergonomics and Injury Prevention
o KINE-4660. Cardiac Rehabilitation
o KINE-4670. User Experience
o KINE-4710. Sports Therapy
o KINE-4750. Individual Studies
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis (6 credits)
o KINE-4800. Advanced Biomechanics
o KINE-4850. Group Dynamics in Sport
o KINE-4900. Special Topics in Kinesiology-Movement Science

~~Kinesiology - Movement Science~~ **Kinesiology and Health Studies** Laboratory (SELECT 2 COURSES):
o KINE-4910. Laboratory Experiences in Biomechanics and Ergonomics
o KINE-4920. Laboratory Experiences in Human and Exercise Physiology
o KINE-4930. Laboratory Experiences in Motor Learning and Psychology of Physical Activity

(c) (six) courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

(d) (one) course from any area of study, excluding KINE courses.

NOTE: Of the six courses in requirements (c) all must be at the 2000 level or above.
Transfer credit obtained through this articulation agreement is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

Certificate in Human Factors and Ergonomics

Admission Requirements
All students who have met the entrance requirements for the **Honours** Bachelor of ~~Human Kinetics (Honours Kinesiology-Movement Science)~~**Science (Kinesiology and Health Studies),** who are in good standing and completed the required courses of the first two years, or who have successfully been awarded a **Honours Bachelor of Science (Kinesiology and Health Studies),** Bachelor of Human Kinetics (Honours Kinesiology- Movement Science) or equivalent Kinesiology degree are eligible to register for the certificate program.

Degree requirements
Total courses: 10
(a) Required ~~Kinesiology - Movement Science~~ **Kinesiology and Health Studies** Courses (TAKE ALL):
o KINE-3620. Human Factors and Performance
o KINE-4650. Ergonomics and Injury-Prevention
o KINE-3630. Fundamentals of Cognition for Ergonomics
o KINE-4670. User Experience
o KINE-4980. Internship (4 months)1

(b) ~~Kinesiology - Movement Science~~ **Kinesiology and Health Studies courses** (SELECT 1 COURSE):
o KINE-4750. Individual Study1
o KINE-4910. Laboratory experiences in Biomechanics and Ergonomics

(c) ~~Kinesiology - Movement Science~~ **Kinesiology and Health Studies courses** (SELECT 3 COURSES)
o KINE-3100. Motor Learning and Control
o KINE-3610. Musculoskeletal Physiology
o KINE-4000. Human Movement and Aging
o KINE-4080. Dynamics of Skill Acquisition
o KINE-4530. Perceptual-Motor Development
o KINE-4800. Advanced Biomechanics
o KINE-4640. Pathophysiology of Pain

(d) Outside Kinesiology (SELECT 1 COURSE)
o WORK-2000. Labour Law and Workers' Rights
o WORK-2500. Worker Health and Safety

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.***

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

N/A

B. RATIONALE

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

The proposed degree name change will more appropriately represent the degree granted to students in this program and be more in line with other schools provincially and nationally. Further, this change will allow for more streamlined and clear communication (degree names aligning at the undergraduate and masters level), better recruitment, and will provide students with a degree designation recognized within the industry.

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

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

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

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

From a program- and faculty-wide perspective:

- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a new reading by Copeland, Currie, & Moon-Riley (2021) and a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before

the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)

- Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
- Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
- In 2021, The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
- In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
- Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
- Lancer Men's Football team had an Indigenous educational session with Dr. Bev Jacobs at Kat Pasquash in honour of Truth and Reconciliation Day in 2023.

- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

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

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
    - In addition program- and faculty-wide initiatives listed above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
    - In collaboration with other colleagues, Dr. Paraschak helped create a website entitled Indigenous Sport History (https://indigenoussporthistory.ca), which includes an overview of Indigenous Sport, profiles Indigenous athletes including Michael Linklater, Richard Peter, and Colette Bourgonje, highlights the Rec and Read/Indigenous Youth Mentorship program, and provides links to newsworthy articles. Additionally, a twitter (X) account has been set up and all have been encouraged to follow (@IndigSportHist).
- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
    - See above re Lancer Hockey
- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and

well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

- KINE:4520 (Sport Policy and Governance) is an upper year Honours Bachelor of Sport Management and Leadership course that includes content regarding the government's role in setting sport and recreation priorities (how some individuals may benefit over others), the history of sport policy in Canada and changing political ideologies, and a review of sport policies (including the Policy on Aboriginal Peoples' Participation in Sport).

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

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

  While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving this forward. *At present (January, 2024), we are moving towards adding one of these program learning outcomes and mapping our current Kinesiology learning outcomes. Moreover, we are investigating the addition of a mandatory (non-HK) course that would help further satisfy the requirements.*

Finally, several literatures, sources, or Indigenous Knowledge Holders have been consulted and have taken more forms and includes the following:

- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- Several faculty have relied on literature searches for Indigenous-related content. For example,
  - KINE-1000 has used literature searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority related to teachings about the social determinants of health and the Medicine Wheel.
  - KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268 for the sport-/physical activity-related Calls to Action.
  - KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
  - KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, the instructor has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
  - KINE-4610 has used literature review and discussions with medical and chronic disease management specialists.
  - KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C. RESOURCES

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

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

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

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

The degree name change from Bachelor of Human Kinetics (Kinesiology-Movement Science) to Bachelor of Science (Kinesiology and Health Studies) will have no direct impact on the planned utilization of existing human, physical, or financial resources from within or outside of the unit. The proposed change does not involve any changes to the program offering or degree requirements, it is solely a change to the name of the degree.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

*5.7: **Kinesiology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: **That the Honours Bachelor of Sport Management and Leadership (BSML), Honours Bachelor of Sport Management and Leadership (BSML) for Graduates of Lambton College's Three-Year Sport and Recreation Management Diploma, Honours Bachelor of Sport Management and Leadership (BSML) for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Diploma, and, Honours Bachelor of Sport Management and Leadership (BSML) for Graduates of St. Clair College's Three-Year Sport and Recreation Management Diploma 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.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Honour Bachelor of Sport Management and Leadership** **Honours Bachelor of Sport Management and Leadership for Graduates of Lambton College's Three-Year Sport and Recreation Management Diploma** **Honours Bachelor of Sport Management and Leadership for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Diploma** **Honours Bachelor of Sport Management and Leadership for Graduates of St. Clair College's Three-Year Sport and Recreation Management Diploma**
DEPARTMENT(S)/SCHOOL(S):	**Kinesiology**
FACULTY(IES):	**Human Kinetics**

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

A.1 PROGRAM REQUIREMENT CHANGES

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

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

Honours Bachelor of Sport Management and Leadership

Degree Requirements
Total courses: forty.
(a) Human Kinetics Core Courses (TAKE ALL):
o KINE-1000. Health and Wellness
~~o KINE-2250. Ethics in Sport and Physical Activity~~
o KINE-2690. Measurement and Evaluation
o KINE-2700. Research Design

(b) Required Sport Management and Leadership Courses (TAKE ALL):
o KINE-1200. Introduction to the Sport Industry
o KINE-1330. Introduction to Sport Leadership
o KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
o KINE-1500. Principles of Sport Management
o KINE-1560. Communication for the Sport Industry
o KINE-2300. Sociology of Sport
o KINE-2450. Sport Marketing
o KINE-2500. Organizational Behaviour

o KINE-2520. Sport Finance
o KINE-3400. History of the Modern Olympic Movement
o KINE-4050. Gender Issues in Sport
o KINE-4330. Selected Topics in Sport Leadership
o KINE-4500. Human Resources in Sport Management
o KINE-4510. Sport and the Law
o KINE-4590. Sport Media

Sport Management and Leadership Courses (SELECT ~~8~~**7** COURSES):
o KINE-2220. Introduction to Leisure
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3550. Socio-Economic Aspects of Sport and Leisure
o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
~~o KINE-4510. Sport and the Law~~
o KINE-4520. Sport Policy and Governance
o KINE-4550. Global Issues in Sport Management
o KINE-4560. Sport Communication
o KINE-4570. Hockey in Canada
~~o KINE-4590. Sport Media~~
o KINE-4730. The Social Construction of Leisure
o KINE-4750. Individual Studies
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis* (6 credits)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics in Sport Management and Leadership
o KINE-4980. Internship (4 month)

Honours Bachelor of Sport Management and Leadership for Graduates of Lambton College's Three-Year Sport and Recreation Management Diploma

