



NOTICE OF MEETING
There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Thursday February 12, 2026, 2:30pm-4:00pm
Location: Room 209 Assumption Hall or MS Teams
AGENDA

- 1 **Approval of Agenda**
- 2 **Minutes of January 14, 2026** PDC260114M
- 3 **Business Arising from the Minutes**
- 4 **Outstanding Business**
- 5 **Reports/New Business**
 - *5.1 **Social Work – Minor Program Changes (Form C)** **Wayne Ambrose-Miller-Approval**
PDC260212-5.1
 - *5.2 **Post-Graduate Certificate in Entrepreneurship and International Business – Minor Program Changes (Form C)** **Brent Furneaux-Approval**
PDC260212-5.2
 - *5.3 **Biomedical Sciences – Minor Program Changes (Form C)** **Andrew Hubberstey-Approval**
PDC260212-5.3
 - *5.4 **Concurrent General BA with Second Language Education/ Bachelor of Education – Minor Program Changes (Form C)** **Tanja Collet-Najem-Approval**
PDC260212-5.4
 - *5.5 **MFA in Film and Media Arts – Minor Program Changes (Form C)**
(Renamed MFA in Film Production) **Kyle Asquith-Approval**
PDC260212-5.5
 - *5.6 **Communication, Media, and Film (Graduate) – Summary of Minor Course and Calendar Changes (Form E)** **Kyle Asquith-Information**
PDC260212-5.6
 - *5.7 **General Science (Concentration in Forensic Science) – Minor Program Changes (Form C)** **Phil Dutton-Approval**
PDC260212-5.6
 - *5.8 **Economics – Minor Program Changes (Form C)** **Dr. Marcelo Arbex-Approval**
PDC260212-5.8
 - *5.9 **English and Creative Writing – Minor Program Changes (Form C)** **Johanna Frank-Approval**
PDC260212-5.9
 - *5.10 **Master of Applied Computing – Minor Program Changes (Form C)** **Ziad Kobti-Approval**
PDC260212-5.10
 - *5.11 **Chemistry – New Course Proposal (Form D)** **Sirinart Ananvoranich-Approval**
PDC260212-5.11
 - *5.12 **Physics (Graduate) – New Course Proposal (Form D)** **TJ Hammond-Approval**
PDC260212-5.12

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| *5.13 | Business – Summary of Minor Course and Calendar Changes (Form E) | Brent Furneaux-Information
PDC260212-5.13 |
| *5.14 | Business (Graduate) – Summary of Minor Course and Calendar Changes (Form E) | Brent Furneaux-Information
PDC260212-5.14 |
| *5.15 | History – Summary of Minor Course and Calendar Changes (Form E) | Robert Nelson-Information
PDC260212-5.15 |
| *5.16 | Computer Science – Summary of Minor Course and Calendar Changes (Form E) | Ziad Kobti-Information
PDC260212-5.16 |
| *5.17 | Communication, Media, and Film – Summary of Minor Course and Calendar Changes (Form E) | Kyle Asquith-Information
PDC260212-5.17 |
| 5.18 | Quality Council Audit of UWindsor’s Institutional Quality Assurance Process (IQAP) | Kyle Asquith-Discussion
PDC260212-5.18 |
| 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: **Social Work – Minor Program Changes (Form C)**

Item for: **Approval**

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

MOTION: That the degree requirements for the Bachelor of Social Work 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 School of Social Work Council and the Faculty of Arts, Humanities, and Social Sciences Council.
- *See attached.*

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Social Work (BSW)
DEPARTMENT(S)/SCHOOL(S):	School of Social Work
FACULTY(IES):	Faculty of Arts, Humanities, and Social Sciences

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Undergraduate Fall 2026
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Does the minor program change include new courses?:

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

No [If yes, list all new courses: N/A]

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 Social Work

Degree Requirements

Total courses: 40

- (a) SWRK-1170, SWRK-1180, SWRK-2040, SWRK-2100, SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, SWRK-4230, SWRK-4300, SWRK-4310, SWRK-4730 (9 credit hours), SWRK-4750 (12 credit hours).
- (b) ENGL-1010 (students with 80% or higher in Grade 12 ENG4U (or equivalent) are exempt from this course requirement and will substitute it with an additional course from any area of study;
- (c) one course with Indigenous content, perspectives, or materials (see Office of the Dean of the Faculty of Arts, Humanities, and Social Sciences for complete list.);
- (d) SOSC-2500 or SWRK-2000;
- (e) Two courses from Science;
- (f) A minimum of six courses from one of the disciplines or programs of study listed below: Communication Media, and Film, Labour Studies, Psychology, Sociology, ~~Anthropology~~, History, Women's and Gender Studies, Political Science, **Indigenous Studies, Black Studies**, ~~Family and Social Relations, Diaspora Studies~~, and Disability Studies.
- (g) 2 courses from the Arts;**
- (h) 7** ~~9~~ courses from any area of study including Social Work courses.

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

Program Sequencing

Year 1: ENGL-1010, SWRK-1170, SWRK-1180, two science courses, two introductory courses from a social science discipline, two introductory courses from **the arts or** any area of study, and one of SOSC-1210, POLS-2000, PHIL-2300, ENGL-2320, HIST-2460, or POLS-4000.

Year 2: SOSC-2500 or SWRK-2000, and SWRK-2040, SWRK-2100, and four courses at the 2000-4000 level from a social science discipline, plus three courses from any area of study.

Year 3: SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, SWRK-3440, SWRK-3710, plus four courses from any area of study including Social Work.

Year 4: SWRK-4230, SWRK-4300, SWRK-4310, SWRK-4730, SWRK-4750.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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).

Phasing out of previous curriculum: Program advisors will determine appropriate exceptions for students who are completing their program under the previous curriculum and who fall out of sequence.

Requiring the completion of two arts electives will better align our program with other BSW programs in Canada. Arts electives can provide social work students with critical skills in self-awareness, self-confidence, and active listening skills. A list of recommended courses will be provided to students on the social work website and will be developed in conjunction with drama, music, and visual arts departments.

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

None. A wide variety of arts courses are already available in FAHSS, this change will merely diversify the electives that social work students are already required to take. No additional sections of courses will be required.

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

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

None.

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

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.*

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

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

*5.2: **Post-Graduate Certificate in Entrepreneurship and International Business – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the Post-Graduate Certificate in Entrepreneurship and International Business be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Post-Graduate Certificate in Entrepreneurship and International Business
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	N/A

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2026
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Does the minor program change include new courses?:

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

No

If yes, list all new courses:

A.1 PROGRAM REQUIREMENT CHANGES

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

Post-Graduate Certificate in Entrepreneurship and International Business

Admission Requirements

Admission to the Post-Graduate Certificate in Entrepreneurship and International Business is highly competitive. Applicants must meet at least the following criteria: 1) possess at minimum a three-year Bachelor's degree in an acceptable discipline from an academic institution approved by the University of Windsor, with a minimum 70% cumulative average (or equivalent); and 2) when appropriate, exhibit English-language proficiency as demonstrated by meeting or exceeding a 7.0 score in the IELTS test, PTE 70, IBT-100 TOEFL score, or 120 Duolingo score.

Certificate Requirements

Total courses: 10

- a) **Required courses: STEN-1000, FINA-2000, MGMT-2430, STEN-2900, STEN-3910, STEN-3930, MGMT-3830, MGMT-4490**
- b) **Take two of the following: STEN-3970, MGMT-3000, STEN-3900, STEN-4900, MGMT-4450**

***The Post-Graduate Certificate in International Business and Entrepreneurship is open only to students by special permission. Please note that students are not required to complete prerequisite courses in order to take offerings within this certificate. For the purposes of this certificate, STEN-1000 may be taken concurrently with MGMT-2430.**

Standing Required for Continuation and for Graduation

An average of 70% across all courses in the certificate and no more than two (2) of these courses with a grade below 70%.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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**.*

Not Applicable.

B. RATIONALE

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

Odette graduate programs have for years struggled with how to facilitate engagement with students who have a three-year undergraduate degree. This is quite popular, for example, in India, and our current setup does not allow us to offer admission to these students directly into a graduate program. As such, this certificate would create a pathway for students who hold a 3-year Bachelor's degree to be conditionally admitted to a graduate program at the Odette School of Business. For additional context, the need for this pathway led to a partnership with the University of Fraser Valley which has a satellite campus in India. While this partnership has provided Odette with some students, conversations with many students indicate that their preference would be to directly pursue preparatory studies in Canada rather than at a satellite campus in India. We expect that this new certificate program will be primarily used as a pathway for students with a 3-year undergraduate degree as the first step to be conditionally accepted to a graduate program at the Odette School of Business. However, the certificate program was intentionally designed such that students who complete the certificate will receive a valuable credential even if they opt to not pursue graduate studies at Odette.

C. RESOURCES

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

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

The proposed new certificate program 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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

I. 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, Belonging, and Reconciliation (EDIBR) Committee as a permanent standing committee. The EDIBR Committee's responsibilities include monitoring all practices at Odette, educating faculty, students, and staff on equity, diversity, inclusion, and Indigenization, and promoting professional development opportunities for faculty and staff that advance these goals at Odette. In January 2024, the EDIBR Committee Chair (then named EDII Committee) attended the Undergraduate Committee meeting to speak on the subject of integrating EDII content into quantitative classes. The EDII Committee Chair also collected syllabi – starting with required courses in the BComm program – to suggest specific ways in which both EDI and Indigenous content can be incorporated into courses. Doing so paves the way for the future creation of an Indigenization competency in addition to our existing broad EDI Competency which was approved by Faculty Council in 2022. 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. 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 Kechege, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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?” and “How can Odette begin the process of Indigenizing our curriculum?” The goal of Indigenizing Odette and the student experience was discussed through the voices of Indigenous elders, university staff, faculty, and Odette alumni. Approximately 40 Odette faculty and staff attended the event, which was funded through a successful University Diversity, Indigenity, 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.

II. LEARNING OUTCOMES FOR NEW UNDERGRADUATE CERTIFICATE OR NEW CONCURRENT PROGRAM OFFERING

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations). **For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.] **For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

PROGRAM DEVELOPMENT COMMITTEE
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FORM C

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <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. describe and evaluate the effects of differences in business environments on the likelihood of business success.	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. undertake research to define business issues, access, retrieve and evaluate the relevance of data, and apply research results to make business decisions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. apply an evidence-based decision model to evaluate and recommend the best available alternative to resolve a business problem.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. analyze both qualitative and quantitative data and findings to distinguish and evaluate their relevance to the resolution of business issues.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. evaluate ethical and legal considerations in business contexts to develop and implement socially responsible business practices including practices related to equity, diversity, belonging, inclusiveness, and reconciliation.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. demonstrate professionalism in demeanour and behaviour in written and verbal communications.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. identify and apply appropriate team skills to constructively deploy diversity within teams to inform the resolution of business issues.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. assess and extend current knowledge to formulate innovative ideas about what could constitute success in the conduct of business.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. apply current understanding, critical thinking skills, and intellectual curiosity to extend and apply new knowledge and skills to the conduct of business.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**University of Windsor
Program Development Committee**

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

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the degree requirements for the Honours Biomedical Sciences and Honours Biomedical Sciences (Interdisciplinary Health Science (IHS) Stream) 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 Biomedical Sciences Council and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- *See attached.*

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Honours Biomedical Science and Honours Biomedical Science with Interdisciplinary Health Science (IHS) Stream
DEPARTMENT(S)/SCHOOL(S):	Biomedical Sciences
FACULTY(IES):	Faculty of Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2026
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Does the minor program change include new courses?:

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

No

If yes, list all new courses: N/A

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 Biomedical Sciences – Interdisciplinary Health Science (IHS) Stream

Degree Requirements:

Total courses: 40

(a) BIOL-1101, BIOL-1111, BIOL-2111, BIOL-2040, BIOL-2071, BIOM-2131, BIOM-3500, BIOM-3530

(b) Eight courses from: BIOM-2021, BIOL-2480*, **BIOM-2400**, BIOM-3070, BIOM-3200, BIOM-3400, BIOM-3540, BIOM-3550, BIOM-3560, BIOM-3581**, BIOM-3750, BIOM-4008, BIOM-4440*, BIOM-4500, BIOM-4510, BIOM-4530, BIOM-4540, BIOM-4550, BIOM-4560, BIOM-4570, BIOM-4580, BIOM-4590, BIOM-4904**, BIOL-4450*.

~~Take 2 courses from: BIOL-2050, BIOL-2142, BIOL-3571, CHEM-2200, CHEM-2310, CHEM-2500, CHEM-2510, CHEM-3210, BIOC-3030, BIOC-3140, BIOC-3310, BIOC-4010, BIOC-4020, BIOC-4030, BIOC-4050, PHYS-3700.~~

(c) CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, BIOC-3100, ~~BIOC-3110~~, BIOC-3130

(d) MATH-1720 (or MATH-1760) ***, STAT-2910, and one pair of both PHYS-1400 and PHYS-1410 or both PHYS-1300 (or PHYS-1400) and PHYS-1310

(e) Two courses from: BIOL-2050, BIOL-2142, BIOL-3571, CHEM-2200, CHEM-2310, CHEM-2500, CHEM-2510, CHEM-3210, BIOC-3030, BIOC-3110, ~~BIOC-3140~~, BIOC-3310, BIOC-4010, BIOC-4020, BIOC-4030, BIOC-4050, PHYS-3700.

~~(e)~~ **(f)** Three IHS core courses; IHSC-1000, IHSC-3000, IHSC-4000

~~(f)~~ **(g)** Eight courses from one selected IHS concentration

(h) One course from any area of study

*BIOM-4440 and BIOL-4450 require the pre-requisite BIOL-2480.

**BIOM-3581 and BIOM-4904 are 6 credit, 2 semester courses. Only students who have maintained a major average of 70% and a cumulative average of 60% will be considered for enrolment in BIOM-4904.

Registration in BIOM-4904 is competitive and requires the consent of the Head of Department.

PROGRAM DEVELOPMENT COMMITTEE

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~~***It is recommended that students also take MATH-1730, particularly those students interested in PHYS-1410.~~

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

Honours Biomedical Sciences

Degree Requirements:

Total courses: 40

(a) BIOL-1101, BIOL-1111, BIOL-2111, BIOL-2040, BIOL-2071, BIOM-2131, BIOM-3500, BIOM-3530.

(b) Eight courses from the Biomedical Sciences courses: BIOM-2021, BIOL-2480*, **BIOM-2400**, BIOM-3070, BIOM-3200, BIOM-3400, BIOM-3540, BIOM-3550, BIOM-3560, BIOM-3581**, BIOM-3750, BIOM-4008, BIOM-4440* BIOM-4510, BIOM-4530, BIOM-4540, BIOM-4550, BIOM-4560, ~~BIOM~~**BIOM**-4570, BIOM-4580, BIOM-4590, BIOM-4904**, BIOL-4450*, BIOL-4904**, CHEM-4900**

(c) CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, BIOC-3100, ~~BIOC-3110~~, BIOC-3130.