Degree Requirements
Total Courses: 20
(~~ba~~) Required Sport Management and Leadership Courses (TAKE ALL)
o KINE-1330. Introduction to Sport Leadership
o KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
o KINE-1560. Communication for the Sport Industry
~~o KINE-2250. Ethics in Sport~~
o KINE-2300. Sociology of Sport
o KINE-2520. Sport Finance
o KINE-2690. Measurement and Evaluation
o KINE-2700. Research Design
o KINE-2500. Organizational Behaviour
o KINE-3400. History of the Modern Olympic Movement
o KINE-4050. Gender Issues in Sport
o KINE-4330. Special Topics in Sport Leadership

o KINE-4500. Human Resources in Sport Management
o KINE-4510. Sport and the Law
o KINE-4590. Sport Media

(c) Sport Management and Leadership Courses (SELECT ~~7~~**6** COURSES)
o KINE-2220. Introduction to Leisure
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3550. Socio-Economic Aspects of Sport and Leisure
o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
~~o KINE-4510. Sport and the Law~~
o KINE-4520. Sport Policy and Governance
o KINE-4550. Global Issues in Sport Management
o KINE-4560. Sport Communication
o KINE-4570. Hockey in Canada
~~o KINE-4590. Sport Media~~
o KINE-4730. The Social Construction of Leisure
o KINE-4750. Individual Studies
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis (6 credits)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics (SML)
o KINE-4980. Internship (4 months)

Honours Bachelor of Sport Management and Leadership for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Diploma

Degree Requirements
Total Courses: 20

(a) Required Sport Management and Leadership Courses (TAKE ALL)
o KINE-1000. Health and Wellness
o KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
o KINE-1560. Communication for the Sport Industry
~~o KINE-2250. Ethics in Sport~~
o KINE-2300. Sociology of Sport
o KINE-2500. Organizational Behaviour
o KINE-2690. Measurement and Evaluation
o KINE-2700. Research Design
o KINE-3400. History of the Modern Olympic Movement
o KINE-4050. Gender Issues in Sport
o KINE-4330. Special Topics in Sport Leadership
o KINE-4500. Human Resources in Sport Management
o KINE-4510. Sport and the Law
o KINE-4590. Sport Media

(b) Sport Management and Leadership Courses (SELECT ~~6~~**5** COURSES)
o KINE-2220. Introduction to Leisure
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3550. Socio-Economic Aspects of Sport and Leisure
o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
~~o KINE-4510. Sport and the Law~~
o KINE-4520. Sport Policy and Governance
o KINE-4550. Global Issues in Sport Management
o KINE-4560. Sport Communication
o KINE-4570. Hockey in Canada
~~o KINE-4590. Sport Media~~
o KINE-4730. The Social Construction of Leisure
o KINE-4750. Individual Studies
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis (6 credits)
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics (SML)
o KINE-4980. Internship (4 months)

Honours Bachelor of Sport Management and Leadership for Graduates of St. Clair College's Three-Year Sport and Recreation Management Diploma

(~~c~~a) Required Sport Management and Leadership Courses (TAKE ALL):
o KINE-1000. Health and Wellness
o KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization
o KINE-1560. Communication for the Sport Industry
~~o KINE-2250. Ethics in Sport~~
o KINE-2300. Sociology of Sport
o KINE-2500. Organizational Behaviour
o KINE-2690. Measurement and Evaluation
o KINE-2700. Research Design
o KINE-3400. History of the Modern Olympic Movement
o KINE-4050. Gender Issues in Sport
o KINE-4330. Special Topics in Sport Leadership
o KINE-4510. Sport and the Law
o KINE-4590. Sport Media

(~~d~~b) Sport Management and Leadership (SELECT ~~7~~6 COURSES)
o KINE-2220. Introduction to Leisure
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3550. Socio-Economic Aspects of Sport and Leisure
o KINE-4040. Population Health

o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
~~o KINE-4510. Sport and the Law~~
o KINE-4520. Sport Policy and Governance
o KINE-4550. Global Issues in Sport Management
o KINE-4560. Sport Communication
o KINE-4570. Hockey in Canada
~~o KINE-4590. Sport Media~~
o KINE-4730. The Social Construction of Leisure
o KINE-4750. Individual Studies
o KINE-4760. Principles of Coaching
o KINE-4770. Outdoor Recreation
o KINE-4780. Undergraduate Thesis (6 credits)
Winter 2024 Undergraduate Calendar 477
o KINE-4850. Group Dynamics in Sport
o KINE-4890. Special Topics (SML)
o KINE-4980. Internship (4 months)

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).

After 2 years of implementing the new Honours Bachelor of Sport Management and Leadership degree (direct entry), a review of program learning outcomes, courses offerings, and content gaps occurred. As such, the KINE 2250 will be removed from the curriculum and KINE 4590 and 4510 will be added as required classes. These changes will ensure all our students graduate with a strong foundation across the subdisciplines of Sport Management and Leadership while meeting the program learning outcomes.

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

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

From a program- and faculty-wide perspective:

- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a new reading by Copeland, Currie, and Moon-Riley (2021) and a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
    - Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
    - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
    - In 2021, The Department of Kinesiology Hosted a lecture entitled “Fire Keepers and the Fire Within” by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
    - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
    - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
    - Lancer Men’s Football team had an Indigenous educational session with Dr. Bev Jacobs at Kat Pasquash in honour of Truth and Reconciliation Day in 2023.

- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

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

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
    - In addition program- and faculty-wide initiatives listed above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
    - In collaboration with other colleagues, Dr. Paraschak helped create a website entitled Indigenous Sport History (https://indigenoussporthistory.ca), which includes an overview of Indigenous Sport, profiles Indigenous athletes including Michael Linklater, Richard Peter, and Colette Bourgonje, highlights the Rec and Read/Indigenous Youth Mentorship program, and provides links to newsworthy articles. Additionally, a twitter (X) account has been set up and all have been encouraged to follow (@IndigSportHist).
- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
    - See above re Lancer Hockey
- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
    - KINE:4520 (Sport Policy and Governance) is an upper year Honours Bachelor of Sport Management and Leadership course that includes content regarding the government's role in setting sport and recreation priorities (how some individuals may benefit over others), the history of sport policy in Canada and changing political ideologies, and a review of sport policies (including the Policy on Aboriginal Peoples' Participation in Sport).

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

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

- Recognize the historical, systemic, and structural roots of social injustice and identify strategies to redress inequity in our communities.
- Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers in their professional and personal lives.

While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving this forward. *At present (January, 2024), we are moving towards adding one of these program learning outcomes and mapping our current Kinesiology learning outcomes. Moreover, we are investigating the addition of a mandatory (non-HK) course that would help further satisfy the requirements.*

Finally, several literatures, sources, or Indigenous Knowledge Holders have been consulted and have taken more forms and includes the following:

- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- Several faculty have relied on literature searches for Indigenous-related content. For example,
  - KINE-1000 has used literature searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority related to teachings about the social determinants of health and the Medicine Wheel.
  - KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268 for the sport-/physical activity-related Calls to Action.
  - KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
  - KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, the instructor has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
  - KINE-4610 has used literature review and discussions with medical and chronic disease management specialists.
  - KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

C. RESOURCES

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

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

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

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

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

N/A – no additional resources needed

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/courses described above are all taught by 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.

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

No new or anticipated resources are expected.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

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

University of Windsor
Program Development Committee

*5.8 **Kinesiology – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the following course be approved:^
KINE-2150. Fitness and Lifestyle Assessment

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The new course has been approved by Faculty of Human Kinetics Council (January 2024).
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	***Honours Bachelor of Science (Kinesiology and Health Studies)*, *Honours Bachelor of Science (Kinesiology and Health Studies)*, for Graduates of St. Clair College's Two-Year Fitness and Health Promotion Diploma** ***Honours Bachelor of Science (Kinesiology and Health Studies)*, for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Diploma**
DEPARTMENT(S)/SCHOOL(S):	**Kinesiology**
FACULTY(IES):	**Human Kinetics**

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

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

Course # and Title: KINE-2150 Fitness and Lifestyle Assessment

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 is an applied course that involves a lecture and laboratory component where students develop laboratory skills in assessing fitness and health and use their knowledge to interpret testing data to prescribe exercise. Students will utilize material from the CSEP-PATH which is a fundamental component for the CSEP-CPT examination. (1.5 lecture, 1.5 lab) (This is an experiential learning course.)