(d) MATH-1720 (or MATH-1760)***, STAT-2910, and one pair of both PHYS-1400 and PHYS-1410 or both PHYS-1300 (or PHYS-1400) and PHYS-1310

(e) ~~Three~~ Four courses from: BIOL-2050, BIOL-2142, BIOL-3571, CHEM-2200, CHEM-2310, CHEM-2500, CHEM-2510, CHEM-3210, BIOC-3030, **BIOC-3110**, BIOC-3140, BIOC-3310, BIOC-4010, BIOC-4020, BIOC-4030, BIOC-4050, PHYS-3700.

(f) Six courses from any Science area.

(g) Four courses from any area of study. (Recommended: at least one Arts course and one Social Science course).

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

Recommended Course Sequence

First Year: ten courses, including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760)***, PHYS-1300 or PHYS-1400, PHYS-1310 or PHYS-1410, and STAT-2910.

Second Year: ten courses, including BIOL-2040, BIOL-2071, BIOL-2111, BIOM-2131, CHEM-2300, and BIOC-2010.

Third Year: ten courses, including BIOM-3500, BIOM-3530, BIOC-3100, ~~BIOC-3110~~, and BIOC-3130.

Fourth Year: ten courses.

*BIOM-4440 and BIOL-4450 require the pre-requisite BIOL-2480.

**BIOM-3581, BIOM-4904, BIOL-4904 and CHEM-4900 are 6 credit, 2 semester courses. Only students who have maintained a major average of 70% and a cumulative average of 60% will be considered for enrolment in BIOM-4904. Registration in BIOM-4904 is competitive and requires the consent of the Head of Department.

***It is recommended that students also take MATH-1730, particularly those students interested in PHYS-1410.

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

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

N/A

B. RATIONALE

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

Honours Biomedical Sciences – Interdisciplinary Health Science (IHS) Stream

1. In the current calendar, two different program degree requirements are listed under (b), namely a list to select eight courses from and a second list to select two courses from. To streamline the selection process, the list of courses to select eight from will remain under the original category (b), while the list of courses to select two from will move under (e).
2. Since both of the categories originally listed under (b) are now divided into (b) and (e), the list of courses used to calculate the major average needs to be updated to incorporate this change.
3. Move BIOC-3110 Metabolism II from section (c) into section (e). Biomed-IHS students are required to take Metabolism I (BIOC-3100) as part of their Honours degree. With Metabolism II (BIOC-3110) optional for our students, it will provide students with more flexibility to choose courses based on their interest and might even increase enrollment in other upper year courses offered. This change is aligned with course requirements across the other Biomedical Sciences program, namely Honours Biochemistry and Biomedical Science (Health Stream) double major, as Metabolism II (BIOC-3110) is not required, but optional.
4. Add flexibility to Biomed-IHS stream. Removing BIOC-3110 from the required courses list (c) will provide our Biomed-IHS student with an option to take one course under the “any area of study” area (h). The Biomed-IHS program is currently overstructured and rigid. This results in the students not having any room for courses outside of their major area of study. Students whose aspirations are to apply to professional schools as their preferred career path are considering opting out of Biomed-IHS due to the limitation on elective courses. Adding flexibility by including one course from any area of study will allow our students to better fulfill application requirements for professional schools.
5. Remove statement regarding recommendation to take MATH-1730 (bottom of the degree requirement) as there is no space for this course within the program sequence.

Honours Biomedical Sciences

1. BIOM-2400 (Cellular and Molecular Neuroscience) has been added to the list of courses in section (b). This course was approved by Senate in May 2025 and should be included in the list of courses from Biomedical Sciences courses.
2. Move BIOC-3110 Metabolism II from section (c) into section (e). Biomed students are required to take Metabolism I (BIOC-3100) as part of their Honours degree. With Metabolism II (BIOC-3110) optional for our students, it will provide students with more flexibility to choose courses based on their interest and may increase enrollment in other upper year courses offered. This change is aligned with course requirements across the other Biomedical Sciences program, namely Honours Biochemistry and Biomedical Science (Health Stream) double major, as Metabolism II (BIOC-3110) is not required, but optional.
3. Increasing the number of courses in section (e) from three to four provides our students enrolled in the Honours Biomedical Science program with more flexibility to choose from upper year Biology, Biochemistry, Chemistry and Physics courses while keeping the total number of courses at forty.
4. BIOM-2400 has been added to the list of courses in section (b). This course was approved by Senate in May 2025 and should be included in the list of courses from Biomedical Sciences 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

**PROGRAM DEVELOPMENT COMMITTEE
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specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

N/A

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

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

N/A

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

University of Windsor
Program Development Committee

*5.4: **Concurrent General BA with Second Language Education/Bachelor of Education – Minor Program Changes (Form C)**

Item for: **Approval**

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

MOTION: That the degree requirements for the Concurrent General Bachelor of Arts with Second Language Education/Bachelor of Education be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Concurrent General Bachelor of Arts with Second Language Education/Bachelor of Education
DEPARTMENT(S)/SCHOOL(S):	Department of Languages, Literatures, and Cultures
FACULTY(IES):	Faculty of Arts, Humanities, and Social Sciences

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
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Does the minor program change include new courses?:

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

No

If yes, list all new courses:

A.1 PROGRAM REQUIREMENT CHANGES

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

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

General Bachelor of Arts with Second Language Education

Degree Requirements

Total courses: thirty

(a) five Linguistics and Second-Language Education courses: LING-2210, LING-2200, LING-3200, LING-3210 and LING-4200;

(b) four Language Training courses in a chosen language: ARAB-1100, ARAB-1110, ARAB-2100, ARAB 2110 or ARAB-2150; or FREN-1210, FREN-1220, FREN-2210 and FREN-2220; or SPAN-1020 (6.0 credits) and SPAN2020 (6.0 credits); or GRMN-1020 (6.0 credits) and GRMN-2020 (6.0 credits); or ITLN-1020 (6.0 credits) and ITLN-2020 (6.0 credits);

(c) six courses in Intercultural Studies: ARAB-2610, ARAB-2620, ARAB-3610, ASIA-1100, ASIA-2620, ASIA-2640, FREN-2600, FREN-2700, FREN-2810, FREN-2830, SPAN-2600, SPAN-2610, SPAN-2480, GRMN-2600, GRMN2610, GRMN-2480, ITLN-2600, ITLN-2610, ITLN-2480, GRST-3011.

(d) two courses **with Indigenous content, perspectives, or materials** in Indigenous Studies: GART/SOSC-1210, PHIL-1350, **POLS-2000**, PHIL-2300, ENGL-2320, **ICWG-2380**, HIST-2460, or HIST-2470;

(e) two courses from Arts or Social Sciences;

(f) two courses **from** Sciences;

(g) ENGL-1010 (students with 80% or higher in Grade 12 ENG4U (or equivalent) are exempt from this course requirement and will substitute it with an additional course from any area of study.);

~~(h) one course with Indigenous content, perspectives, or materials (see Office of the Dean of the Faculty of Arts, Humanities, and Social Sciences for complete list.);~~

(i) **four** ~~three~~ courses from any area of study, including Modern Languages and French Studies

(j) four courses from any area of study, excluding Modern Languages and French Studies

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

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Bachelor of Education
[....]

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).

Program requirements (d) and (h) overlap. Program requirement (d) corresponds to the original program requirement, while program requirement (h) was inserted into the program when GART 1500 – *Effective Writing 1* and GART-1510 – *Effective Writing 2* were phased out by the Faculty of Arts, Humanities, and Social Sciences in 2024-2025, and replaced with ENGL-1010 and one (1) course with Indigenous content, perspectives, or materials. The proposed change combines program requirements (d) and (h).

We have added to the courses listed under (d) two courses which were not included in the original list, but can also be taken to satisfy the course requirement: POLS-2000 - *Indigenous Policy and Constitutional Relationships*, and ICWG-2380 – *Good Relations: Indigenous Sovereignty, Feminism, and Reconciliation*.

C. RESOURCES

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

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

The proposed changes do not require additional resources. All existing resources suffice.

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

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

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

*5.5: **MFA in Film and Media Arts – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the MFA in Film and Media Arts be renamed *MFA in Film Production* and that the admission and 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 the Department of Communication, Media and Film Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Faculty of Graduate Studies Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
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FORM C**

TITLE OF PROGRAM(S)/CERTIFICATE(S):	MFA Film Production (formerly MFA Film and Media Arts)
DEPARTMENT(S)/SCHOOL(S):	Communication, Media & Film
FACULTY(IES):	Faculty of Arts, Humanities and Social Sciences (FAHSS)

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Graduate Fall 2026
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Does the minor program change include new courses?:

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

No [If yes, list all new courses: N/A]

A.1 PROGRAM REQUIREMENT CHANGES

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

Master of Fine Arts in Film **Production** and ~~Media Arts~~ (MFA)

Admission Requirements

Student admission will be determined by GPA, portfolio submission, letters of reference, and a clear statement of interest describing their intended film ~~or media arts~~ thesis production. A ~~Media Arts thesis could be any of the following: audio/sound art, audio responsive installation, experimental video, animation, video installation, interactive art, multimedia performance, and any fusion thereof.~~

For admission to the Film **Production** and ~~Media Arts~~ Master of Fine Arts program, applicants must satisfy the following requirements:

- (a) portfolio submission: submit a pdf with links for web or digital download of 3 video/~~audio/image~~ samples (minimum 5 minutes in total) for evaluation by the departmental graduate acceptance committee;
- (b) have attained at least a ~~75~~**70**% cumulative average;
- (c) present transcripts of all university and/or college-level work;
- (d) clear statement of interest;
- (e) three letters of recommendation;
- (f) minimum language scores for international students: TOEFL 100; IELTS 7.0; Pearson 68.

Normally, successful applicants will have an Honours BA in ~~Media Arts or~~ Film production, or a cognate discipline.

Students who do not meet this requirement may be admitted as either a qualifying or transitional student.

~~Students who do not meet this requirement may be admitted to the Faculty of Graduate Studies in a qualifying (M1) program.~~

Degree Requirements

Total Courses: ~~Seven~~ **Eight** Courses plus Thesis

- (a) ~~One theory course: MACS-8600 Seminar on Contemporary Issues~~ **CMDC-8500 Pro-Seminar;**

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- (b) Two studio production courses: ~~VSAR-8650 Studio Production and VSAR-8660 Studio Production II~~ **FILM-8100 Studio Production and FILM-8105 Studio Post-Production;**
- (c) ~~One Writing Methods Course: MACS-8000 Directed Individual Studies~~ **FILM-8000 Graduate Research Seminar;**
- (d) ~~Three~~ **Four project development independent** courses in Studio Practice: ~~VSAR-8620 Studio Practice II, VSAR-8630 Studio Practice III, VSAR-8640 Studio Practice IV~~ **FILM-8010 Project Development I, FILM-8020 Project Development II, FILM-8030 Project Development III, and FILM-8040 Project Development IV;**
- (e) **FILM-8050** Thesis Film/Media Arts.

Course work will culminate in the defence of the thesis. For Film, the thesis proposal includes a preliminary 5-page draft of the thesis support document, a budget, funding sources, production and post-production schedule, and other elements as appropriate to the project. For Media Arts, the thesis proposal includes a thesis project proposal, a draft of the thesis support document and an annotated bibliography of major sources used in the support document. **the completion of a practice-based research project comprising a short thesis film (typically 10–15 minutes) and an accompanying written exegesis of approximately 10,000 words. The thesis will identify a central research theme, articulate a clear rationale, review relevant literature, formulate a practice-based research question, outline an appropriate methodology, and provide a reflexive analysis of both the thesis film and its production process.**

The thesis is worth 12 graduate credits and will be conducted under faculty supervision. Students will defend their thesis at the end of the second year before a thesis panel. Those that fail the defence will have the option to appear before the thesis panel again after 6 months.

Students will be encouraged to attend local and national as well as online film and new media festivals to keep abreast with developments in the field.

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).

As of July 2025, the MFA in Film and Media Arts moved administratively from the School of Creative Arts (SoCA) to the Department of Communication, Media and Film (CMF). Consolidated in CMF and as a natural graduate-level extension of CMF's undergraduate film production programming, the following minor program changes are recommended:

- Minor change in program name from MFA in "Film and Media Arts" to MFA in "Film Production." Faculty expertise is now exclusively in film production, not media arts. Only a single student since 2018 has pursued a media and not film production thesis project. Additionally, this name parallels the undergraduate BFA in Film Production.
- Change in course codes from SoCA's MACS/VSAR to CMF's FILM course codes, with a more logical numbering. Minor updates to course titles, course descriptions, course-level learning outcomes, including the development of outcomes for courses which previously did not have any.
- Minor updates to program-level learning outcomes to capture the program's evolution, current student interests, and current faculty expertise.

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- (d) Elimination of required MACS-8600 course and instead reliance on CMF’s existing CMDC-8500 Pro Seminar.
- (e) Correction of admissions minimum average to the default for Master’s programs. This change was already made, but not reflected in the calendar program description.

Current Course Code/Title	Proposed Course Code/Title
MACS-8000. Directed Individual Studies	FILM-8000. Graduate Research Seminar
VSAR-8610. Studio Practice 1	FILM-8010. Project Development I
VSAR-8620. Studio Practice 2	FILM-8020. Project Development II
VSAR-8630. Studio Practice 3	FILM-8030. Project Development III
VSAR-8640. Studio Practice 4	FILM-8040. Project Development IV
VSAR-8970. Thesis	FILM-8050. Thesis
VSAR-8650. Studio Production I	FILM-8100. Studio Production
VSAR-8660. Studio Production II	FILM-8105. Studio Post-Production

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

Communication, Media and Film (MFA) is home to eight tenured faculty and two permanent sessional lecturers. In addition, one SoCA faculty member is also affiliated with the program, given their academic and professional expertise in film production. Because CMF already delivers an undergraduate BFA in Film Production program and a suite of film production courses, necessary film equipment, shooting spaces, post-production spaces, and staff technical support are already available. The use of these is unchanged by the proposed modifications. Reliance on other external areas, including student support services library support, are unchanged by the proposed program modifications.

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.

All faculty members affiliated with the MFA program are full-time tenured faculty or permanent sessional lecturers. Adjunct, limited term, and sessional faculty are not relied upon to deliver the MFA program. The proposed modifications do not change this.

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.

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The MFA program will continue to be overseen primarily by four full-time tenured faculty with Full Graduate Faculty status, and one sessional lecturer with Affiliate Graduate Faculty status. These five faculty members are all experts in film production, specifically. In addition, with the MFA now located in CMF, there are other graduate faculty who may be able to teach MFA students (such as through the delivery of CMDC-8500 Pro-Seminar) and/or serve as committee members on MFA Thesis projects.

The program already has systems in place to evenly distribute supervisory workloads. The proposed modifications do not change these current practices.

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.

The proposed modifications do not change the potential financial support available to MFA students, including entrance scholarships, Graduate Assistantships, and external awards such as OGS and SSHRC.

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.)

By eliminating a required research course and relying instead upon another graduate course already offered in CMF (CMDC-8500 Pro Seminar), the program can be offered with greater efficiency, even with faculty on sabbatical leaves and limits placed on sessional hiring.

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

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MFA in Film and Media Arts (Renamed Master in Film Production)

I. LEARNING OUTCOMES FOR NEW UNDERGRADUATE CERTIFICATE OR NEW CONCURRENT PROGRAM OFFERING

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Identify contemporary concepts and issues in art, film practice, society and culture and translate these concepts through a distinct creative voice. Demonstrate an awareness of how visual communication and art practice are culturally, politically, historically and economically bound Articulate the role of research, technique and concept and be able to communicate findings as applied to creative projects.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Define relevant research questions to shape approaches to filmmaking and digital media production Utilize multiple sources of information to inform practice. Analyze and prioritize the needs of a complex film/media projects.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Apply knowledge of film/media aesthetics and techniques to identify and solve contemporary filmmaking and media production problems. Ceonstructively assess one's their own and others' creative work. Synthesize technical and aesthetic skills to make creative decisions that will emotionally engage the audience in the story Problem solve within budgetary constraints <u>Solve logistical constraints relevant to film making.</u></p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Demonstrate mastery of the creative process through synthesis of the intuitive and analytical approaches Devise a suitable budget to realize a long term film/digital media project</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p style="text-align: center;">Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Utilize effective writing skills to prepare synopses, proposals, and funding applications (also relevant to F). Write clearly and concisely with well-argued and well-grounded ideas. Communicate using industry terminology.</p>		
<p>E. Apply creative practice as a method of research and learning that integrates ethical issues, integrity and personal responsibility. Negotiate the ethical dimensions of working in the public realm (also relevant to G). Respect working relationships and follow set protocols according to industry standards. Develop a coherent approach to the championing and development of ideas, rights management and contract negotiation</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Tell a compelling visual story Conform written concepts and stories to the visual medium Apply pragmatic principles of storytelling through an increased awareness and utilization of non-verbal storytelling methods.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Work successfully with peers and community groups (also relevant to F). Demonstrate an enhanced awareness of and responsiveness to the collaborative nature of film and media production <u>Lead creative teams in the conception, development, and execution of complex film projects.</u></p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Demonstrate flexibility, versatility, creative risk taking and experimentation. Realize Produce a coherent, sophisticated and mature film projects.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Imagine their role as vital creative producers of contemporary culture. Discuss the critical role of filmmaking independent art, media, and documentary production in contemporary society.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

University of Windsor
Program Development Committee

*5.6: **Communication, Media, and Film (Graduate) – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Graduate Studies**

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

<p>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.</p>	<p>Graduate Fall 2026</p>
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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***

[Note: Course details are currently under School of Creative Arts courses in the Graduate Calendar. The change to FILM- course codes will associate them with Communication, Media, and Film.]

**~~STUDIO (VSAR)~~
FILM PRODUCTION (FILM)**

All ~~graduate studio~~ **project development** courses are directed individual studies courses. Projects will be planned and carried out in conjunction with a faculty supervisor.

~~VSAR-8610. Studio Practice 1~~ FILM-8010. Project Development I

~~Directed individual studio projects within the areas of research in; Painting/Drawing, Printmaking, Sculpture and Integrated Media (Video, Sound, Photography, Digital Arts). (This course is supervised by the Guidance Committee composed of two professors and the principal advisor.) (Open to MFA students only.)~~ **This course provides directed supervision in the planning of research, the development of film concepts, and the preparation of scripts for the thesis project. (This course is supervised by the Temporary Advisor.) (Open to MFA students only.)**

~~VSAR-8620. Studio Practice 2~~ FILM-8020. Project Development II

~~Directed individual studio projects within the areas of research of; Painting/Drawing, Printmaking, Sculpture and Integrated Media (Video, Sound, Photography, Digital Arts). This course is supervised by the Guidance Committee composed of two professors and the principal advisor. (Prerequisite: VSAR-8610) (Open to MFA students only.)~~ **This**

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course provides directed supervision in the completion of the literature review and the preproduction of the thesis project. (This course is supervised by the Temporary Advisor.) (Prerequisite: FILM-8010.)

~~VSAR-8630. Studio Practice 3~~ **FILM-8030. Project Development III**

Directed individual studio projects within the areas of research of; Painting/Drawing, Printmaking, Sculpture and Integrated Media (Video, Sound, Photography, Digital Arts). (This course is supervised by the Guidance Committee composed of two professors and the principal advisor.) (Prerequisite: VSAR-8620) (Open to MFA students only.) This course provides directed supervision in the completion of the production of the thesis film. (This course is supervised by the Primary Advisor.) (Prerequisite: FILM-8020.)

~~VSAR-8640. Studio Practice 4~~ **FILM-8040. Project Development IV**

Directed individual studio projects within the areas of research of; Painting/Drawing, Printmaking, Sculpture and Integrated Media (Video, Sound, Photography, Digital Arts). This course is supervised by the Guidance Committee composed of two professors and the principal advisor. (Prerequisite: VSAR-8630.) (Open to MFA students only.) This course provides directed supervision in completing the post-production of the thesis film and in drafting the accompanying written exegesis. (This course is supervised by the Primary Advisor.) (Prerequisite: FILM-8030.)

~~VSAR-8970. Thesis~~ **FILM-8050. Thesis**

Directed supervision in completing the final post-production of the thesis film and in the completion of the accompanying written exegesis. (This course is supervised by the Primary Advisor.) (Prerequisite: FILM-8040).

~~VSAR-8650. Studio Production I~~ **FILM-8100. Studio Production**

Through discussion, exercises and hands-on work, students explore the concepts, technologies, theories and production techniques of film and video creation and cinematic storytelling. (Lab fees may apply.) Students will investigate cinematic storytelling alongside the concepts, technologies, theories, and production techniques of film and video creation through the development of a proof-of-concept or sample scene for the thesis project.

~~VSAR-8660. Studio Production II~~ **FILM-8105. Studio Post-Production**

This course explores experimental and innovative approaches to media arts. The focus of the course is on experimental video, animation, video installation art, interactive art, audio/sound art, audio responsive installation, multimedia performance, and any fusion thereof. Time-based media arts environments may include sound, video, images, text and/or alternate physical feedback as triggered through interaction. (Lab fees may apply.) Students will investigate cinematic storytelling alongside the concepts, technologies, theories, and post-production techniques of film production through the editing, sound design, and mixing of a proof-of-concept or sample scene for the thesis project. (Prerequisite: FILM-8100.)

ART HISTORY (MACS-)

The specific topics in the Directed Individual Studies in Art History and the Art History Seminar will vary from year to year, depending upon the interests and needs of professors and students. All courses are three hours a week unless otherwise indicated.

~~MACS-8000. Directed Individual Studies~~ **FILM-8000. Graduate Research Seminar**

This course involves examination of a particular problem in a specific area of interest in which a paper will be required. (May be repeated for credit with permission of the MFA Program Coordinator.) This seminar examines research methodologies and writing strategies designed to develop proficiency in advanced-level scholarship, supporting students as they write their thesis film script or develop their thesis documentary project.

MACS-8600. Seminar on Contemporary Issues

Current issues in art criticism and theory will be considered through reading, discussions, museum trips, guest lectures and research papers culminating in a seminar presentation by individual students on specific issues.

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COMMUNICATION MEDIA AND FILM COURSES (CMDC)

CMDC-8520. Directed Study

Normally reserved for students not writing a thesis. With the approval of the graduate program director Department Head or their designate, and based on a proposed syllabus drafted in collaboration with a supervising faculty member, a student may undertake ~~to write an original paper on a specialized topic which will~~ **this course on a specific topic to** enhance his or her ~~their~~ program of study. The course will involve directed supervision of readings ~~and informal discussion with the student's course supervisor,~~ **informed discussion with the course supervisor, and assessments designed to ascertain student mastery of assigned materials.**

A.1 Experiential Learning Categories

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

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

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

A.2 Are any of the courses being deleted currently required in one or more programs? (if no courses are being deleted, check "No".)

X Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

 No

If yes, list all courses that are being deleted and the programs in which they are currently required: MACS-8600

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B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

*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.*

COURSE NUMBER AND TITLE: FILM-8000. Graduate Research Seminar (formerly MACS-8000)	
Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <u>Write narrative proposals, screenplays and/or develop documentary projects</u>	A. the acquisition, application and integration of knowledge
B. <u>Critically evaluate sources and methodologies relevant to creative and scholarly practice</u>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <u>Employ advanced analytical and problem-solving skills to bridge theory and practice in the writing or conceptualization of films</u>	C. critical thinking and problem-solving skills
D. <u>Develop written materials (including scripts, treatments, proposals, and research documents) that communicate ideas with clarity and precision</u>	D. literacy and numeracy skills
E. <u>Exhibit scholarly integrity and ethical awareness in research design, authorship, and representation</u>	E. responsible behaviour to self, others and society
F. <u>Participate constructively in discussion and peer critique, and integrate feedback into subsequent revisions</u>	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. <u>Translate research insights into imaginative cinematic form and language</u>	H. creativity and aesthetic appreciation
I. <u>Respond to creative and scholarly feedback with intellectual curiosity and adaptability</u>	I. the ability and desire for continuous learning

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COURSE NUMBER AND TITLE: FILM-8010 Project Development I (formerly VSAR-8610)	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. <u>Apply advanced knowledge of film theory, narrative design, and production methodology to the conceptual development of a thesis film</u>	A. the acquisition, application and integration of knowledge
B. <u>Conduct scholarly, creative, and field research to inform the film’s concept, script, and methodology</u> <u>Evaluate relevant literature, case studies, and artistic precedents</u>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <u>Identify creative or logistical challenges and propose effective solutions</u>	C. critical thinking and problem-solving skills
D. <u>Develop written materials (including scripts, treatments, proposals, and research documents) that communicate ideas with clarity and precision</u>	D. literacy and numeracy skills
E. <u>Exhibit professional integrity, respect for intellectual property, and ethical awareness in research, representation, and collaboration</u>	E. responsible behaviour to self, others and society
F. <u>Communicate complex artistic and research ideas effectively in written and oral formats</u>	F. interpersonal and communications skills
G. <u>Engage collaboratively with others in the creative development process</u>	G. teamwork, and personal and group leadership skills
H. <u>Generate original, innovative, and aesthetically sophisticated film concepts that demonstrate a deep understanding of cinematic language, genre, and form</u>	H. creativity and aesthetic appreciation
I. <u>Use their own initiative to seek new methods, tools, and perspectives to refine film projects</u>	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FILM-8020 Project Development II (formerly VSAR-8620)	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. <u>Synthesize theoretical, historical, and methodological knowledge to develop comprehensive literature reviews</u>	A. the acquisition, application and integration of knowledge
B. <u>Critically evaluate and organize literature</u>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <u>Analyze and interpret relevant theories, case studies, and creative precedents to position the thesis project within broader cultural and scholarly contexts</u>	C. critical thinking and problem-solving skills
D. <u>Prepare coherent and well-structured literature reviews</u>	D. literacy and numeracy skills
E. <u>Exhibit ethical awareness and scholarly integrity in research and citation practices.</u>	E. responsible behaviour to self, others and society

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F. <u>Participate in critical discussions with others to refine film projects</u>	F. interpersonal and communications skills
G. <u>Collaborate effectively with the production team during the planning phase</u>	G. teamwork, and personal and group leadership skills
H. <u>Translate conceptual and theoretical insights into creative design decisions for narrative, visual style, and production plan of films.</u>	H. creativity and aesthetic appreciation
I. <u>Respond to creative and scholarly feedback with intellectual curiosity and adaptability</u>	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FILM-8030 Project Development III (formerly VSAR-8630)	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. <u>Synthesize artistic and scholarly insights into cinematic creative works</u>	A. the acquisition, application and integration of knowledge
B. <u>Evaluate creative and logistical outcomes in relation to established research questions and conceptual frameworks</u>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <u>Produce films that demonstrate originality, aesthetic sensitivity, and innovation</u>	C. critical thinking and problem-solving skills
D. <u>Exhibit professional proficiency in visual literacy through the effective use of cinematographic skills</u>	D. literacy and numeracy skills
E. <u>Maintain accountability to production participants and uphold standards of safety, inclusivity, and integrity</u>	E. responsible behaviour to self, others and society
F. <u>Provide constructive feedback and foster open dialogue within collaborative production environments</u>	F. interpersonal and communications skills
G. <u>Exhibit leadership and collaborative skill in coordinating production teams</u>	G. teamwork, and personal and group leadership skills
H. <u>Demonstrate originality, aesthetic sensitivity, and innovation in the production of the thesis film</u>	H. creativity and aesthetic appreciation
I. <u>Engage in reflective practice throughout production</u>	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FILM-8040 Project Development V (formerly VSAR-8640)	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. <u>Integrate advanced technical, aesthetic, and theoretical knowledge in the post-production phase</u>	A. the acquisition, application and integration of knowledge

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B. <u>Apply appropriate research methodologies and critical frameworks to contextualize creative works</u>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <u>Apply advanced critical judgment in shaping the narrative, visual, and sonic coherence during postproduction</u>	C. critical thinking and problem-solving skills
D. <u>Write an exegesis using appropriate academic conventions and citation standards</u>	D. literacy and numeracy skills
E. <u>Maintain accountability for the accurate representation of participants, subjects, and research outcomes</u>	E. responsible behaviour to self, others and society
F. <u>Communicate effectively with supervisors, collaborators, and post-production specialists</u>	F. interpersonal and communications skills
G. <u>Lead or coordinate post-production workflows collaboratively with creative collaborators</u>	G. teamwork, and personal and group leadership skills
H. <u>Complete post-production with originality, aesthetic refinement, and mastery of cinematic language</u>	H. creativity and aesthetic appreciation
I. <u>Cultivate an adaptive artistic practice by integrating critical feedback, research insights, and industry knowledge into ongoing creative work</u>	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: <u>FILM-8050. Thesis</u> (formerly VSAR-8970)	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the <u>ability to demonstrate:</u>
A. <u>Articulate advanced theoretical, technical, and conceptual understanding across oral discussion, scholarly writing, and cinematic practice</u>	A. the acquisition, application and integration of knowledge
B. <u>Apply advanced research methodologies and critical frameworks to situate their practice within relevant artistic, theoretical, and historical contexts</u>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <u>Exhibit advanced analytical and reflective capacity in evaluating the aesthetic, methodological, and conceptual achievements of the thesis project</u>	C. critical thinking and problem-solving skills
D. <u>Write an exegesis using appropriate academic conventions and citation standards</u>	D. literacy and numeracy skills
E. <u>Exercise accountable research and production practices by organizing workflows, meeting deadlines, and documenting decision-making</u> <u>Reflect critically on the social, cultural, and ethical implications of film projects</u>	E. responsible behaviour to self, others and society
F. <u>Communicate complex artistic and research ideas with clarity and confidence in written, visual, and oral forms</u>	F. interpersonal and communications skills
G. <u>Collaborate effectively with post-production teams and demonstrate readiness to contribute to professional and academic communities</u>	G. teamwork, and personal and group leadership skills
H. <u>Create original and aesthetically sophisticated films</u>	H. creativity and aesthetic appreciation