A.2 Experiential Learning Categories

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

- ☐ 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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	X				18	18		

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

******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.

With the hiring of a new faculty member (2022), this is the first in a series of courses that he will teach. The foundational knowledge (acquired through lecture and laboratory experiences) will provide the necessary knowledge for those interested in strength and conditioning.

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

Specific to KINE-2150, the lack of Indigenous content/standards is the largest limitation. A lot of the reference standards are based on Caucasian males in the early 1960s. This is acknowledged and discussed in class and alternatives are provided when available. Further discussion related to the prediction equations/reference values historically used in the medical and health-related fields is principal to helping their future athletes/clients/patients navigate results.

From a program- and faculty-wide perspective:

- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a new reading by Copeland, Currie, & Moon-Riley (2021) and a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
    - Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
    - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
    - In 2021, The Department of Kinesiology Hosted a lecture entitled “Fire Keepers and the Fire Within” by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
    - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
    - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
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- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200).

(https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477

- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

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

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
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In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?

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    - Recognize the historical, systemic, and structural roots of social injustice and identify strategies to redress inequity in our communities.
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B.3 LEARNING OUTCOMES (QAF section 2)

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

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

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

See attached.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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
	50	75	100	100	100

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 will have minimum impact on the existing courses. It will be a second-year option course for the Kinesiology-Movement Science degree. This course will count as one of their two courses from any area of study, including 1000 or 2000 level KINE courses.

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

Kinesiology already has all of the equipment needed for the labs. Minor wear and tear on equipment will occur.

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 addition of this course within the new strength and conditioning stream will be a part of Dr. Perrotta's (a new faculty member) workload.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

D.1 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

KINE-2150. Fitness and Lifestyle Assessment

Learning Outcomes

Last Updated: November 10, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
interpret pre-screening data to create an exercise program that incorporates both short- and long-term objectives **(Also applies to B, C, D.)** administer and calculate the results of health questionnaires to categorize one's health and well-being **(Also applies to B, C, D.)**	**A.** the acquisition, application and integration of knowledge
describe the process of administering a fitness assessment to healthy individuals **(Also applies to C, D.)** conduct basic fitness assessments that focus on cardiorespiratory and musculoskeletal performance and body composition **(Also applies to A, C, D.)**	**B.** research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
demonstrate professional behaviour in client-based settings **(Also applies to F.)**	**E.** responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.9: **Kinesiology – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
KINE 3550: Socio-Economical Aspects: Sport/Leisure

Rationale/Approvals:

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be placed into a two-year course bank, after which time it will be discontinued if it has not been offered, as per the Senate resolution of March 21, 2002.
- The request has been approved by the Faculty of Human Kinetics Council.
- *See attached.*

Program Development Committee
Request for Waiver of Course Deletion

1. **Faculty, Department, and Program Title:** Human Kinetics, Kinesiology, Sport Management and Leadership

2. **Course Number and Title:** KINE 3550: Socio-Economical Aspects: Sport/Leisure

3. **Credit hours, Total Contact hours and Delivery format:** 3.0 credit hours

4. **Calendar Description:** An introduction to the interaction of sport and economics. A socio-economic approach is taken to exam such topics as the demand for sport and leisure activities, and sport consumer behaviour.

5. **Pre/co/anti-requisites:** none

6. **RATIONALE FOR KEEPING THE COURSE**

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

KINE 3550: Socio-Economical Aspects: Sport/Leisure is an upper year optional Sport Management and Leadership course.

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

Difficult to fully estimate because the new degree program (BSML) is only rolling out and the first cohort of students has just begun 3rd year. The last time the course was offered (Winter 2016), 13 students enrolled, however, with enrollment growing with the BSML and some discussions with the Economics Head (Dr. Sang-Chu Suh) for some cross promotion, we would expect class sizes of approximately 50+ students if offered.

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

The Department of Kinesiology's mission is to *advance the multi-disciplinary study of human movement through the integration of innovative research, teaching and learning practices, and by fostering collaborative community partnerships to enhance human performance and quality of life.* With a focus on the economics of sports, this course introduces students to an understanding of the demand for sport and leisure activities and will include topics such as public funding of sports franchises, intricacies of sports and labour, and sport in the not-for-profit sector. As such, the course aligns with the Department's strategic plan and overall academic goals.

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

This course was originally developed and delivered by one of our tenured faculty members (Dr. Marijke Taks). Dr. Taks left the University of Windsor in the summer of 2016 for another academic position. At present, we do not have anyone on faculty with expertise to teach this course, but we may be able to offer it on a sessional basis until such time as we do.

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

While the 2024/25 schedule is not set yet, we are actively looking for someone appropriate to teach this course. Given new delivery methods (e.g., online courses), we will be able to consider those experts from outside of Windsor-Essex County. It is our hope to be able to offer it in the near further as we feel it would be of interest to our students.

7. **RESOURCE IMPLICATIONS:**

At present, in order to teach this course, it will need to be taught by a sessional instructor.

University of Windsor
Program Development Committee

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

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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.**	Graduate Spring 2024

A. Proposed Course Calendar Revisions

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

KINE-8110 Group Dynamics in Sport and Exercise

~~The course examines the psychological factors influencing sport and exercise behaviours from a group dynamics perspective. Emphasis is placed on understanding the theoretical constructs and empirical research underlying an individual's involvement in group settings and familiarizing the student with salient group measurement issues. Topics include the impact of cohesion, group leadership, collective efficacy, and group norms in the context of sport and exercise.~~ **This course will examine the psychological and social psychological factors influencing sport behaviours from a group dynamics perspective. Emphasis is placed on understanding the theoretical constructs and empirical research underlying involvement in group dynamics and familiarizing the student with salient measurement issues.**

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 building and sustaining a stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As such, we have answered the above questions to the best of our abilities. While we understand that this is a continuous and ongoing process, below is an overview of activities, and anything new since our last submission has been italicized.

From a program- and faculty-wide perspective:

- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a new reading by Copeland, Currie, & Moon-Riley (2021) and a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)

- Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
- Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
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A.2 Experiential Learning Categories

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

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

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

Experiential Learning Categories	**Addition**	**Deletion**
applied research	☐	☐
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.***

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

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-8110. Group Dynamics in Sport and Exercise**
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. *(see attached)*
II. There are changes to the course learning outcomes	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	**____** Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	**____** Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: **_____** (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

KINE-8110. Advanced Topics in Group Dynamics of Sport

Learning Outcomes

Last Updated: January 03, 2024

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
apply theories and concepts of group dynamics to sport settings to enhance team cohesion and performance **(Also applies to B, C, D, E, F, G, I.)** evaluate and apply group dynamics theories and principles to address challenges or optimize team performance within sports contexts **(Also applies to B, C.)** dissect the role of leaders within sports teams and examine effective leadership styles, and its impact on team dynamics **(Also applies to B, C, E.)** analyze group dynamics factors influencing team performance, such as collective efficacy, team norms, cohesion, and group roles in the face of challenges **(Also applies to B, C, D, E.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	l. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.11: **Kinesiology – Summary of Minor Course and Calendar Changes (From E)**

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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

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

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

OR

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

OR

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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

A. Proposed Course Calendar Revisions

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

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

KINE-3330. Applied Sport Psychology

~~An examination of the processes by which individual and team athletic performance can be enhanced using mental training techniques based on applications of cognitive and social psychology. Emphasis will focus on individual attentional, anxiety and affect management, and team dynamics.~~ **This course explores fundamental concepts and theories in sport psychology. Designed to offer a comprehensive understanding, it delves into major topics while emphasizing their practical application in sport environments. Gain insights into the core principles and applied practices essential for navigating the applied practice of sport psychology.**

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

KINE-4850. Group Dynamics in Sport

~~The central purpose of this course is to explore individual human behavior in a sport and physical activity context from a group dynamics perspective. Emphasis will be placed on understanding group-based psychological concepts which are pertinent to the field of sport and physical activity.~~ **This course examines the intricate dynamics shaping team interactions within sport environments. Students will explore the psychological, social, and behavioural aspects influencing team performance, cohesion, leadership, and roles within sports teams.** (This is an experiential learning course.)

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

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

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

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

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

From a program- and faculty-wide perspective:

- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a new reading by Copeland, Currie, & Moon-Riley (2021) and a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in

attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
- Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
- Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
- In 2021, The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
- In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
- Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
- Lancer Men's Football team had an Indigenous educational session with Dr. Bev Jacobs at Kat Pasquash in honour of Truth and Reconciliation Day in 2023.

- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

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

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
  - In addition program- and faculty-wide initiatives listed above, a sculpture of the "one-armed reach" by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
  - In collaboration with other colleagues, Dr. Paraschak helped create a website entitled Indigenous Sport History (https://indigenoussporthistory.ca), which includes an overview of Indigenous Sport, profiles Indigenous athletes including Michael Linklater, Richard Peter, and Colette Bourgonje, highlights the Rec and Read/Indigenous Youth Mentorship program, and provides links to newsworthy articles. Additionally, a twitter (X) account has been set up and all have been encouraged to follow (@IndigSportHist).
- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
  - See above re Lancer Hockey
- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

- KINE:4520 (Sport Policy and Governance) is an upper year Honours Bachelor of Sport Management and Leadership course that includes content regarding the government's role in setting sport and recreation priorities (how some individuals may benefit over others), the history of sport policy in Canada and changing political ideologies, and a review of sport policies (including the Policy on Aboriginal Peoples' Participation in Sport).

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

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

  While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving this forward. *At present (January, 2024), we are moving towards adding one of these program learning outcomes and mapping our current Kinesiology learning outcomes. Moreover, we are investigating the addition of a mandatory (non-HK) course that would help further satisfy the requirements.*

Finally, several literatures, sources, or Indigenous Knowledge Holders have been consulted and have taken more forms and includes the following:

- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- Several faculty have relied on literature searches for Indigenous-related content. For example,
  - KINE-1000 has used literature searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority related to teachings about the social determinants of health and the Medicine Wheel.
  - KINE-2300 has consulted the TRC website https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268 for the sport-/physical activity-related Calls to Action.
  - KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
  - KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, the instructor has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
  - KINE-4610 has used literature review and discussions with medical and chronic disease management specialists.
  - KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

A.2 Experiential Learning Categories

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

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

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

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

Experiential Learning Categories	**Addition**	**Deletion**
applied research	☐	☐
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-3330. Applied Sport Psychology**
SELECT ONE OF THE FOLLOWING:	
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. *(see attached.)*

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

There are changes to the course learning outcomes	___ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
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.
Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	__ _ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	**KINE-4850. Group Dynamics in Sport**
SELECT ONE OF THE FOLLOWING:	
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. *(see attached.)*
There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
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.
Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: _____(check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

KINE-3330. Applied Sport Psychology

Learning Outcomes

Last Updated: January 03, 2024

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
describe how psychological factors in sport influences an athlete's performance **(Also applies to C, D.)** apply theories and constructs and discuss their relevance in the context of sport **(Also applies to B, C, D, E.)** justify different sport psychology strategies to solve performance related issues **(Also applies to B, C, D, E.)** analyze the relationship between interpersonal, contextual, and psychological factors and its impact on sport performance **(Also applies to B, C, D, E, I.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

KINE-4330. Selected Topics in Sport Leadership
Formerly known as: 95-433

Learning Outcomes
Last Updated: January 03, 2024

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
explain leadership theories and concepts as they relate to the leadership process in sport **(Also applies to B, C.)** apply leadership theories to develop and demonstrate effective leadership abilities in sport **(Also applies to B, C.)** develop effective communication skills, including verbal, non-verbal, and listening skills, crucial for motivating athletes, coaches, and team members **(Also applies to E, F, G.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
present your knowledge of leadership theories and concepts **(Also applies to A.)**	**F.** interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

KINE-4850. Group Dynamics in Sport

Learning Outcomes

Last Updated: January 03, 2024

Learning Outcomes At the end of the course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** The University of Windsor graduate will have the ability to demonstrate:
describe how team processes such as leadership, culture, roles, cohesion, and team-building influence the team environment and performance in sport **(Also applies to B, C, E.)** identify the current research topics, through library databases, in the area of psychology of group dynamics **(Also applies to B, C, D, I.)** evaluate the practical and theoretical significance of the group in sport settings **(Also applies to B, C, D, E.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

*5.12: **Forensic Science – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the following course be approved:^
FRSC-4202. Death Investigation

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposal has been approved by the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Forensic Science**
DEPARTMENT(S)/SCHOOL(S):	**Forensic Science**
FACULTY(IES):	**Faculty of Science**

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

A. NEW COURSE PROFILE

Course # and Title: FRSC-4202. Death Investigation

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 will introduce students to a variety of disciplines that can assist in medico-legal death investigations involving human remains. The investigation of human remains encompasses the examination of unexplained deaths resulting from a variety of circumstances – these include missing persons, homicide or manslaughter, mass disasters, and acts of genocide. The victim(s) may be recently deceased, may have undergone degrees of decomposition, or may be completely skeletonised by the time of discovery and recovery. This course will outline the different expertise required and the overall aims of a death investigation involving human remains, and specifically focus on the search and recovery aspects in distinct environments. This course is restricted to students enrolled in a forensic science major program. (3 lecture hours a week.) (Prerequisite: Students enrolled in semester 7 or above) (Credit cannot be obtained for both FRSC-4202 and FRSC-4018 section 3.)

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3.0	36					3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** *[provide old course number]*
Student enrolled in semester 7 or above				Yes in the BFS program*	FRSC 4018-3 Special Topics in Forensic Science

**Note: Curriculum revisions to the BFS program are forthcoming.*

******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?	No, they cannot get credit if they took this same course under the Special Topics number FRSC-4018 section 3.

Is the new course a required course in one or more programs?

_x___ Yes
____ No

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

Bachelor of Forensic Science – Ecology of Death Concentration only (optional course for other concentrations)

B. RATIONALE

B.1 Course Goal(s)

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

This is a new course that was first taught in Winter 2023 as FRSC 4018-3 Special Topics in Forensic Science (Death Investigation) by Dr Shari Forbes, Program Chair. As the expertise to teach this course is permanently in the faculty now, we wish to make this a required course in the Bachelor of Forensic Science program (Ecology of Death concentration only) with a permanent FRSC code in the calendar.

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?*

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

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

The Faculty of Science in which the forensic science programs are based, has recently welcomed Professor Clint Jacobs, a recognized Indigenous Knowledge Keeper as an expert in Indigenous-centered relationships to develop community-based initiatives in research, teaching and capacity development. With the support of Prof. Jacobs, the forensic faculty hope to develop new pedagogical initiatives to create Indigenous-focused, learning strategies and outcomes for students within the Faculty of Science.

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

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

- Dr Shari Forbes (Chemistry and Biochemistry) commenced as the new Program Chair in January 1st, 2023 and participated in the 6-week course with the Centre for Teaching and Learning titled 'Pulling Together: A Guide for Curriculum Developers' taught by Jaimie Kechego, a teaching and learning specialist in the field of Indigenization. This course has assisted her to identify biases and gaps in her own knowledge, to gain ideas for building relationships with Indigenous people in the surrounding communities, and to actively revise the curriculum with a new lens to identify ways to include Indigenous knowledge that will benefit all learners within the forensic science programs.
- While Dr Maria Cioppa (School of Environment) has stepped 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 took the CTL course to better incorporate Indigenous knowledges in her teaching and research. She has recently started a collaborative project with Caldwell First Nations archaeologists that aims to use GPR on some of their historical sites.
- Professor John Albanese (Integrated Biology) has incorporated Indigenous themes and concepts into the *BIOL-2063. Principles of Biological Anthropology* course taught to all forensic program majors. Topics include decolonization of knowledge creation, critiquing the racialization of human variation, and critiquing pseudo-scientific constructions of human differences that have been used to marginalize and exploit individuals and groups including Indigenous Peoples. A multidisciplinary, inclusive, and humanizing approach to understanding human evolution and modern human variation is presented in the course.

Similar concepts and topics can be further incorporated into other courses within the forensic science program where human evolution and human variation is presented. Examples of relevant courses which have the flexibility to incorporate these topics include: FRSC-1000 Introduction to Forensic Science, FRSC-3217 Forensic Serology and DNA Applications, FRSC-3231 Forensic Anthropology, FRSC-4120 Human Skeletal Variation, FRSC 4002 Practicum (placement-dependent) and FRSC 4900 Research Thesis (topic matter dependent).