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

I. <u>Identify pathways for continued artistic, pedagogical, or research development</u>	I. the ability and desire for continuous learning
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COURSE NUMBER AND TITLE: <u>FILM-8100 Studio Production</u> (formerly VSAR-8650)	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
<p>A. Explain the cultural, political, historical and economic issues associated with film production Articulate the role of research, technique and concept in the design and creation of video and filmic works Identify contemporary concepts and issues in film and video practices and translate these concepts into a distinct creative voice</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Plan, propose and research suitable topics for exploration in film productions in the genres of fiction and/or documentary Define relevant research questions to shape approaches to film production Apply knowledge of film aesthetics and techniques to identify and solve film production problems from preproduction through postproduction.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Critically analyze, deconstruct and constructively assess their own and others' work (Also applies to F.) Explain how the creative process is mobilized through a synthesis of intuitive, analytical and technical approaches Apply creative practice as a method of research Synthesize technical and aesthetic skills to make creative decisions that will engage a specific audience Analyze and prioritize the needs of a complex and multifaceted film project</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Devise a suitable budget to realize a long term film project. Utilize effective writing skills to prepare synopses, proposals, and screenplays (Also applies to F.) Communicate using film industry terminology Read, analyze and report on films across genres.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Interact in a clear and respectful manner with team members, peers and community members they engage in their projects (Also applies to F.) Demonstration of supportive on set behavior in the making of film video productions with each other and the community (Also applies to G.) Respect working relationships and follow set protocols according to industry standards Develop a coherent approach to developing film ideas, rights management and contract negotiation.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Communicate a compelling and/or expressive <u>cinematic</u> audiovisual <u>stories</u> story.</p>	<p>F. interpersonal and communications skills</p>

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

G. Negotiate the ethical dimensions of working in the public realm. Demonstrate supportive on set behavior in the making of film and video productions with <u>peers and collaborators</u> classmates and the community	G. teamwork, and personal and group leadership skills
H. Design, implement and create videos that engage the <u>cinematic</u> audio and visual elements of the form, and express a unique and personal perspective	H. creativity and aesthetic appreciation
I. Create film and video work of advanced technical and creative skill	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: <u>FILM-8105 Studio Post-Production</u> (formerly VSAR-8660)	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain the cultural, political, historical and economic issues associated with film production Articulate the role of research, technique and concept in the design and creation of video and film works Identify contemporary concepts and issues in film and video <u>post-production</u> practices and translate these concepts into a distinct creative voice	A. the acquisition, application and integration of knowledge
B. Plan, propose and research suitable topics for exploration in film productions in the genres of fiction and documentary. Define relevant research questions to shape approaches to film <u>post-production</u> Apply knowledge of film aesthetics and techniques to identify and solve film production problems <u>in from preproduction through</u> post-production	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze, deconstruct and constructively assess their own and others' work (Also applies to F.) Explain how the creative process is mobilized through a synthesis of intuitive, analytical and technical approaches Apply creative practice as a method of research Synthesize technical and aesthetic skills to make creative decisions that will engage a specific audience Analyze and prioritize the needs of a complex and multifaceted film project	C. critical thinking and problem-solving skills
D. Devise a suitable budget to realize a long term film project. Utilize effective writing skills to prepare synopses, proposals, and screenplays. (Also applies to F.) Communicate using film industry terminology Read, analyze and report on films across genres	D. literacy and numeracy skills
E. Interact in a clear and respectful manner with team members, peers and community members as they engage in their projects. (Also applies to F.) Demonstration of supportive on set behavior in the making of video productions with each other and the community (Also applies to G.)	E. responsible behaviour to self, others and society

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

Respect working relationships and professional follow-set protocols according to industry standards Develop a coherent approach to developing film ideas, rights management and contract negotiation.	
F. Communicate a compelling and/or expressive cinematic audiovisual stories story	F. interpersonal and communications skills
G. Negotiate the ethical dimensions of working in the public realm Demonstrate supportive on set behavior in the making of film and video productions with classmates and the community	G. teamwork, and personal and group leadership skills
H. Design, implement and create films videos that engage the cinematic audio and visual elements of the form, and express a unique and personal perspective	H. creativity and aesthetic appreciation
I. Create film and video work of advanced technical and creative skill	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: CMDC-8520 Directed Study	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze major issues and phenomena related to a selected topic Apply relevant and appropriate theoretical frameworks and concepts to the study of the historical and/or contemporary media environment	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Explain and employ appropriate and relevant conceptual frameworks central to the discipline Synthesize information and perspectives from a variety of sources	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Engage in constructive dialogue and debate concerning the directed study topic Effectively communicate and defend research findings in both written and oral formats (also applies to D)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Identify issues and debates related to the political, economic, social, and cultural dimensions of media	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.7: **General Science (Concentration in Forensic Science) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the degree requirements for General Science program 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 the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- A Forensic Science concentration is being added to the General Science program.
- *See attached.*

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

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

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2026
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Does the minor program change include new courses?:

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

No

If yes, list all new courses: N/A

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.*

General Science

Degree Requirements

Total courses: thirty.

(a) two sets of six courses from two different Departments or School as listed:

- Biological Sciences: BIOL-1101 and BIOL-1111; and *four BIOL-XXXX or BIOM-XXXX courses at the 2000 level or above.
- Chemistry and Biochemistry: CHEM-1100 and CHEM-1110; and *four CHEM-XXXX or BIOC-XXXX courses at the 2000 level or above
- **School of** Computer Science: COMP-1400 and COMP-1410; and *four COMP-XXXX courses at the 2000 level or above
- School of the Environment: ESCI-1100 and ESCI-1111; and *four ESCI-XXXX courses at the 2000 level or above
- Economics: ECON-1100 and ECON-1110; and *four ECON-XXXX courses at the 2000 level or above.
- **Forensic Science: FRSC-1000 and BIOL-1101; and *four FRSC-XXXX courses at the 2000 level or above**
- Mathematics and Statistics: MATH-1720 (or MATH-1760) and MATH-1730; and *four MATH-XXXX or STAT-XXXX courses at the 2000 level or above.
- Physics: PHYS-1400 and PHYS-1410; and *four PHYS-XXXX courses at the 2000 level or above.

*NOTE: These courses must be from among the courses listed to calculate the major average for a degree program in the Department or School.

(b) one set of two courses from a third Department or School as listed:

- Biological Sciences: BIOL-1101 and BIOL-1111
- Chemistry and Biochemistry: CHEM-1100 and CHEM-1110
- **School of** Computer Science: COMP-1400 and COMP-1410, or COMP-2067 and COMP-2087
- School of the Environment: ESCI-1100 and ESCI-1111
- Economics: ECON-1100 and ECON-1110

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

- **Forensic Science: FRSC-1000 and BIOL-1101**
- Mathematics and Statistics: MATH-1760 and STAT-2910, or MATH-1720 and STAT-2910, or MATH-1760 and MATH-1730, or MATH-1720 and MATH-1730.
- Physics: PHYS-1400 and PHYS-1410 or PHYS-1300 and PHYS-1310

[...]

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).

This change is to include Forensic Science as a concentration in the General Science program. This is a student-centered addition to allow students who need to move from the Forensics program to General Science and allow their completed Forensic courses to satisfy the General Science program requirements. We are using the FRSC-1000 (Introduction to Forensic Science) and BIOL-1101 (Cell Biology) as the two introductory courses because both are required for the Bachelor of Forensic Science and BA combined programs and FRSC-1000 (Introduction to Forensic Science) is more forensics focused compared to the FRSC-1107 (Introductory Crime Scene Investigation) and FRSC-2007 (Overview of Forensic Science) which are designed for non-majors and not as forensic focused.

C. RESOURCES

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

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

N/A

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

N/A

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

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

*5.8: **Economics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

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

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Minor in Economics
DEPARTMENT(S)/SCHOOL(S):	Economics
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2026
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Does the minor program change include new courses?:

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

No

If yes, list all new courses: N/A

A.1 PROGRAM REQUIREMENT CHANGES

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

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

Minor in Economics

A minor shall consist of ECON-1100, ECON-1110, ECON-2210, ECON-2310, and two additional Economics courses. A minimum **average grade** of 60% or better in each of the required six courses.

Total Courses: 6 courses

ECON-1100 Introduction to Economics I

ECON-1110. Introduction to Economics II

ECON-2210. Intermediate Microeconomics

ECON-2310. Intermediate Macroeconomics I

2 additional Economics courses

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

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

N/A

B. RATIONALE

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

The proposed revision clarifies the grade requirement for each course for the Minor in Economics, improving transparency for students.

**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

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

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
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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**

*5.9: **English and Creative Writing – Minor Program Changes (Form C)**

Item for: **Approval**

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

MOTION: That the degree requirements for the Bachelor of Interdisciplinary Arts and Science (IAS) English Major 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 Department English and Creative Writing Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- *See attached.*

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Major and Minor Concentrations - Bachelor of Interdisciplinary Arts and Science (IAS) English Major Concentration
DEPARTMENT(S)/SCHOOL(S):	Department of English and Creative Writing
FACULTY(IES):	Faculty of Arts, Humanites and Social Sciences

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
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Does the minor program change include new courses?:

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

No

If yes, list all new courses: N/A

A.1 PROGRAM REQUIREMENT CHANGES

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

Bachelor of Interdisciplinary Arts and Science (IAS) English Major Concentration:

- (a) ENGL-1002, ENGL-1003, and ENGL-1004
- (b) **any five ENGL courses at the 2000-level;** ~~one of ENGL 2010, ENGL 2020, ENGL 2030, or ENGL 2040~~
- (c) ~~one of ENGL 2110, ENGL 2120, or ENGL 2130~~
- (d) ~~one of ENGL 2210, ENGL 2220, or ENGL 2230~~
- (e) ~~one of ENGL 2310, ENGL 2320, or ENGL 2330~~
- (f) ~~one of ENGL 2410, ENGL 2420, or ENGL 2430~~
- (g) any four ENGL-courses at 3000-level

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

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

N/A

B. RATIONALE

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

The proposed change to expand course flexibility will allow students to complete their degree requirements through a broader range of courses, while also improving the efficiency of departmental resources. Students regularly need AAR "exceptions" for the specific categories in order to graduate because the courses are not all offered every year due to fewer department resources (faculty and sessionals). Rather than oblige students to cover *each* of five distinct categories,

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

and rather than leaving *some* 2xxx-level courses as excluded (such as ENGL-2510, ENGL-2520, and ENGL-2530), the requirement will now let students select any five 2xxx-level courses to complete this requirement. Students will continue to take a range of material (across periods, geographies, and subject matter) at the 2000-level level so this change does not affect student experience or outcomes.

C. RESOURCES

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

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

N/A

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

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

N/A

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.)

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FORM C

This streamlines the existing programs because, if in a given semester there are fewer faculty to teach courses (due to death, retirement, sabbatical, medical leave, etc.), then students can take any 2xxx-level course that's available/being offered that semester. This means any faculty member's area of specialty, which informs what they teach at the 2xxx-level, can contribute to the requirement. This also means we will *not* have to hire a sessional to make sure a *specific* 2xxx-level course is available).

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

*5.10: **Master of Applied Computing – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the degree requirements for the Master of Applied Computing 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 School of Computer Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Faculty of Graduate Studies Council.
- *See attached.*

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

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Applied Computing
DEPARTMENT(S)/SCHOOL(S):	School of Computer Science
FACULTY(IES):	Faculty of Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2026
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Does the minor program change include new courses?:

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

No

If yes, list all new courses: N/A

A.1 PROGRAM REQUIREMENT CHANGES

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

Master of Applied Computing

Degree Requirements

Total courses: 30 credit hours (10 courses - 3.0 credit hours each)

(a) Take the following 8 courses:

- COMP-8117. Advanced Software Engineering Topics
- COMP-8157. Advanced Database Topics
- COMP-8347. Internet Applications and Distributed Systems
- COMP-8547. Advanced Computing Concepts
- COMP-8567. Advanced Systems Programming
- COMP-8677. Networking and Data Security
- COMP-8967. Internship/Project I
- COMP-8977. Internship/Project II

NOTE: The above courses, except COMP-8967 and COMP-8977, may be offered in an accelerated 4 or 6 week format.

(b) Two of the following:

- BSMM-8120. Finance in a Global Perspective
- BSMM-8140. Marketing
- BSMM-8130. Managing for Organizational Effectiveness
- COMP-8XXX. Any graduate-level lecture course offered by the School of Computer Science, excluding COMP-8100 (Literature Review and Survey) and COMP-8900 (Directed Special Studies).

COMP-4XX0. Any 4th year undergraduate-level lecture courses offered by the School of Computer Science, excluding COMP-4960, COMP-4970, COMP-4980, and COMP-4990.

ESCI-8818. Special Topics

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

Stream: students may specialize in Artificial Intelligence, if they successfully complete two courses from the following list:

- COMP-8790. Topics in Applied Artificial Intelligence
 - COMP-8510. Visual Processing**
 - COMP-8590. Statistical Learning
 - COMP-8610. Neural Networks and Deep Learning
 - COMP-8700. Introduction to Artificial Intelligence
 - COMP-8740. Machine Learning and Pattern Recognition
 - COMP-8720. Topics in Artificial Intelligence
 - COMP-8730. Natural Language Processing and Understanding
 - COMP-8750. Knowledge Representation and Reasoning
 - COMP-8760. Advanced Search Methods
- [...]

Standing Required for Continuation in the Program

~~Students must maintain an average of 70%. Students may be permitted to have at most two course grades between 60-69%, on a case by case basis, based on recommendation from the MAC program committee.~~

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

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

N/A

B. RATIONALE

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

The MAC program requires students to complete two elective courses. Historically, we have permitted students to choose from a selection of business courses (BSMM 8120, 8130, 8140), specific graduate-level M.Sc. courses (COMP 8XXX, with some exclusions), and one ESCI course. To broaden the academic options available and better accommodate students' interests and career goals, we propose allowing MAC students to choose from a selected set of 4th-year undergraduate Computer Science major courses to fulfill their elective requirements.

The MAC AI stream requires students to select two electives from a predefined list of AI-focused courses offered by the School of Computer Science. We propose adding COMP-8510 to this list. Over the years, the field of computer vision has evolved significantly, and COMP-8510 has expanded its curriculum to include substantial AI content. As such, it is now appropriate and beneficial to include this course as an elective option for students in the AI stream.

Standing Required for Continuation in the Program

The requirement for continuation of the program is unnecessary in the calendar. It is being removed, since grading and standings are covered in the Senate policy on grading and calculation of the averages.