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

The TRC recommends developing culturally appropriate curriculum which we will endeavour to achieve through consultation with the appropriate people and resources at the University of Windsor. It recommends respecting and honouring Treaty relationships. We have increased our understanding of these relationships through the CTL workshop which involved self-reflection activities about the TRC Calls to Action. One of the TRC principles particularly relevant to our forensic science courses is the 'Investigation of Missing and Murdered Indigenous Women and Girls (MMIWG)'. One of our police Sessional Instructors has recently established a Cold Case Taskforce through the Windsor Police Service. Prior to commencing this taskforce, he reached out to the Can-Am Indian Friendship Centre of Windsor to seek their input on investigating MMIWG as part of this taskforce. He is also incorporating content on MMIWG in the FRSC 4018-2 Cold Case Investigations course taught to our forensic science students. This will assist to raise their awareness and prepare those students who will be working on cold cases relating to MMIWG as part of their FRSC 4002 Practicum course with Windsor Police.

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 of the forensic science programs. Her awareness of Indigenous knowledges has informed the planning process and informs her teaching and research in forensic science.

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

We recognize that our knowledge of the history of land acknowledgements and other approaches is limited. Before introducing Indigenous knowledge into the forensic science programs, we are endeavouring to recognize our knowledge gaps and biases, and address these by attending courses (mentioned above) and other events such as the Indigenous Speaker Series through the Elder College Team. Some of this content also focuses on Settler Colonialism and Decolonization and requires self-reflection activities to engage in a critical analysis of these topics.

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

Through self-analysis, we recognize that our ability to incorporate Indigenous knowledge and content in this course is currently limited. Rather than implementing Indigenous learning outcomes immediately, we are committing to increasing our knowledge and understanding of the importance of Indigenizing all forensic science curriculum, not just one course. Through this journey, we will identify Indigenous material and perspectives that are particularly relevant to our students and will expand on this question in future forms with our intents and actions.

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*

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

Course Learning Outcomes *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.Integrate knowledge from scholarly literature on forensic disciplines relevant to medico-legal death investigations.	A. the acquisition, application and integration of knowledge
B. Identify and describe different techniques for recovering and identifying human remains from distinct environments.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate the strengths and weaknesses of practical applications of established and emerging methods in human remains recovery. Develop search strategies for locating human remains and describe the tools that are available to investigators to apply these strategies.	C. critical thinking and problem-solving skills
D.N/A	D. literacy and numeracy skills
E. Explain the importance of ethics when working with human remains.	E. responsible behaviour to self, others and society
F. Convey information to diverse audiences (e.g. academic, police, court, etc.) in written, visual and oral forms.	F. interpersonal and communications skills
G. Plan and organize collaborative presentations and debates/ discussions.	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. N/A	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
	40	40	50	50	50

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?

Since this is a course already taught by a forensic faculty member and as an option to our forensic students (most of which take it), there will be no impact on enrolments in existing courses.

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C. RESOURCES

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

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

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

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

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

N/A

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

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C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

The are sufficient resources to offer this course as it is already being taught by a forensic faculty member.

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 are sufficient resources to offer this course as it has always been offered under the Special Topics umbrella.

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

*5.13: **History – Request for Waiver of Course Deletion Form**

Item for: **Approval**

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

MOTION: That the Request for Waiver of Course Deletion for the following courses be approved:
HIST-2010. Early Modern Europe
HIST-2180. War in the 20th Century
HIST-2490. Women in Canada and the United States, 1600-1870
HIST-2500. Women in Canada and the United States, 1870-Present
HIST-3800. History on the Web
HIST-4110. The Life and Legacy of Muhammad
HIST-4630. History of Gender and Sexuality
HIST-4700. The Era of the Great War

Rationale/Approvals

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.
- This proposal was approved by the Department of History and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- *See attached.*

Request for Waiver of Course Deletion Form

1. **Faculty, Department, and Program Title**
   Faculty of Arts, Humanities and Social Science Department of History, General History, Honours History, Combined History

   Course Number and Title
   HIST-2010. Early Modern Europe
   HIST-2180. War in the 20th Century
   HIST-2490. Women in Canada and the United States, 1600-1870
   HIST-2500. Women in Canada and the United States, 1870-Present
   HIST-3800. History on the Web
   HIST-4110. The Life and Legacy of Muhammad
   HIST-4630. History of Gender and Sexuality
   HIST-4700. The Era of the Great War

2. **Credit hours, Total Contact hours and Delivery format; 3. Calendar Descriptions; and, 4. Pre/co/anti-requisites:**

   HIST-2010. Early Modern Europe
   A survey of Europe from the Age of Discovery to the French Revolution. Areas of study will include the formation of a world economy, the industrial revolution, the rise of the nation state, popular culture, the Catholic and Protestant Reformations, the printing revolution, the Renaissance, the scientific revolution, and the Enlightenment. (3 lecture hours a week.)

   HIST-2180. War in the 20th Century
   An overview of the evolution of military conflict during the last one hundred years. In addition to traditional military history, this course will introduce many facets of the New Military History, such as the social history of soldiers, life on the homefront, gender and war, etc. (3 lecture hours, or 2 lecture hours and 1 tutorial hour per week.)

   HIST-2490. Women in Canada and the United States, 1600-1870
   A social history from the period of Native-European contact to the mid-nineteenth century. Work, family and sexuality, cultural ideals, and political status and activism among women of Native, African, and European origins will be examined. (3 lecture hours or 2 lecture hours, 1 tutorial hour a week.)

   HIST-2500. Women in Canada and the United States, 1870-Present
   A social history from the mid-nineteenth century to the present. Native, black, immigrant, and native-born white women's roles in paid and household labour, family and cultural life, and reform movements will be examined. (3 lecture hours or 2 lecture hours, 1 tutorial hour a week.)

   HIST-3800. History on the Web
   This course will explore the various ways in which history is currently being learned, studied, researched, created, manipulated, and enjoyed on the internet today. Students will both interrogate and analyze these various uses, as well as participate in each approach to history on the web, including creation. (Prerequisite: Semester 5 standing or above.)

   HIST-4110. The Life and Legacy of Muhammad
   This course is designed to introduce students to four strands of thought in the history of constructing the life and legacy of the prophet Muhammad. These are 1) the traditional Muslim account of his life, 2) a variety of approaches to the topic by modern social scientists, 3) traditional delegitimizing of Muhammad in historic Western European polemics and their modern equivalents, 4) the role that Muhammad plays in the beliefs and practices of modern Muslims. (Semester 5 standing or above.)

HIST-4630. History of Gender and Sexuality
This course explores major themes in the history of gender and sexuality. These may include reproduction, contraception, and abortion; gender, race, and power; sexuality and the state; heterosexual relations and marriage; gay, lesbian, and transgender identities. Time period and geographical region will vary with the instructor.)(Prerequisite: Semester 5 or above standing and one of HIST-2490, HIST-2500, or HIST-2510/WGST-2510 or permission of the instructor.)(Also offered as Women's and Gender Studies WGST-4630.)

WGST-4630. History of Gender and Sexuality
This course explores major themes in the history of gender and sexuality. These may include reproduction, contraception, and abortion; gender, race, and power; sexuality and the state; heterosexual relations and marriage; gay, lesbian, and transgender identities. Time period and geographical region will vary with the instructor.)(Prerequisite: Semester 5 or above standing and one of HIST-2490, HIST-2500, or HIST-2510/WGST-2510 or permission of the instructor.)(Also offered as HIST-4630.)

HIST-4700. The Era of the Great War
This course will explore the political, military, cultural and social history of the First World War and surrounding period, primarily in Germany, France, and Britain, but including some attention to Eastern Europe, Africa and Asia. The course will address the historiography of the Great War, with a focus on the experience of the war for soldiers, for women on the home front, for artists, and for those under occupation. (Prerequisites: Restricted to History majors with at least semester 5 standing; and restricted to other students with at least semester 5 standing and permission of instructor.)

3. RATIONALE FOR KEEPING THE COURSE(S)

6.1 The purpose of the course within the program of study.
These are courses that have been designed by current faculty and would be difficult to re-introduce.

6.2 Student Demand for Course - a clear statement on the student demand for the course.
All these courses have been popular in the past and are in areas of student interest.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.
They all align with areas that both levels would like to see taught.

6.4 Explanation of why the course has not been offered over the past years.
Our specialists in women's history have retired, and so those courses do not normally get taught, although there are faculty who are interested in teaching them. The other courses are the specialties of those who haven't taught their full load in a while, such as our Middle Eastern specialist being seconded to another unit for several years, and our Head in his 7th year as Head.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?
We did not know if they would still exist. We will work on having them taught over the next two years.