**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.

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

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

*5.11: **Chemistry and Biochemistry – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the following courses be approved:^
CHEM-3200. Environmental Forensics

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposal has been approved by the Department of Chemistry and Biochemistry Council and 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):	BScH-Chemistry, BScH-Biochemistry
DEPARTMENT(S)/SCHOOL(S):	Chemistry and Biochemistry
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2027
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A. NEW COURSE PROFILE

Course # and Title: CHEM-3200. Environmental Forensics

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 provides an introduction to environmental forensics, the science of identifying sources of environmental contamination and pollution. Students will learn fundamental concepts of geochemical tracing, gas composition, and stable isotope applications at a conceptual level, with emphasis on real-world environmental problems such as methane emissions, failed energy infrastructure, air quality, and water contamination. The course is field-based, with students collecting environmental samples and practicing industry-standard documentation methods. Laboratory analysis will be simulated through data packages representing results from commercial labs. Students will then interpret the data and prepare simplified consulting-style reports. (Prerequisite: Semester 5 standing or above in a Science program.) (This is an experiential learning course.)

A.2 Experiential Learning Categories

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

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

A.3 Other Course Information

Please complete the following tables.

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

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

									experiential learning
3	36	X				1	2		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Semester 5 standing or above in a Science program				No	

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

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

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.

Environmental issues such as methane emissions, energy asset failures, and water quality degradation are major public concerns. While advanced geoforensic tools exist, there is a need for accessible training that introduces undergraduates to the principles of environmental forensics without requiring advanced analytical backgrounds. This course equips students with essential environmental chemistry/forensics skills by teaching sample collection, chain-of-custody, data interpretation, and reporting. By simulating the workflow of environmental consulting, from field sampling to interpreting “lab reports”, students gain an authentic experience of how science informs environmental decision-making.

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)

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

- 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 course highlights Indigenous-led approaches to environmental monitoring and stewardship. Students will explore case studies where Indigenous communities use monitoring data to advocate for water and air quality protection. The course emphasizes Indigenous Data Sovereignty (OCAP® principles) and the importance of integrating traditional ecological knowledge with geochemical approaches. A guest lecture from an Indigenous scholar in environmental data governance will introduce land-based data collection projects and Indigenous-led environmental initiatives. Additionally, students will complete a reflection assignment on ethical environmental practices in Indigenous contexts. The course will focus on real-world applications to ensure the students develop environmental chemistry and forensic science skills while respecting and integrating Indigenous knowledge systems.

B.3 LEARNING OUTCOMES (QAF section 2)

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe the purpose and scope of environmental forensics in addressing pollution issues.	A. the acquisition, application and integration of knowledge
B. Apply basic field sampling and analytical techniques for air, water, and soil.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Interpret environmental measurements and sample analysis data to evaluate pollution issues	C. critical thinking and problem-solving skills
D. Assess potential sources of contamination using both field evidence and sample analysis data.	D. literacy and numeracy skills
E. Recognize ethical and cultural considerations in environmental investigations, including Indigenous knowledge frameworks.	E. responsible behaviour to self, others and society
F. Communicate findings through documenting field measurements and developing consulting-style reports and presentations.	F. interpersonal and communications skills
G. Work in teams to conduct mock environmental investigations from sampling through to reporting.	G. teamwork, and personal and group leadership skills
H. Use creative approaches to present complex environmental issues to technical and non-technical audiences.	H. creativity and aesthetic appreciation
I. Identify pathways for further study in advanced environmental forensics and geochemistry.	I. the ability and desire for continuous learning

**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
	15	15	30	30	30

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?

N/A

C. RESOURCES

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

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

N/A

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

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

There is not reliance on adjunct, limited-term, or sessional faculty for this course as the required expertise to teach this course is available within the Chemistry and Biochemistry faculty members.

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

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

N/A

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

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

N/A

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

All resources for the course will be typical undergraduate supplies already available in the Department.

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.)

This course will likely be taken by students in place of one of the Special Topics courses currently being taught by a faculty member with a small number of students. It is anticipated that this course will attract a larger cohort of students across the faculty, particularly from chemistry, environmental science and forensic science programs. Special Topics courses are not required and thus the teaching of the faculty member can be reallocated to this course.

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**

*5.12: **Physics (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the following courses be approved:^

PHYS-9900. Directed Studies

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Doctor of Philosophy
DEPARTMENT(S)/SCHOOL(S):	Physics
FACULTY(IES):	Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Graduate Summer 2026
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A. NEW COURSE PROFILE

Course # and Title: PHYS-9900. Directed Studies

A.1 Calendar Description

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

A special course of independent study, research, or advanced reading in a selected area of physics, conducted under the supervision of a graduate faculty member. The work completed in this course must be distinct from the student's major paper, thesis, or dissertation research. (Prerequisite: Approval of the Graduate Program Coordinator.) (The course may be taken only once for credit.) (This course will be graded on a pass/not pass basis.) (Corequisite: PHYS-9980). (This is an experiential learning course.)

A.2 Experiential Learning Categories

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

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

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/ Tutorial	Online	Co-op/practicum/ experiential learning	Other
3	14	0	0	0	10	Explain:

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

<u>Course Modality</u> (Delivery format)							
In-person	Fully Online - Asynchronous	Fully Online - Synchronous	Remote asynchronous online	Remote synchronous online	Hybrid	Hyflex	Bimodal
X							

Pre-requisites	Co-requisites	Anti-requisites	Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):	Required course?	Replacing old course*** [provide old course number]
	PHYS-9980				

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

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

Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the new course proposal (PDC Form D)]
 No. If yes, list all programs for which this course will be required:

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.

To provide graduate students with an opportunity to pursue focused, independent study and research on a specialized topic in physics beyond the scope of regular course offerings. The course aims to develop the student’s ability to engage deeply with advanced material, integrate knowledge from multiple subfields, and demonstrate scholarly independence through critical analysis, synthesis, and effective communication of complex scientific ideas.

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?

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

- Which *literatures*, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?

This directed studies course provides flexibility for independent research topics, allowing for the inclusion of Indigenous perspectives and approaches where appropriate to the area of study. Supervisors and students are encouraged to consider the broader ethical and societal contexts of physics research and to engage respectfully with Indigenous knowledges or community expertise where relevant. The department continues to build awareness of Indigenization and decolonization through faculty discussions and university initiatives.

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.

PHYS-9900. Directed Studies

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Synthesize current research literature and integrating concepts from related subfields	A. the acquisition, application and integration of knowledge
Formulate a well-defined research question within the selected topic. Identify and retrieve relevant scholarly sources, and evaluate their significance and limitations	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze theoretical, computational, or experimental approaches in the field. Justify the selection of methods used. Interpret results with appropriate scientific reasoning	C. critical thinking and problem-solving skills
D. Present arguments, data, and quantitative analysis with clarity, accuracy, and discipline-appropriate formatting	D. literacy and numeracy skills
E. Demonstrate academic integrity, responsible research practice, and ethical use of scientific information and data	E. responsible behaviour to self, others and society
F. Present and defend research findings to the peers, colleagues, disciplinary experts. Respond effectively to technical questions and critique	F. interpersonal and communications skills
G. Work collaboratively with others to refine research directions, while demonstrating increasing independence and leadership in scholarly decision-making	G. teamwork, and personal and group leadership skills

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. Generate original insights or methodological approaches that extend existing knowledge or re-contextualize established understanding within the chosen topic	H. creativity and aesthetic appreciation
I. Independently manage their research progress by seeking feedback proactively, and identifying next steps toward publication.	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
	2	2	2	2	2

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?

No negative impact on enrolment is expected. The course expands options in a currently limited graduate course roster and serves students with specialized needs not addressed through standard lecture 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.

No new resources are required. This course will be offered within existing faculty expertise and research infrastructure in the Department of Physics. Supervision will be provided by graduate faculty members as part of their normal supervisory and teaching responsibilities. Library holdings, laboratory facilities, and computational resources currently available are sufficient to support the research and scholarly activities expected in this course.

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

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

None

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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.

Supervising faculty must be able to supervise graduate students, which is already a prerequisite for being on a supervisory committee.

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

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

None.

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

None.

C.5 Planned Reallocation of Resources and Cost-Savings

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

None. The course is resource-neutral and does not require new expenditures or reallocation of teaching resources.

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

Item for: **Information**

Forwarded by: **Odette School of Business**

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
N/A				

<p>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.</p>	Undergraduate Spring 2026
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A. Proposed Course Calendar Revisions

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

ACCT-2550. Principles of Managerial Accounting

An introduction into management’s use of internal accounting information for planning, managing, controlling and evaluation of business operations. Topics include cost concepts and costing techniques (including activity-based costing), budgeting, cost-volume-profit analysis, standard costing, performance evaluation and product pricing. (Prerequisite: ACCT-1510 ~~or consent of instructor~~).

FINA-2700. Business Finance I

This course serves as an introduction to the area of business finance. The primary objective is to understand the fundamental concepts and principles of financial management of the business enterprise. After an introduction to the goal financial management, the course will cover the valuation of financial and real investments, risk and return, financial analysis, ~~planning and control~~, and capital budgeting. ~~working capital management. International financial management will also be introduced.~~ (Prerequisites: ACCT-1510, MATH-1980/MATH-1980/MATH-1250/ MATH-1720/ MATH-1760 or equivalent, and STEN-1000. Additional prerequisites for Business students: MGMT-1000 and MSCI-1000.)

FINA-2710. Business Finance II

This course focuses on long-term corporate financial decisions. The goal is to develop an understanding of the concepts and principles of the management of capital assets and resources. Topics include ~~capital budgeting~~, cost of capital, capital structure, sources of long-term financing, mergers, acquisitions, and corporate control, international financial management, and corporate risk management. (Prerequisites: MSCI-2020 (or equivalent) and FINA-2700.)

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

A.1 Experiential Learning Categories

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

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

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

A.2 Are any of the courses being deleted currently required in one or more programs? (if no courses are being deleted, check "No".)

___ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

 x No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

N/A. Learning outcomes for ACCT-2550, FINA-2700 and FINA-2710 were last updated May 24, 2019.

University of Windsor
Program Development Committee

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

Item for: Information

Forwarded by: Faculty of Graduate Studies

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 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/>)

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 [<i>Undergraduate or Graduate</i>] the changes will be made. Include the effective date* [<i>Fall, Winter, Spring, 20XX</i>]. *(subject to timely and clear submission) These changes require no new resources.	Graduate 2026	Spring
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A. Proposed Course Calendar Revisions

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

BSMM-8320. Quantitative Methods Studies

A focus on the important aspects of probability and statistics as they relate to the effective presentation of data and to decision making under uncertainty, and on the use of mathematical modelling as it relates to problem solving within an organization. A solid background in the quantitative techniques used by successful business organizations will be provided. **This course provides the knowledge and skills needed to understand and analyze qualitative and quantitative business data using quantitative methods. Emphasis is placed on developing a robust understanding of data types, probability theory, sample distributions, data sampling, descriptive statistics, and basic analysis of data using statistical techniques such as t-tests, ANOVA, correlational analysis, and basic linear regression. The course also explores the construction and testing of hypotheses in business contexts. Students develop their capacity to assess the validity and reliability of quantitative analysis and to effectively communicate the results of quantitative analysis in written and visual form. Some consideration is given to the ethical implications of reliance on quantitative analysis in business contexts. Use of common software tools for statistical analysis such as Excel, SPSS, Stata, and SAS is introduced.**

BSMM-8710. Introduction to Data Analytics

An introductory course on the fundamentals in the area of data analytics, with the focus on preparing future analytics professionals with a profound understanding on data acquisition and data communication, programming and coding for data preparation. Basic knowledge on big data, analytic frameworks, machine learning, artificial intelligence, data

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

visualization and reporting, and databases will introduce students to the emerging challenges facing today's business managers. **This course provides students with foundational understanding of core data analytics concepts, tools, and techniques as a basis for understanding the full range of methods available to data analytics professionals. Students are introduced to widely used methods including descriptive methods, data visualization techniques, supervised and unsupervised models for prediction and classification, times series modeling, text analysis methods, and various artificial intelligence models. Emphasis is placed on understanding the strengths of these methods, their limitations, and how they can be evaluated and used to solve practical business problems. Students are also introduced to common tools that are used to support data analytic efforts such as Excel, SAS, SPSS, Stata, R, Python, and Tableau.**

BSMM-8730. Data Acquisition and Management

An examination of the analytical tools needed to manage data in a time of organizational turbulence. This course focuses on preparing managers on how to turn data into decisions and turn organizational data into added value with an array of coding tools and techniques, including data acquisition, data inspection, data cleansing, data transforming, and data modeling with the objective of discovering meaningful information to inform managers and support the decision-making process. The course also explores methods of assessing and mitigating risk/uncertainty based on data analytics. **This course examines processes, methods, and software tools used to acquire and manage business data. Students are introduced to common data modeling techniques and methods used to collect, integrate, clean, correct, transform, and consolidate data. Consideration is given to the treatment of internal business data, data collected using primary methods such as surveys, and data collected from secondary sources such as census data and public health data. Some attention is given to the processes used by organizations to manage information throughout its lifecycle. Best practices in information governance and important ethical and privacy issues related to the collection and management of data are also examined. Students are introduced to relational and nonrelational database management systems such as SQL Server, MySQL, PostgreSQL, and MongoDB and provided with foundational knowledge in the use of tools such as SQL and Python to acquire, store, update, and retrieve data.**

A.1 Experiential Learning Categories

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

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

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

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

internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

A.2 Are any of the courses being deleted currently required in one or more programs? (if no courses are being deleted, check “No”.)

___ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

X No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

*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.*

COURSE NUMBER AND TITLE: BSMM-8320. Quantitative Methods Studies

Learning outcomes were last updated May 24, 2019. These are revised learning outcomes.