RESOURCE IMPLICATIONS: None.

University of Windsor
Program Development Committee

*5.14: **English – Request for Waiver of Course Deletion Form**

Item for: **Approval**

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

MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
ENGL-3040. Literature of Restoration and 18th-Century

Rationale/Approvals

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.
- This proposal was approved by the Department of English and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- *See attached.*

Request for Waiver of Course Deletion Form

1. **Faculty, Department, and Program Title**
   FAHSS/English and Creative Writing

2. **Course Number and Title:**
   ENGL 3040 Literature of Restoration and 18th-Century

3. **Credit hours, Total Contact hours and Delivery format :**
   3.0 Hours per week; in person

4. **Calendar Description**
   ENGL-3040. Literature of Restoration and 18th-Century
   A study in a genre, theme, subject, or author(s) from 1660 to 1790. Topics may include drama, the emergent novel, women writers, popular literature, literature of emancipation and human rights, literature of environmentalism and animal welfare. (Restricted to majors and minors in English and IAS only.) (May be repeated for credit if the topics are different.) (Prerequisite: Semester Four standing, and three 2000-level English courses.) (Credit cannot be obtained for both ENGL-3010 and ENGL-3339, ENGL3349, ENGL-3359 or ENGL-3369 unless topic is different.)

5. **Pre/co/anti-requisites**
   (Prerequisite: Semester Four standing, and three 2000-level English courses.)
   (Credit cannot be obtained for both ENGL-3010 and ENGL-3339, ENGL3349, ENGL-3359 or ENGL-3369 unless topic is different.)

6. **RATIONALE FOR KEEPING THE COURSE**

   6.1 The purpose of the course within the program of study.
   This course is part of a suite of courses from which students can choose to fulfil ENGL degree requirements.

   6.2 Student Demand for Course - a clear statement on the student demand for the course.
   Student demand for this course is high since it forms part of a limited annual set of required options.

   6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.
   This course is an integral part of the comprehensive nature of the AAU's offerings, which supports the University's plan. Courses on 18thC English Literature take a critical look at issues of colonization since this is when the British Empire consolidated its power and wealth. ENGL 3040 is hence part of the University's plan concerning knowledge and practices around Indigenization, equity, inclusivity, and diversity.

   6.4 Explanation of why the course has not been offered over the past years.
   Dr. Quinsey, the professor who taught this course, retired two years ago. In the two years preceding her retirement, Dr. Quinsey was Acting Head and had a 6-month sabbatical. These factors prevented the Department from scheduling the course.

   6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?
   The course will not be offered in Fall 2024. We have a new faculty hire replacing Dr. Quinsey, commencing Jan 1, 2024, who has a number of new course preparations for the 2024-2025 academic year. This course will be scheduled in the 2025-2026 academic year.

7. **RESOURCE IMPLICATIONS:** None

University of Windsor
Program Development Committee

*5.15: **Language, Literature and Cultures - Request for Waiver of Course Deletion Form**

Item for: **Approval**

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

MOTION: That the Request for Waiver of Course Deletion for the following courses be approved:
FREN-1120. Intensive French for Beginners
FREN-1130. Intensive Preparatory French: Intermediate Level I
GREK-2101. Intermediate Greek II
JWST-1200. Introduction to Jewish Civilization
JWST-2700. The Jewish Diaspora: Ancient to Modern
LATN-2201. Intermediate Latin II
SPAN-4010. Proficiency in Written Spanish

Rationale/Approvals

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.
- This proposal was approved by the Department of Languages, Literatures, and Cultures Council and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- *See attached.*

Request for Waiver of Course Deletion Form
FREN-1120 Intensive French for Beginners

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, French Studies

2. **Course Number and Title:** FREN-1120 Intensive French for Beginners

3. **Credit hours, Total Contact hours and Delivery format:** 6 credits hours; 6 hours of class time per week; in-class in-person delivery format

4. **Calendar Description:** Designed for beginning students who wish to accelerate their learning of the French language, the course emphasizes the acquisition of basic reading and writing skills, aural comprehension, and oral practice. Students will obtain credit for two courses.

5. **Pre/co/anti-requisites:** Anti-requisites: Grade 10 French or higher

6. RATIONALE FOR KEEPING THE COURSE

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

FREN-1120 Intensive French for Beginners is the first in a series of 3 courses (FREN-1130 Intensive Preparatory French: Intermediate Level I, and FREN-1140 Preparatory French: Intermediate Level II) designed for students who do not have Grade 12U French, the prerequisite for prospective students seeking to be admitted to the General, Honours, Combined, or Concurrent BA in French Studies. Many French Studies programs across the province of Ontario have removed the Grade 12U French prerequisite for prospective students. French Studies at the University of Windsor plans to follow suit, specifically for the General and Honours BA in French Studies. This change in our admission criteria will require the inclusion of courses, such as FREN-1120, as preparatory courses in our BA programming for admitted students who do not have Grade 12U. Currently, FREN-1120 is not part of our BA course requirements. This change will be implemented at the latest in Fall 2025. French Studies also plans to introduce a new minor for students who do not have Grade 12U French. FREN-1120 will be one of the course requirements for that minor.

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

The course is open to any student on the University of Windsor campus who does not have Grade 12U French. This includes domestic students, but also members of the growing body of international students who wish to acquire Canada's other official language. Like all language courses, the course is capped at 35. French Language Training courses tend to reach this cap easily, with first year courses generally requiring several sections. To ensure sufficient enrolment, French Studies plans to reduce FREN-1120 from the current double-weighted format of 6 credit hours to the regular format of 3 credit hours. Three-credit courses fit more easily into students' course loads.

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

Removing the Grade 12U French requirement for prospective students is part of a new more inclusive student recruitment plan (Aspire, p. 17) being developed by French Studies to acknowledge that not all prospective students – particularly newcomer and international – may have been able to complete Grade 12U French or its equivalent prior to applying to the University of Windsor. It is expected that the inclusion of FREN-1120 in a new minor and, particularly, its inclusion as a preparatory course in BA programming for prospective students without Grade 12U French will be beneficial for overall enrolment in French Studies.

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

The main reason is lack of resources. French Studies counts 5 1/2 faculty members, of which one is cross appointed with Arabic Studies, and another the current Head of the Department.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?
French Studies will submit the required PDC form E for the contact hour change for FREN-1120 as well as the PDC Form C for the new minor in Winter 2024. The PDC forms needed to add FREN-1120 as a preparatory course to French Studies BA programming will follow. The course will be offered once the Teaching Intensive position is filled, either in Fall 2024 or Winter 2025.

7. **RESOURCE IMPLICATIONS:** Please see 6.4 and 6.5 above.

Request for Waiver of Course Deletion Form
FREN-1130 Intensive Preparatory French: Intermediate Level I

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, French Studies

2. **Course Number and Title:** FREN-1130 Intensive Preparatory French: Intermediate Level I

3. **Credit hours, Total Contact hours and Delivery format:** 6 credit hours; 6 hours of class time per week; in-class in-person delivery format

   Calendar Description: This course targets further development of all four language skills (speaking, listening, reading, and writing) and provides a thorough grammar review. Students will obtain credit for two courses. (6 credit hours; 6 hours of class time per week.)

4. **Pre/co/anti-requisites:** Anti-requisites: Grade 12U French, or equivalent, or higher. Prerequisite: FREN-1120, Grade 10 French, or equivalent, or permission of instructor.

5. **RATIONALE FOR KEEPING THE COURSE**

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

FREN-1130 *Intensive Preparatory French: Intermediate Level I* is the second in a series of 3 courses (FREN-1120 *Intensive French for Beginners,* and FREN-1140 *Preparatory French: Intermediate Level II*) designed for students who do not have Grade 12U French, the prerequisite for prospective students seeking to be admitted to the General, Honours, Combined, or Concurrent BA in French Studies. Many French Studies programs across the province of Ontario have removed the Grade 12U French prerequisite for prospective students. French Studies at the University of Windsor plans to follow suit, specifically for the General and Honours BA in French Studies. This change in our admission criteria will require the inclusion of courses, such as FREN-1130, as preparatory courses in our BA programming for admitted students who do not have Grade 12U. Currently, FREN-1130 is not part of our BA course requirements. This change will be implemented at the latest in Fall 2025. French Studies also plans to introduce a new minor for students who do not have Grade 12U French. FREN-1130 will be one of the course requirements for that minor.

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

The course is open to any student on the University of Windsor campus who does not have Grade 12U French. This includes domestic students, but also members of the growing body of international students who wish to acquire Canada's other official language. Like all language courses, the course is capped at 35. French Language Training courses tend to reach this cap easily, with first year courses generally requiring several sections. To ensure sufficient enrolment, French Studies plans to reduce FREN-1130 from the current double-weighted format of 6 credit hours to the regular format of 3 credit hours. Three-credit courses fit more easily into students' course loads.

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

Removing the Grade 12U French requirement for prospective students is part of a new more inclusive student recruitment plan (Aspire, p. 17) being developed by French Studies to acknowledge that not all prospective students particularly newcomer and international – may have been able to complete Grade 12U French or its equivalent prior to applying to the University of Windsor. It is expected that the inclusion of FREN-1130 in a new minor and, particularly, its inclusion as a preparatory course in BA programming for prospective students without Grade 12U French will be beneficial for overall enrolment in French Studies.

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

The main reason is lack of resources. French Studies counts 5 1/2 faculty members, of which one is cross appointed with Arabic Studies, and another the current Head of the Department.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?
French Studies will submit the required PDC form E for the contact hour change for FREN-1130 as well as the PDC Form C for the new minor in Winter 2024. The PDC forms needed to add FREN-1130 as a preparatory course to French Studies BA programming will follow. The course will be offered once the Teaching Intensive position is filled, either in Fall 2024 or Winter 2025.

6. RESOURCE IMPLICATIONS: Please see 6.4 and 6.5 above.

Request for Waiver of Course Deletion Form
GREK-2101: Intermediate Greek II

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Literatures, Languages, and Cultures, Greek and Roman Studies Program

2. **Course Number and Title:** GREK-2101: Intermediate Greek II

3. **Credit hours, Total Contact hours and Delivery format:** Regular 3.0 credit, twice-weekly offering, usually in person but online when needed.

4. **Calendar Description:** Review of forms, syntax, and grammar. Selected passages from the works of Latin authors.

5. **Pre/co/anti-requisites:** GREK-2100 or consent of instructor.

6. **RATIONALE FOR KEEPING THE COURSE**

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

   The Greek and Roman Studies program includes parallel and complementary Ancient Greek and Latin language offerings, with five courses in each area (two first-year, two second-year, and one fourth-year). This symmetry needs to be maintained. Furthermore, four semesters of each language at the first- and second-year levels are required for students to master its grammar adequately.

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

   While some of the upper-level language courses are not regularly provided, it is important for our program to retain the option for students, particularly as some will continue towards a master's or doctorate degree, in which proficient knowledge of ancient languages is mandatory.

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

   The course fits with the unit's strategic plan to provide students with a strong understanding of the primary sources from which our knowledge of antiquity derives, by learning one of the original ancient languages, Greek. It also fits with the University's plan of engaging with various peoples and cultures by fostering knowledge about the creative output of ancient Greek society.

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

   The recent focus has been to offer courses of wide appeal, including for non-majors, such as large survey courses and general topics courses. Second-year and up language offerings do not normally attract many non-majors.

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

   As of now it is not scheduled to be offered in Fall 2024. GREK 2101 is the sequel to GREK 2100 (Intermediate Grekk I), which is usually offered in the Fall semester, and thus GREI 2101 is usually offered in the Winter semester.

7. **RESOURCE IMPLICATIONS:**

   This course would be taught by regular Greek and Roman Studies faculty (either Dr. Patricia Fagan, Dr. Max Nelson, or Dr. Robert Weir) within the existing resources.

Request for Waiver of Course Deletion Form
JWST-1200 Introduction to Jewish Civilization

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, Jewish Studies

2. **Course Number and Title:** JWST-1200 Introduction to Jewish Civilization

3. **Credit hours, Total Contact hours and Delivery format:** Three credit hours, three contact hours, in-class in person course delivery.

4. **Calendar Description:** This course will introduce basic Jewish thought and practices focusing on Jewish religious and cultural traditions from its earliest beginnings through the dramatic events of the last century. The course will examine Jewish perspectives on God, Torah, prayer, the afterlife, the Jewish life cycle, the holiday cycle of the Jewish year and Jewish identity.

5. **Pre/co/anti-requisites:** N/A

6. **RATIONALE FOR KEEPING THE COURSE**

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

JWST-1200 is required for the Minor in Jewish Studies:

Minor in Jewish Studies
Required Courses: A minimum of six Jewish Studies courses, including JWST-1200 and any five of the following: JWST-1100, ~~JWST-1110~~, JWST-1700, JWST-2200, JWST-2350, JWST-2700, JWST-3700.

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

JWST-1200 is the sole required course for the Minor in Jewish Studies. It is also a popular elective.

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

The Department of Languages, Literatures, and Cultures offers a range of programming to the student body aimed at developing intercultural competence, a critical skill in today's highly diverse world. This course falls within this range of programming. As such, the course 'increase[s] access and opportunity, and [helps] prepare graduates to tackle the complex challenges we face as individuals, as a society, and as a region' (Aspire, p.19).

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

Dr. Linda Feldman, a tenured professor within the Department, and Rabbi Daniel Ableser offered our Jewish Studies courses regularly until their retirement. Both were experts in the field and crucially had Jewish/Judaic lived experience.

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

The Department is currently going through a thorough review of its program offerings and related courses, within the context of resources available to us, particularly in the Modern Languages section. The process includes an IQAP review. Following this process, we will be in a stronger position to determine the direction in which Modern Languages will evolve and how programming and course sequencing will be approached.

7. **RESOURCE IMPLICATIONS:**

None at the moment. See 6.5.

Request for Waiver of Course Deletion Form
JWST-2700 The Jewish Diaspora: Ancient to Modern

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, *Jewish Studies*

2. **Course Number and Title:** JWST-2700 The Jewish Diaspora: Ancient to Modern

3. **Credit hours, Total Contact hours and Delivery format:** Three credit hours, three contact hours, in-class in person course delivery.

4. **Calendar Description:** This course will acquaint students with the Jewish Diaspora over the centuries. The existence of the Jewish people as a dispersed people is central to understanding their diversity, shared identity, and aspirations. Various major migrations and individual Jewish communities will be examined.

5. **Pre/co/anti-requisites:** n/a

6. **RATIONALE FOR KEEPING THE COURSE**

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

JWST-2700 is an option for the Minor in Jewish Studies:

Minor in Jewish Studies
Required Courses: A minimum of six Jewish Studies courses, including JWST-1200 and any five of the following: JWST-1100, ~~JWST-1110,~~ JWST-1700, JWST-2200, JWST-2350, JWST-2700, JWST-3700.

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

As mentioned in 6.1, JWST-2700 is an option for the Minor in Jewish Studies. It is also a popular elective.

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

The Department of Languages, Literatures, and Cultures offers a range of programming to the student body aimed at developing intercultural competence, a critical skill in today's highly diverse world. This course falls within this range of programming. As such, the course 'increase[s] access and opportunity, and [helps] prepare graduates to tackle the complex challenges we face as individuals, as a society, and as a region' (Aspire, p.19).

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

Dr. Linda Feldman, a tenured professor within the Department, and Rabbi Daniel Ableser offered our Jewish Studies courses regularly until their retirement. Both were experts in the field and crucially had Jewish/Judaic lived experience.

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

The Department is currently going through a thorough review of its program offerings and related courses, within the context of resources available to us, particularly in the Modern Languages section. The process includes an IQAP review. Following this process, we will be in a stronger position to determine the direction in which Modern Languages will evolve and how programming and course sequencing will be approached.

7. **RESOURCE IMPLICATIONS:**

None at the moment. See 6.5.

Request for Waiver of Course Deletion Form
LATN-2201: Intermediate Latin II

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Literatures, Languages, and Cultures, Greek and Roman Studies Program

2. **Course Number and Title:** LATN-2201: Intermediate Latin II

3. **Credit hours, Total Contact hours and Delivery format:** Regular 3.0 credit, twice-weekly offering, usually in person but online when needed.

4. **Calendar Description:** Review of forms, syntax, and grammar. Selected passages from the works of Latin authors.

5. **Pre/co/anti-requisites:** LATN-2200 or consent of instructor.