Course Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Distinguish and explain the relevance of both qualitative and quantitative data and findings to the resolution of international business issues. (Also applies to B, C, D, E.) Describe common quantitative methods and evaluate business applications of these methods. Select and apply suitable quantitative methods to perform analyses of quantitative and qualitative business data. (Also applies to B, C, and D)	A. the acquisition, application and integration of knowledge
B. Construct, test, and assess the results of hypothesis tests with the goal of resolving business problems. (Also applies C and D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills

**PROGRAM DEVELOPMENT COMMITTEE
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<p>Analyze (e.g. linear regression, hypothesis testing, data mining) relevant data (e.g. categorical, quantitative) and communicate the results, their validity and reliability, using the most appropriate methods (text, visualizations) (Also applies to A, C, E, F, I.)</p> <p>Clearly communicate the results of quantitative analyses to business stakeholders. (Also applies to F)</p> <p>Use common software tools to analyze qualitative and quantitative business data. (Also applies to C and D)</p>	
E. Evaluate the ethical implications of reliance on quantitative methods for business purposes.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: BSMM-8710. Introduction to Data Analytics	
Learning outcomes were last updated May 22, 2020. These are revised learning outcomes.	
Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Evaluate the utility of data analytic methods, tools, and techniques in business contexts.	A. the acquisition, application and integration of knowledge
B. Undertake directed research to define specified international business issues, access relevant data, and apply basic tools and techniques of data analytics to prepare data for managers. Assemble and prepare qualitative and quantitative data for use in data analytic models. (Also applies to C and D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Construct and apply data analytic models to address business problems. (Also applies to D and H) Make business recommendations using the results provided by data analytic models. (Also applies to D)	C. critical thinking and problem-solving skills
D. Analyze data using basic tools and techniques of data analytics to determine a resolution of international business issues of, e.g. risk mitigation.	D. literacy and numeracy skills

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FORM E

<p>E. Explain the importance of knowing differences among the data governance laws in different countries to the various stages of quantitative analyses (e.g. access to data, Indigenous rights, ownership, rights to secondary use of the data, rights to the analyses and dissemination of results etc.)</p> <p>Evaluate and address the implications of reliance on data analytic models for equity, diversity, inclusion, belongingness, and reconciliation.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

<p>COURSE NUMBER AND TITLE: BSMM-8730. Data Acquisition and Management Learning outcomes were last updated May 22, 2020. These are revised learning outcomes.</p>	
<p>Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Evaluate methods, processes, data formats, and software tools used to collect and manage business data.</p> <p>Evaluate information lifecycle management and information governance practices of organizations.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Model the data needs of business organizations. (Also applies to C and D)</p> <p>Collect and prepare qualitative and quantitative data from primary and secondary sources for use in business decision making. (Also applies to C and D)</p> <p>Acquire, store, update, and retrieve data using common storage formats, database management systems, and software languages. (Also applies to C and D)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify sources of relevant data and select and apply the most appropriate coding tools and techniques (e.g. data acquisition, inspection, cleansing, transformation, modelling). Explain how specific methods are best applied to strengthen the managers' evidence-base decision making.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>

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<p>Analyze organizational data by applying and explaining the most appropriate methods to extract the evidence most relevant in a time of organizational turbulence to, for example, assess and mitigate sources of risk and/or uncertainty.</p>	
<p>E. Evaluate and address the implications of data collection, manipulation, and retention for equity, diversity, inclusion, belongingness, and reconciliation.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

**University of Windsor
Program Development Committee**

*5.15: **History – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
GART/SOCS (Dean’s Office)	Jill Singleton-Jackson (Associate Dean), Tina Pugliese (current instructor), and Phebe Lam (current instructor) were consulted	November 11, 2025	X	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. *(subject to timely and clear submission) These changes require no new resources.	Undergraduate Spring 2026
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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***

GART-4000. Mentorship and Learning

An intensive exploration of the theory and practice of learning and leadership which includes a practical component where students will mentor first-year students in a first-year course. Mentorship and Learning introduces students to learning theory, learning styles, group facilitation and effective leadership, critical thinking/reading and information literacy. Students will weave theory and practice throughout the semester, leading small group breakouts of first-year students. (Restricted to students in the Faculty of Arts and Social Sciences with at least Semester 5 standing, with consent of the instructor.) (A one-semester, 3-credit course offered in the Fall term.) (Also offered as SOSC-4000 and HIST-4000.) (Credit can only be obtained for one of GART-4000 or SOSC-4000 or HIST-4000.) (3 lecture/3 lab hours a week.) (This is an experiential learning course.)

SOSC-4000. Mentorship and Learning

An intensive exploration of the theory and practice of learning and leadership which includes a practical component where students will mentor first-year students in a first-year course. Mentorship and Learning introduces students to learning theory, learning styles, group facilitation and effective leadership, critical thinking/reading and information literacy. Students will weave theory and practice throughout the semester, leading small group breakouts of first-year students. (Restricted to students in the Faculty of Arts and Social Sciences with at least Semester 5 standing, with consent of the instructor.) (A one-semester, 3-credit course offered in the Fall term.) (Also offered as GART-4000 and HIST-4000.) (Credit can only be obtained for one of GART-4000 or SOSC-4000 or HIST-4000.) (3 lecture/3 lab hours a week.) (This is an experiential learning course.)

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

HIST-4000. Mentorship and Learning

An intensive exploration of the theory and practice of learning and leadership which includes a practical component where students will mentor first-year students in a first-year course. Mentorship and Learning introduces students to learning theory, learning styles, group facilitation and effective leadership, critical thinking/reading and information literacy. Students will weave theory and practice throughout the semester, leading small group breakouts of first-year students. (Restricted to students in the Faculty of Arts and Social Sciences with at least Semester 5 standing, with consent of the instructor.) (A one-semester, 3-credit course offered in the Fall term.) (Also offered as GART-4000 and SOCS-4000.) (Credit can only be obtained for one of GART-4000 or SOCS-4000 or HIST-4000.) (3 lecture/3 lab hours a week.) (This is an experiential learning course.)

Note:

The Department of History is requesting that the History students enrolled in GART-/SOCS-4000 be provided with a fourth-year History credit (HIST-4000). This would mean cross-listing GART-/SOCS-4000 with HIST-4000.

A.1 Experiential Learning Categories

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

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

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

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

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

A.2 Are any of the courses being deleted currently required in one or more programs? *(if no courses are being deleted, check "No".)*

Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

No

If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

N/A. Learning outcomes were last updated May 3, 2011.

**University of Windsor
Program Development Committee**

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

Item for: **Information**

Forwarded by: **Faculty of Science**

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

<p>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.</p>	<p>Undergraduate Spring 2026</p>
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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***

COMP-4500. 3D Multimedia System Development Modeling and Animation

The aim of this course is to discuss and learn technologies for the development of multimedia application, modeling and development of standalone and/or, networked multimedia systems, and computer-generated 3D animation. (Prerequisite: Year 3/4 standing in Computer Science or Communication, Media, and Film or Visual Art and consent of instructor.) (3 lecture hours a week.)

A.1 Experiential Learning Categories

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

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

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>

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

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

A.2 Are any of the courses being deleted currently required in one or more programs? (if no courses are being deleted, check “No”.)

___ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

X No

If yes, list all courses that are being deleted and the programs in which they are currently required: N/A

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.

COURSE NUMBER AND TITLE:	COMP-4500. 3D Multimedia System Development
---------------------------------	---

LAST REVIEWED BY PDC/SENATE: June 11, 2021.

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

Demonstrate understanding of Explain multimedia components and employ techniques to develop applications using multimedia authoring process.	A. the acquisition, application and integration of knowledge
Identify and evaluate useful techniques for creation of necessary multimedia components in the context of production requirements.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Define and analyze production requirements for creation of aesthetically pleasant multimedia objects and employ appropriate animation principles for final production.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Design and develop original multimedia presentations. Observe and practice ethical and responsible behaviour in following copy-right laws of the material used/developed in their presentations.	E. responsible behaviour to self, others and society
Justify project design and techniques employed through presentations and design report.	F. interpersonal and communications skills
Work in a teams to develop projects and estimate and revise their progress towards their stated goals.	G. teamwork, and personal and group leadership skills
Design aesthetically pleasant multimedia presentations	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

*5.17: **Communication, Media, and Film – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

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

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

Date of Modification	Approval Body Modifying	Reason for Modification
December 5, 2025	Communication, Media & Film AAU Council	Approval

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 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/>)

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. *(subject to timely and clear submission) These changes require no new resources.	Undergraduate Spring 2026
--	------------------------------

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**

FILM-4100. Film Production V

An advanced capstone and project-based study that develops professional capacities in all phases of the production process and synthesizes theoretical and practical learning. Students develop writing and storytelling skills in an advanced, workshop-based study of narratology to cultivate a short film script, documentary, or animation treatment. These texts will form the basis of the study of pre-production and planning processes for film production. (~~Open only to BFA Film Production majors.~~) (Prerequisite: FILM-3100 **and BFA Film Production major** or CMAF-3310.) (Credit cannot be obtained for both FILM-4100 and CMAF-4280.) (This is an experiential learning course.)

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

FILM-4105. Film Production VI

An advanced capstone production course that draws on the scripts and treatments developed in FILM-4100. Students enter the production phase and create films that showcase their production skills as they study of the art, technology, and professional practice of film post-production using contemporary professional protocols and workflows. (Open only to BFA Film Production majors) (Prerequisite: FILM-4100 and **BFA Film Production major Semester 7 standing**) (Credit cannot be obtained for both FILM-4105 and CMAF-4280.) (This is an experiential learning course.)

A.1 Experiential Learning Categories

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

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

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

A.2 Are any of the courses being deleted currently required in one or more programs? *(if no courses are being deleted, check "No".)*

- ___ Yes [A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]
 ___ No

If yes, list all courses that are being deleted and the programs in which they are currently required: N/A

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

N/A. Learning outcomes for FILM-4105 were last updated May 13, 2022. Learning outcomes for FILM-4100 were last updated April 19, 2022.

**University of Windsor
Program Development Committee**

5.18: **Quality Council Audit of UWindsor's Institutional Quality Assurance Process (IQAP)**

Item for: **Information**

Attached is the report from the Quality Council on its audit of UWindsor (IQAP). It includes four recommendations, which must be addressed/responded to, and 16 suggestions for consideration.

A response on progress made with the recommendations will be submitted to the Quality Council, noting that recommendations requiring resources will likely not be able to be implemented.

There was some misunderstanding with UWindsor's processes which is evident in some of the misinformation in the suggestions. This will be clarified in UWindsor's response.

The audit is provided for discussion and information only.

See attached for audit report (PDC260212-5.18a).



ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

REPORT ON THE QUALITY ASSURANCE AUDIT OF THE UNIVERSITY OF WINDSOR

JUNE 2025

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Introduction to the Cyclical Audit for the University of Windsor

The University of Windsor is a comprehensive, student-focused post-secondary institution serving southwestern Ontario. Its progenitor, Assumption College, was established in 1857. In 1963, Assumption federated with Essex, Canterbury, Iona, and Holy Redeemer Colleges to form the University of Windsor, a non-denominational, autonomous degree-granting institution. The University has three federated and affiliated institutions: Assumption University, Canterbury College, and Iona College. In 2023, the University celebrated its 60th anniversary.

Today, the University of Windsor seeks "To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creation, and research" (<https://www.uwindsor.ca/48/our-mission>). The University of Windsor offers 190 undergraduate programs, 65 graduate programs and six professional programs (Law, Business, Engineering, Education, Nursing and Social Work). The University is home to 17,994 full- and part-time undergraduate and graduate students. International students from nearly 100 countries account for more than 30% of the University of Windsor's student population. The University has over 500 faculty.

The audit of the University of Windsor described in this report was conducted using the provisions of the 2021 version of the Quality Assurance Framework (QAF) that is overseen by the Ontario Universities Council on Quality Assurance (the Quality Council). The QAF describes procedures for the academic review of proposed new degree programs and the periodic review of existing degree programs in Ontario's university sector. The Framework draws on the long experience of Ontario universities in undertaking quality assurance and brings together best practice at both the undergraduate and graduate levels. All Ontario universities have agreed to abide by this Framework, and each university has developed Institutional Quality Assurance Processes (IQAP) that comply with the QAF and provide each university with an internal policy for the conduct of quality assurance. In 2018, the QAF and the Quality Council underwent an external review. This led to a revised Quality Assurance Framework being approved in 2021, and the Ontario universities revised their IQAPs accordingly.

The QAF provides Ontario universities with autonomy over their quality assurance processes. However, the Quality Council has the authority to audit their quality assurance activities periodically. The purpose of the audit is to determine whether each university's quality assurance practices are in compliance with its IQAP and the QAF, and to guide the university on needed remediation in any areas that are out of compliance. The audit process is part of the universities' accountability to stakeholders (prospective students, students, graduates, parents, employers, the provincial government, taxpayers, and public at large) to provide evidence that each university's degree programs not only meet national and international academic standards but also strive continuously to improve quality.

The first cycle of audits under the 2010 QAF commenced in 2012, and was completed in 2020, with two to three universities being audited in each year. The University of Windsor was in the third group of universities undergoing an audit in 2014-15. The second cycle of audits

commenced in 2022, and the University of Windsor is again one of the third group being audited in 2024-25.

The auditors followed the Audit Process as described in the Quality Assurance Framework (QAF 6.2, please refer to Appendix A). The Quality Assurance Secretariat selected the three auditors from the Audit Committee's membership (see brief biographical information in Appendix B) and, along with one of those auditors, provided an orientation to the University's Key Contact and other relevant stakeholders at the outset of the audit process. Upon receipt of the preliminary university documents, the Audit Team selected and reviewed a sample of programs for audit from the New Program Approval Protocol and the Cyclical Program Review Protocol. The process involved a desk audit using the University's Institutional self-study, records of the sampled programs, and associated documents, followed by a site visit. During the site visit on November 20 – 22, 2024 (see Appendix C for the site visit schedule), auditors met with the University's senior leadership, those with important roles in the quality assurance process, and representatives from those programs selected for audit. Additionally, the auditors met with University representatives who were currently in the process of creating a New Program Proposal and an academic unit currently engaged in their Cyclical Program Review. Following the audit, the auditors prepared a report, with Recommendations and Suggestions, subject to a multi-stage review process and final approval by the Quality Council.

The following comprised the Audit Team for the University of Windsor audit:

Dr. Roelof (Rudy) Eikelboom

Dr. Douglas McDougall

Dr. Alice Pitt

Dr. Christopher Evans, Quality Council Secretariat support

Ms. Cindy Robinson, Quality Council Secretariat support

The audit process is complex and time-consuming for all sectors of the University, from staff and students, to faculty and administration. It was clear to the auditors that, despite budget challenges, the University is strongly committed to quality assurance principles and practices. The Institutional self-study was prepared collaboratively with multiple inputs from stakeholders in the University and reflected a forward-looking concern with continuous academic improvement. The University of Windsor provided auditors with extensive and virtually complete audit documentation well before the site visit. Requests for additional information and documentation were handled in a timely manner.

The new programs selected for the audit included two master's programs, one of which was a joint program across two Faculties. The University of Windsor bundles its Cyclical Program Reviews by Academic Administrative Units, so one quality assurance activity selected included two undergraduate degrees and the second included an undergraduate and graduate (Master's) program. The final two Cyclical Program Reviews were selected from single-department faculties and included programs from undergraduate to PhD level. One was also a discipline

that involved accreditation requirements. In the spring of 2024, the University of Windsor submitted copies of records documenting the quality assurance activities for the six quality assurance activities selected and the Institutional self-study. The auditors then conducted a desk audit using the University's Institutional self-study and the records of the sampled programs, together with associated documents.

The site visit, an intense series of meetings over three days, was very well planned, and auditors commend those responsible for organizing the meetings and offer thanks for the hospitality and assistance they received throughout their stay.

The Quality Assurance Context at the University of Windsor

The University of Windsor's first IQAP was approved by the Quality Council in June 2011 and was based on the requirements of the 2010 version of the Quality Assurance Framework. The IQAP underwent minor modifications in 2013, 2014, and 2016. The Quality Council updated the Quality Assurance Framework in 2021 after an external review of its practices. In response, the University of Windsor revised its IQAP, which was approved by its Senate in April 2022 and by the Quality Council in May 2023.