6. **RATIONALE FOR KEEPING THE COURSE**

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

   The Greek and Roman Studies program includes parallel and complementary Ancient Greek and Latin language offerings, with five courses in each area (two first-year, two second-year, and one fourth-year). This symmetry needs to be maintained. Furthermore, four semesters of each language at the first- and second-year levels are required for students to master its grammar adequately.

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

   While some of the upper-level language courses are not regularly provided, it is important for our program to retain the option for students, particularly as some will continue towards a master's or doctorate degree, in which proficient knowledge of ancient languages is mandatory.

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

   The course fits with the unit's strategic plan to provide students with a strong understanding of the primary sources from which our knowledge of antiquity derives, by learning one of the original ancient languages, Latin. It also fits with the University's plan of engaging with various peoples and cultures by fostering knowledge about the creative output of ancient Roman society.

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

   The recent focus has been to offer courses of wide appeal, including for non-majors, such as large survey courses and general topics courses. Second-year and up language offerings do not normally attract many non-majors.

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

   As of now it is not scheduled to be offered in Fall 2024. LATN 2201 is the sequel to LATN 2200 (Intermediate Latin I), which is usually offered in the Fall semester, and thus LATN 2201 is usually offered in the Winter semester.

7. **RESOURCE IMPLICATIONS:** This course would be taught by regular Greek and Roman Studies faculty (either Dr. Patricia Fagan, Dr. Max Nelson, or Dr. Robert Weir) within the exigencies of the 2-2 course load.

Request for Waiver of Course Deletion Form
SPAN-4010 Proficiency in Written Spanish

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, Modern Languages – Spanish Stream

2. **Course Number and Title*:*** SPAN-4010 Proficiency in Written Spanish

3. **Credit hours, Total Contact hours and Delivery format:** Three credit hours, three total contact hours, in-class in person course delivery

4. **Calendar Description:** This course seeks to consolidate and enhance writing and reading skills at an advanced level of proficiency. Topics of study may include: translation techniques, mastery of complex syntactical structures, study of disparate academic, journalistic and literary texts.

5. **Pre/co/anti-requisites:** SPAN-3010 Advanced Spanish II

6. **RATIONALE FOR KEEPING THE COURSE**

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

SPAN-4010 is the sole 4th year course in the area of Spanish Language Training. It is an option in the Spanish stream of all BA Honours programming offered by Modern Languages, such as the BA Honours Modern Languages – Spanish Stream (with year abroad), and BA Honours Modern Languages with Two Languages Option (Spanish & Italian, or Spanish & German). In these programs, students are required to complete at least six language training courses in their chosen language option area from the following: SPAN-1020 (double-weighted 6-credit course), SPAN-2020 (double-weighted 6-credit course), SPAN-3000, SPAN-3010, SPAN-4010. Students can also take the course as an elective under *Any area of study, including Modern Languages*.

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

Demand for the course is currently relatively low. Consequently, the course is offered on an as needed basis only to students with high proficiency levels in Spanish. That contingent of students is expected to grow based on current immigration patterns to Southwestern Ontario.

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

The Department of Languages, Literatures, and Cultures offers a range of programming to the student body aimed at developing linguistic and intercultural competence, a critical skill in today's highly diverse world. This course falls within this range of programming. As such, the course responds to the University's aim to 'create and enhance compelling, regionally, and globally relevant, effective curriculum, programs, instruction, and learning opportunities that meet the current and emerging needs of learners with diverse priorities, expectations, and experiences' (Aspire, p.19).

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

As mentioned in 6.2, SPAN-4010 is offered on an as needed basis only to students with high proficiency levels in Spanish.

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

The Department is currently going through a thorough review of its program offerings and related courses, within the context of resources available to us, particularly in the Modern Languages section. The process includes an IQAP review. Following this process, we will be in a stronger position to determine the direction in which Modern Languages will evolve and how programming and course sequencing will be approached.

7. **RESOURCE IMPLICATIONS:** When offered, the course would be taught by regular Spanish Studies faculty (either Dr. Sevillano-Canicio or Prof. Primorac) within the exigencies of the 2-2 course load.

University of Windsor
Program Development Committee

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

Item for: **Information**

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

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**
Philosophy		June 1, 2022	Yes	
Dean's Office	Director Arts-Science Program	May 20, 2022	Yes	

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

A. Proposed Course Calendar Revisions

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

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

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

~~PHIL-1620. Logic and Argumentation~~
~~Basic deductive logic and argumentation theories and their application to the interpretation, assessment and construction of arguments used in the humanities, social sciences, and sciences as well as in discourse in the public realm. Topics include: deductive, inductive, presumptive reasoning or arguments, elementary sampling, differences between the kinds of support in different fields, elementary rhetoric and dialectic, and common fallacies.~~

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

~~(Prerequisite: Open only to students in the IAS program or in the FAHSS Leadership Pathway.) (Antirequisite: PHIL-1600.)~~

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?*

- At this point in time, our Department has not used any further process to consider Indigenization beyond what was outlined in our most recent Program change, i.e., the *Certificate in Critical Reasoning, Ethics and Law*, that was approved by Senate in the Fall, 2023.
- We used an analytic approach for considering the importance or relevance of the course being proposed for deletion.
- At this point in time, our Department has not used any further process to raise awareness of Indigenous knowledge in our area beyond what was outlined in our most recent Program change, i.e., the *Certificate in Critical Reasoning, Ethics and Law*, that was approved by Senate in the Fall, 2023.
- Beyond the conditions that were outlined in our most recent Program change, i.e., the *Certificate in Critical Reasoning, Ethics and Law*, that was approved by Senate in the Fall, 2023, the TRC and University Principles do not appear to suggest anything that might be relevant to the course being proposed for deletion.
- Beyond the conditions that were outlined in our most recent Program change, i.e., the *Certificate in Critical Reasoning, Ethics and Law*, that was approved by Senate in the Fall, 2023, we are not aware of anything that other similar courses/programs have done that might be relevant to the course being proposed for deletion.

- Since the course in question is being proposed for deletion, then we have deemed the examination of the ways in which that course could have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges to be unnecessary.
- Our awareness of the history or background to approaches we are considering, such as the land acknowledgement, has not changed in any significant sense beyond what was outlined in our most recent Program change, i.e., the *Certificate in Critical Reasoning, Ethics and Law*, that was approved by Senate in the Fall, 2023.
- We have not consulted with any literatures, sources, or Indigenous Knowledge Holders in our deliberations concerning the course being proposed for deletion.
- We are continuing to engage in the same process of critical analysis of Settler Colonialism and/or Decolonization that was outlined in our most recent Program change, i.e., the *Certificate in Critical Reasoning, Ethics and Law*, that was approved by Senate in the Fall, 2023.
- We have included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate to the current purpose of deleting the course identified above.

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 – N/A: course being deleted.

University of Windsor
Program Development Committee

*5.17: **PhD Argumentation Studies – Suspension of Admissions**

Item for: **Information**

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

MEMORANDUM

To: Program Development Committee (PDC)

Date: February 9, 2024

Admissions have been suspended to the Argumentation Studies PhD program. The combined program peaked at 15 students. Maintaining the program would require us to devote precious resources to low-enrolling courses, resources that are needed by larger programs with both more majors and larger average class sizes. In short, the financial situation of the Faculty does not allow us to support as many low-enrolment programs as we were once able to support.

FAHSS is committed to ensuring that all students in program, or who have been admitted prior to Fall 2023, have the courses and support they need to graduate.

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

University of Windsor
Program Development Committee

5.18: **Revision to PDC Form D**

Item for: **Approval**

MOTION: That the proposed revision to the PDC Form for New Course Proposals (PDC Form D) be approved.

Proposed Revision:

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/e xperiential learning**

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

******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?	

Rationale:

- With the new policy on course modalities, instructors can select from a variety of Senate-approved modalities for the courses they are teaching. It is not necessary to include this in the form, and doing so may imply that the course is restricted to the modality presented on the form for approval. An PDC form is not required to offer a course in a different modality.
- Where a course is restricted to a certain modality, this would be included in the course description.
- Changes to program delivery (in-person program to fully online program) continues to require a major program change proposal, in accordance with the Ontario Quality Assurance Framework.

Additional Information:

The PDC Forms now include a statement that new course proposals are to accompany any new program proposals or program changes (or vice versa) to ensure a complete package for review.