The Provost and Vice-President (Academic) is responsible for administrating and applying the IQAP and delegates the day-to-day responsibility to the Associate Vice-President (Academic) (AVPA). The University of Windsor quality assurance administrative structure involves two parts; the Office of Quality Assurance (OQA) which reports to the AVPA, and secondly, the Program Development Committee (PDC), a standing committee of the University Senate, supported by the University Secretariat. The AVPA also chairs a New Program Steering Committee that gives advice on the initial stages of a new program proposal. The OQA is responsible for all quality assurance activities, both for new program proposals and Cyclical Program Reviews (CPR), to the point in the process when internal responses to the external review have been made. All the documents are then forwarded to the Secretariat for the PDC to review. For new program proposals, the PDC makes Recommendations for final internal approval by the Senate. With CPRs, after the documents are received by the Secretariat, a subcommittee of the PDC prepares and then the PDC approves the Final Assessment Report and Implementation Plan (FAR/IP), which are provided to the Senate for Information. The PDC is responsible for monitoring the completion of the IP.

The OQA, the AVPA, and the Center for Teaching and Learning (all three universally praised during the site visit) have been active in improving the culture around quality assurance by holding workshops and updating templates, as well as meeting with units proposing new programs and units undergoing CPRs. The New Program Steering Committee is mentioned below as a possible best practice. The reworking of the CPR Orientation Workshop has been seen as a positive step, as it brings in individuals who have recently completed the CPR in their unit to provide advice and comments. Resources such as the Curriculum Mapping Aid and Curriculum Services Repository are providing a comprehensive resource hub. There have also been several efforts to increase student involvement in the quality assurance processes, such

as through the provision of a standardized student survey and Curriculum Project Engagement grants that hire student to improve curriculum practices.

However, difficulties remain revolving around limited resources and complex processes for quality assurance. A pandemic, a cyberattack, and a change in underlying data management software delayed improvements in the quality assurance processes. Data and time management remain a problem and were mentioned by many during the site visit (see Recommendation 1).

The University is working with its new 2023 IQAP based on the 2021 QAF. It was clear from site visit comments by units currently undergoing a CPR that, while still daunting, the process was much better organized. There appears to have been a shift in the culture, with recent and current reviews being seen more as an opportunity for self-examination and ongoing improvements in their programs than as an exercise in compliance. While much is being accomplished in improving the culture of quality assurance at the University, only with the sustained support of all, and the continued wise deployment of limited resources can the transition from compliance to continuous improvement be maintained.

Findings Arising from the Quality Assurance Audit of the University of Windsor

The findings of this Audit are based on the following:

- The report of the 2014-15 Cyclical Audit and the University's one-year response;
- Request from the Quality Council to the Audit Committee, August 2024;
- Advice from the Appraisal Committee of the Quality Council on areas where it had observed a pattern in the University's application of its IQAP during the development of its past new program proposals;
- The University's 2024 Institutional self-study;
- A scan of quality assurance-related pages on the University's website;
- The desk audit of documentation provided by the University for four programs that have undergone CPRs and two new programs that have undergone appraisal for approval; and,
- Information gathered at the three-day site visit meetings with groups and individuals at the University of Windsor.

The findings of this audit led to a series of Commendations and Best Practices, Recommendations, and Suggestions. Further details on these findings can be found in the subsequent sections of this Report.

The 2014-2015 Audit

There were 11 Recommendations and 11 Suggestions in the 2014-2015 audit. At this first audit, the University was required by the Quality Assurance Framework to provide a one-year follow-up to document on how they had addressed the audit's Recommendations. The University

responded in April 2016. In June 2016, the auditors concluded that the University of Windsor's response demonstrated compliance with the Audit Report's Recommendations.

Three Recommendations of the previous audit were related to the University's process for new program approvals which the University has followed, and in fact, a best practice noted in the present audit resulted from actions the University has taken to address these Recommendations.

Several Recommendations dealt with the Cyclical Program Review process. In the one-year follow-up, the auditors commended the University on addressing these Recommendations. They commented several times, (including in three Suggestions, in their original report) that formal sign off be included for the self-study to make sure that all required steps were included. In particular, the auditors were concerned about sign off by other academic units involved in programs that transcended Academic Administrative Unit (AAU) boundaries and they recommended that all academic units be consulted in developing the self-study. While Suggestions and subsequent audit follow-up comments do not require compliance, the repeated nature of these comments suggest a theme that might be explored more fully (Recommendation 3).

Implications of the Institutional Self-study

The 2021 Quality Assurance Framework (QAF) requires that, in advance of the site visit, the University provide the Audit Team with an Institutional self-study that presents a reflection on the quality assurance processes at the University. Windsor is to be commended on the rich process it used to develop its Institutional self-study. A special team was formed to prepare the University for the audit and it organized several University-wide and Ontario-wide surveys to a variety of stakeholders to prepare the self-study. The draft document was circulated to many individuals involved in quality assurance, and the review by the final large focus group resulted in a robust self-study.

After commenting on how the University responded to the Recommendations and Suggestions of the 2014 Cyclical Audit, the self-study looks more generally at changes and improvements to the University of Windsor quality assurance processes but also highlighted some ongoing difficulties. It permitted the Audit Team to frame some of its questions at the site visit.

One concern that was mentioned in the Institutional self-study (and at the site visit) is the lack of a University-wide comprehensive data strategy. This lack manifests in the nature and formatting of the data provided to AAUs, the absence of a document management system, and in the lack of workflow management software. Data reports currently come from multiple sources, are sometimes inaccurate or outdated, and in need of being reworked by the OQA before being beneficial to the AAUs (Recommendation 1).

Finally, in the Institutional self-study, the University asked for comments on several issues addressed in turn below.

1. Asking for advice on better building a culture of quality assurance and the importance of continuous improvement, especially for programs that also undergo accreditation processes.

There are two issues to address: first, continuing the movement to a culture of improvement from one of compliance, and second, integrating CPRs with accreditation.

The Audit Team, during the site visit, heard that the recent CPRs were seen by the AAUs as being more concerned with review and improvements of the various programs, rather than simply being a matter of compliance. The Team compliments the OQA and Centre for Teaching and Learning (CTL) in their ongoing efforts to transition to a culture of continuous improvement. The Recommendations and Suggestions around CPR in this report are also targeted on continuing this good work on transitioning the culture at the University from compliance to more forward-looking improvements and enhancements (Recommendations 1 and 4). See also [Advice on Continuous Improvement and Self-reflection](#).

The relation between the CPRs and accreditation reviews is complicated by the differences in requirements and timelines of each process, making overarching suggestions difficult. Some universities have linked the timing of the accreditation review and CPR. By holding these reviews close together (within a year of each other) it is often possible to use the same data for both processes. But in a recent Key Contacts discussion on this issue (February 2025) other universities have explicitly decoupled these two reviews. In the Guidance to the QAF, the section on [Cyclical Program Reviews and Accreditation Reviews: Key Differences and Guidelines for Alignment](#) provides more details about these requirements. Clearly, this is a system wide issue that continues to receive attention both by the Key Contacts and by the Quality Council.

2. How best to deal with joint programs that involve multiple institutions, especially for international collaboration.

The Audit Team noted that, in the 2023 IQAP, the University has added an Appendix F, which has many good suggestions for international collaborations. There are also suggestions available about quality assurance of joint programs in the [2021-2022 Omnibus Report on Quality Assurance Key Contact Meetings](#) pages 9-11. There are also specific comments in the Guidance to the QAF [Approval of New and Review of Existing Joint Programs Offered by Two or More Ontario Institutions](#). The first footnote in the latter document notes the Quality Council maintains a directory of bodies whose post-secondary assurance processes are recognized and accepted as being comparable to our own.

3. Strategies for reducing the administrative workload for CPR and New Program Proposal (NPP).

The University has continuously been improving its templates for these processes, and recent CPRs have been viewed positively by the AAUs as an opportunity to reflect on program

improvements. As the focus of CPRs moves from compliance and review of the previous seven years to one that is forward looking and directed towards continuous improvement, there may be ways to further refine the templates, making them more flexible and focused. The Audit Team has several Recommendations (1, 3, and 4) and Suggestions (1, 2, 6, and 8) that together would reduce the workload of CPRs and NPPs. It might also be useful to consult with faculty members who have acted as external reviewers at other institutions for suggestions on how to further streamline these processes.

4. Identification of risks associated with under-resourcing the Office of Quality Assurance

The quality assurance processes at the University of Windsor were described by some at the site visit as “lean and complex” and recognized as a less-than-ideal combination. With limited staffing in the Office of Quality Assurance, considerable institutional knowledge resides with a single individual. This is clearly a situation that could be problematic for all quality assurance processes if, for whatever reason, that person was no longer involved. There is clearly a desire by many, at all levels of the University, to support and strengthen processes that lead to the continuous improvement of the academic programs, but without an appropriately resourced central office this becomes much more difficult. The universal praise the auditors heard for the Office of Quality Assurance suggests that their work is deemed to be important to the AAUs.

5. Advice and exemplar institutions on coordinating multiple offices involved in the quality assurance support.

The University of Windsor is unique in the way it has divided responsibilities between the AVPA office and the University Secretariat. This may lead to a more complex structure than might be ideal. In this light, the concerns, noted in the Institutional self-study that the handover of responsibility to the University Secretariat after the internal responses to the external review were received, resulted in a lack of awareness of the role of the FAR and IP in the review process on the part of the AAUs. This confusion seemed to be reflected in some of the comments made by Heads of AAUs during the site-visit (See Suggestions 12 and 13). A structural review might identify a more streamlined quality assurance process.

Commendations and Best Practices (QAF 6.2.7)

Commendations

The Commendations section is where individuals, programs, or administrative units that have demonstrated characteristics leading to strong quality assurance practices, or a culture of continuous improvement are recognized.

As the first Recommendation in the 2014-15 Audit Report was to ensure that students were engaged in quality assurance, the current auditors commend the multiple ways that the University has increased student involvement in the quality assurance processes. The Audit Team noted that funding was available to hire students to help with curriculum mapping and review. There are also students with specific academic experience who worked in the OQA, helping with data analysis and helping make the data meaningful to the AAU undergoing CPR.

This is seen as an innovative way to involve students. Some departments have student mentoring practices where upper-year students mentor first-year students in the program. These upper-year students can then contribute to developing and evaluating the CPR self-study and later can meet with the external reviewers. Another self-study described a portal of anonymous comments on student experience, as well as a new staff position entitled Student Success Co-ordinator. During the site visit, we learned that, in that unit, the self-study had been provided to all students with an invitation to sign up for the student meeting with external reviewers if they wanted to make comments.

During the site visit, the Audit Team heard repeated commendations for the CTL and OQA (but concern about limited (1.3-person) staffing in OQA). The support the OQA and CTL provided was universally highly praised. They are considered the essential units for support. The OQA is the face of quality assurance at Windsor. Several AAUs noted that the support of these offices facilitate their ability to efficiently complete their self-study. It was also evident from the comments that the OQA was viewed as significantly shifting the perception of CPR from compliance to forward looking program improvement.

The University of Windsor has a practice of bundling all the programs in a department or AAU into a single CPR. This makes for possible efficiencies in the amount of work necessary but can make the process seem daunting with many parts needing to be addressed. At the beginning of the CPR process, the AAUs are provided with a Delegation Document to help build a team approach to the preparation of the self-study. There may be others in the AAU besides the Head who can better complete specific parts of the self-study, such as undergraduate and graduate program advisors. Having a team approach to the CPR, as clearly implied by the Delegation Document, makes the unit-level approach more manageable and increases the awareness of quality issues and makes buy in to the resulting recommendations from the FAR/IP much more likely.

Best Practices

Best practices are specific systems, processes, structures and actions that enhance the effectiveness of the application of the University's IQAP or contribute to the University's efforts toward a culture of continuous improvement that could be applied more broadly across the University, or at other institutions.

The Appraisal Committee of the Quality Council, in its advice and comments to the Audit Team, commented on the University of Windsor's new program submissions and noted that they had a relatively low number of requests for additional information concerning assessment of teaching and learning. In the site visit, the Audit Team heard how new program proposals were supported at the beginning of the approval process by a New Program Steering Committee when the Notice of Intent (NOI) is first submitted.

The New Program Steering Committee (NPSC) includes the Associate Vice-President Academic (Chair), and representatives from the University Secretariat, the Registrar, the Center for Teaching and Learning, and Student Accounts. It provides structured support for groups developing a new program proposal. The NPSC receives the NOI, which includes enough detail and occurs early enough, so the committee is able to offer substantial, meaningful feedback to the group making the proposal. The NPSC can also identify difficulties the proposal may face going forward. This early support by experienced administrators and teaching specialists means

that full new program proposals are developed in a way that makes their ultimate success easier and more likely.

While many universities have a notice of intent process at the start of a new program proposal, Windsor's approach to supporting these initiatives is exemplary and suggests it might be a case study for a future Key Contact meeting.

Recommendations to the Institution

The auditors identified some failures to comply with the IQAP and misalignment between the IQAP and the required elements of the Quality Assurance Framework. As a result, they include in this report four Recommendations that Windsor University must address.

The University of Windsor must:

RECOMMENDATION 1: Strengthen the data support provided for all the quality assurance activities.

The Institutional self-study reported the need to improve data provision and analysis, and this was also a message the Audit Team heard repeatedly from multiple parties at the site visit. The auditors suggest there are two related issues here. The first is the timely and accurate provision of data to AAUs preparing CPRs but second is making sure that the data provided maps onto the requirements of the QAF Section 5.1.3. This is so that the self-study can be written in a manner that is forward looking and aims to continuous improvement rather than being backward looking emphasising compliance.

The auditors recognized the work the OQA is doing in acting as a central point from which the departments can receive the data needed for the self-study (something that could be explicitly noted in the IQAP section 7). However, as the data is originally provided by at least three offices – Institutional Analysis, Registrar's Office, and IT Services – with differing reasons for preparing the data, the data often needs to be reworked to be applicable to the requirements of quality assurance. Given staffing resources available in the OQA, the reworking of data from these sources is being done on a piecemeal basis. While hiring students to help with this data recasting shows the University recognizes the problem, this cannot be a permanent solution. The lack of a university-wide data strategy has also resulted in data that is delayed when requested, sometimes appears inaccurate, and difficult to understand, slowing the process of completing the self-studies (see Recommendation 4). It was evident to the auditors that the AAUs were supportive of the opportunity provided by the CPRs to improve their programs, but the frustrations expressed about data provision suggest a major impediment to successful, timely completion of the required self-study.

Related to the concern about the provision of timely accurate data is the need to make sure that the data provided maps well onto the requirements expressed in the QAF. Several individuals expressed the concern that they were sometimes overwhelmed by data that appeared to be only tangentially related to the template for the self-study. In one of the programs reviewed in

the desk audit, there was a fifty-page table of courses from other AAUs taken by students in the program without any rationale or discussion of why this table was included. Reviewing the data provided to the AAUs to make sure it is relevant to the forward-looking evaluation of the program is needed.

It is also important that this data be used in a way that leads to improvements of the programs. It appeared that most of the data was analyzed in a historical manner reflecting on the past performance of the programs rather than being used to explore trends that are important from a forward-looking perspective that would lead to suggestions on how to improve the program. There should be guidelines or support provided to the AAUs on how to use the data to explore future directions that programs might profitably explore.

The Audit Team is of the view that the data issues are indirectly responsible for some of the other issues that have led to Recommendations and Suggestions in this Audit Report. Data issues were mentioned by some AAUs as being partially responsible for the delays in preparing the self-study. The backwards review nature of the data presented may lead AAUs to see this as more an exercise in compliance than a forward looking way to improve their programs.

While we understand the University has been reviewing its data strategy, we see this as essential to providing the support necessary to successfully address quality assurance issues and urge the University to complete and implement a revised and updated data strategy.

RECOMMENDATION 2: Ensure that the process for monitoring the University's new programs, as detailed in its IQAP and required by QAF 2.9.2, is implemented.

The University of Windsor's 2023 IQAP states that monitoring of new programs "includes an interim monitoring report to be produced by the Dean and submitted to the Office of Quality Assurance when the next cyclical review is longer than four years out."

At the site visit, program participants said that they had not been formally monitoring new programs. The only formal assessment of how new programs were doing was if the Quality Council required a report, and this was deemed a monitoring report. This is problematic as the reports that the Quality Council requests are usually focused on a particular issue, such as hiring of new faculty, rather than being a full consideration of all aspects of the new program. In the absence of a request from the Quality Council, the current practice is that the Dean monitors new programs, but without documentation, and there is no process for sign-off on monitoring reports. Thus, in the New Program Proposals that were reviewed in the desk audit, there were no monitoring reports.

The Audit Team was provided with the University's recently developed New Program Monitoring Report template, which is in the process of being implemented. The template addresses the monitoring requirements as noted in the University's 2023 IQAP. This template requires also sign-off by the Department Head or Director, and the Dean. However, while the new template was provided, the auditors were unable to observe its application in practice. (It was also noted

that, while the IQAP requires a monitoring report this monitoring requirement for new programs is missing from the Quality Assurance flowchart in Table 2 of the 2023 IQAP. The monitoring of CPRs is noted in footnote 2.)

RECOMMENDATION 3: Develop a better process for tracking documentation related to its quality assurance that includes a sign-off for each process step.

In its review of the documentation provided, the Audit Team noted that, on occasion, the documentation lacked clarity on approvals and how certain decisions were made. In some of the desk audits, it was not clear who was responsible for approving the self-study so a sign off by the Dean would clarify this step. The selection process of choosing and approving external reviewers and verifying that they are at arm's length is sometimes missing, particularly if a second round of external reviewer suggestions was needed.

The Audit Team heard from several people that only a few individuals were fully aware of the quality assurance processes. This lack of awareness makes it difficult to manage workflow, and relying on a small staff to operate and maintain a complicated record system can introduce risks. Having an effective and appropriate tracking process for documentation is one key to successful quality assurance.

Suggestions for digital tools and resources used by other universities can be found in the [Quality Council's 2021-22 Omnibus Report](#) (see page 13 onwards).

RECOMMENDATION 4: Ensure that the self-studies are prepared and completed in a timely manner, so that the integrity of the CPR schedule is maintained.

A significant concern of the Quality Council was systemic CPR delays. In their orientation sessions for CPR, the OQA suggests that the entire process generally should take about 20 months. In fact, for the CPR's that the Audit team reviewed, the time from initial notice for the CPR until the FAR/IP was posted ranged from 34 months to 60 months. Most of the delay in completion of these four CPRs was due to the time taken to complete the units' self-study (ranging from 22 to 48 months). The rest of the process (site visit, review report, the responses, and the development and approval of the FAR/IP) was completed in a timely manner. While some of these CPRs occurred during the pandemic, only one started when the universities closed in March 2020 and went to remote activity. This process was the most rapid, taking in total 34 months. In a review of the Executive Summaries of CPR completed between 2014 and 2022, the median time to completion, from a notification of the CPR in March to the FAR/IP being approved early in the year, was 48 months (ranging from 24 to 72 months based on 45 CPRs).

In the Institutional self-study, there were concerns expressed about recommendations in CPRs being obsolete and unattainable in part due to late reviews. Additionally, in some of the documentation provided by the University of Windsor, there are references to the CPRs being a review of the previous seven-year period, and even the PDC suggests they are historical,

looking at the Faculty or Department's actions over the review cycle. If the self-studies are seen as simply a historical review of a past period, then there is little urgency for their completion.

By contrast, the QAF in 5.1.3 states, "The cyclical program review process includes the submission of a self-study document that is broad-based, reflective, and forward looking, and includes critical analysis of the program(s)." This focus suggests that the process needs to be timely to be relevant to the program's future.

There appear to be multiple reasons for the slow completion of the self-study. The data issue discussed in Recommendation 1 has slowed the self-study completion. The complex multi-level process required to complete any change in course and program learning outcomes, which are sometimes necessary when reviewing programs, may also slow completion (see also Suggestion 1 and 2). At the site visit, it was suggested that changes in AAU leadership can delay CPR progress (for this issue, see the [Managing Changes in Leadership from one CPR to the Next](#)). While the quality assurance process at the University is clearly moving to a more forward-looking emphasis, a careful review of how self-studies are prepared is needed.

Suggestions to the Institution

Suggestions, which are forward-looking, are made by auditors when they identify opportunities for the university to strengthen its quality assurance practices. Suggestions do not convey any mandatory obligations and sometimes are the means for conveying the auditors' province-wide experience in identifying good, and even on occasion, best practices. Universities are under no obligation to implement or otherwise respond to the auditors' Suggestions, though they are encouraged to do so.

The University of Windsor should:

SUGGESTION 1: Consider simplifying processes around quality assurance that are currently subject to multiple levels of approval.

Many steps in the development of new programs and in the completion of cyclical program reviews involve multiple levels of approval, which could be reviewed. In Table 2 of the University's IQAP, it appears that all quality assurance processes, from minor course changes to new program proposals and cyclical program reviews go through the same multi-step process of approval involving Departmental Council, Faculty Council, Graduate Studies Council (for graduate items), sometime to the Provost, and then to the Program Development Committee (and for CPRs their Subcommittee) before being presented to the Senate. The auditors heard that the Faculty of Science even had an additional step in this process with a Science Program Development Committee. The University should review these processes to determine the purpose of each step and if it is necessary. Suggestion 2 speaks to this issue as well.

SUGGESTION 2: Consider responsibility for approval of new or modified courses come to Senate directly from Faculty Councils and that those bodies require proof of appropriate consultation for approval.

Currently all course and program learning outcomes are reviewed every time the program undergoes a Cyclical Program Review, and this leads to an implementation plan prepared by the Program Development Committee and the Senate. Given this oversight, it might be possible to simplify the process of updating or modifying course and program learning outcomes by AAU in the process of continuous improvement. Perhaps these changes could simply be approved at a single level rather than the current multiple levels. This might help address the Quality Council's concern about delays implementing the FAR/IP Recommendations.

SUGGESTION 3: Consider how the program review process can be amended to ensure that Course Learning Outcomes and Program Learning Outcomes are current before the preparation of the Cyclical Program Review self-study.

In the course of the desk audits, the auditors noticed that, for all Cyclical Program Reviews, there was a significant delay in the preparation and approval of the self-study (see Recommendation 4) after the launch of the review. This process (from initial notification to approval of the self-study) took 22 to 48 months for the programs reviewed. The lengthy Course Learning Outcomes and Program Learning Outcome update processes were one of the causes of these delayed self-studies. One approach would be to notify AAU a year ahead of their CPR to make sure that their CLOs and PLOs were updated as necessary.

SUGGESTION 4: Consider ensuring there is clarity on how cross departmental and interdisciplinary programs should be addressed in new program proposals and CPRs.

The University has many programs spanning two AAUs and sometimes two Faculties. There seems to be a lack of clarity on how these programs should be reviewed. It appears from recent FAR/IPs and the Cyclical Review Schedule that these programs are being reviewed twice, once in each AAU. At the site visit, the PDC (responsible for the FAR/IP development) members responded to a question about these cross departmental programs, two different replies were given. One individual indicated that both Departments would be involved and would have to sign off on it, and a single FAR/IP would be created. Another person stated that, since the FAR/IP is written at the departmental level and covers all its programs, and if it's an interdisciplinary program, each department would receive recommendations about the program in its individual FAR/IP. One concern with these dual reviews is that the two reviews could result in different and maybe conflicting reviews.

The dual reviews should be resolved (with a potential reduction in workload). One possibility is that one AAU becomes the lead on these programs and is required to include a formal sign-off from the other unit whenever the program is mentioned in the CPR process such as in the self-study as was implied in Recommendation 5 from the 2014-2015 Audit.

This issue also applies to any new program proposals that cross departments and Faculties. Currently, all the steps in this process involve or have sign-off from all parties at each step. The auditors noted, in their review of a new interdisciplinary program, that these multiple sign-offs did not always happen or were not clearly documented.

SUGGESTION 5: Consider ways to ensure all support units (Library, Institutional analysis, Centre Teaching and Learning, Registrar's Office, and Information Technology) are aware of which AAUs are due for a Cyclical Program Review and can be engaged in the process.

It was noted (Recommendation 4) that specific data or information needed by the AAU to complete their self-study was delayed or difficult to obtain. In the site visit meeting with these support units, it became apparent that they were not always aware of units entering the CPR process. While an abbreviated CPR schedule is available on the OQA website, finding a more deliberate and formal way to ensure the support units for AAUs receive notification of what they might need to prepare for over the summer would make more timely help available to the AAUs. One possible way of achieving this would be to copy the support offices in the OQA's initial notification to the AAUs that are due for cyclical review.

It might also prove useful to consult with AAUs having recently undertaken a CPR to see if reports and services provided by these support units are helpful and if they could be improved, especially around data issues (See Recommendation 1).

SUGGESTION 6: Consider ways of reworking the templates used in the cyclical reviews of undergraduate and graduate programs to make them more flexible and less onerous for faculty to complete.

While the auditors appreciate the ongoing revision of the University's templates, especially as the QAF has been updated, comments by individuals who have recently or are currently preparing a self-study suggest considerable redundancies and sections that seem to repeat. These redundancies may be a function of the fact that the self-study includes all the programs in an AAU in a bundled review. However, perhaps there should be some flexibility in the template, while noting that the QAF requires the learning environment of each specific program to be addressed, programs as a whole could be discussed and then draw out the unique elements and add context about specific program elements, as appropriate.

It might also be helpful to have a focus group of University of Windsor faculty who have acted as external reviewers at other universities in Ontario to discuss how the University of Windsor self-study template compares with what they have experienced at other universities. Similarly external reviewers could be surveyed for feedback on the self-study and the data it included.

SUGGESTION 7: Consider ways to ensure all relevant stakeholders are consulted when the CPR self-study is being prepared.

The Audit Team noted that some stakeholders were not consulted in the development of the self-study. Program alumni sometimes appear not to be consulted so their insights about program experiences were not considered. The input of program alumni can offer a unique perspective on the programs success in reaching its objectives and learning outcomes. The University should consider implementing a process to regularly gather input about programs from alumni. See further the comments about alumni in the Guidance to the QAF [Involving](#)

[Students in the Quality Assurance Processes](#) as well as the comments on student involvement in the [Creating an Effective Self-study](#) suggesting data be collected from a number of graduated cohorts.

In programs with experiential learning components such as co-op / placements, the co-op employers and similar external contributors to programs should be formally consulted.

SUGGESTION 8: Consider only requiring curricula vitae from current faculty, adjunct, and part-time instructors in the volume 2 of the program review.

During the site visit, the Audit Team heard from one program reviewed that obtaining curricula vitae from past faculty and instructors who taught in the period being reviewed was time consuming and significantly delayed their program review. As program reviews are meant to be forward looking to encourage program improvement, this practice seems unnecessary.

SUGGESTION 9: Consider that, for programs that have suspended admission at the time of a CPR, a decision about the future of the program should be reached as part of the process.

The University IQAP states under section 7 second paragraph, that programs which are closed, or with suspended admissions are outside the scope for a CPR. But as the University does CPRs bundled by AAUs, it sometimes happens that a program with suspended admission is included in the self-study (as was the case for one of the programs chosen for a desk audit). While the future status of a closed program is clear, this is not yet the case for a program with suspended admissions. The CPR might provide a reasonable opportunity to determine if a suspended program might be closed permanently.

SUGGESTION 10: Consider how internal reviewers (internal facilitators) can be selected in a way that avoids any appearance of conflict of interest.

The QAF states that the internal reviewer should be chosen from outside the discipline (or interdisciplinary group) of the program under review (2.2.1, and 5.2.1). The University's 2023 IQAP comments that the internal reviewer cannot be cross or joint-appointed to the program that is under review (p. 26). Both these comments imply that a distance between the internal reviewer and the program(s) being reviewed should be maintained. In the desk audit of two programs, it was noted that the internal reviewers were from a faculty that had cross-faculty programs in common. It might be appropriate to consider arm's-length concerns more explicitly in the process of selecting internal reviewers (see QAF 5.2.1 [Guidance on Internal Reviewer](#)).

SUGGESTION 11: Consider offering more context for internal reviewers (internal facilitators) on how their role fits into the CPR process.

While the QAF provides more explicit guidance on the internal reviewer, in the Audit Team's discussion with internal reviewers, it appeared that some were not as clear as they might be on their role in the CPR process. A workshop involving new and experienced internal reviewers

might help all realize the importance and limitations of their role as internal facilitators. Alternately, explicit documentation on their role could be provided to them when they are asked to serve.

SUGGESTION 12: Consider the mandate of the Program Development Committee and review the membership accordingly.

There no longer appears to be a Vice Provost, Teaching and Learning at the University. Additionally, the responsibility for the quality assurance has been transferred from the Dean of Graduate Studies to the Associate Vice-President Academic. Thus, the University might consider reviewing and updating the membership of this key committee. It might be helpful to explicitly include both the lead of the OQA and the Director of the CTL in the membership of this committee.

SUGGESTION 13: Consider more directly involving academic units in the preparation of their FAR/IPs.

The Audit Team noted that there was a lack of understanding among some academic units about what recommendations had been selected for action post-review and why other recommendations had been changed. It also seems that many AAUs are unclear about the distinction between the External Review Report and the IP. Having the academic unit participate in the Subcommittee of the PDC meeting where their FAR/IP is developed would help ensure that recommendations are not perceived as being "watered down," as one AAU Head suggested. Having this or a similar form of engagement by the unit could facilitate a greater degree of buy-in to the wider Cyclical Program Review process and ultimately, an increased sense of ownership of and responsibility for the items selected for action in the IP.

SUGGESTION 14: Consider a sign-off by both the AAU Head and the Dean on any CPR monitoring reports submitted to the PDC and an explicit return to the Dean and Head of the PDC response.

Currently, the monitoring process for CPRs includes no sign off, either by the AAU Head or the Dean on the University Program Review Progress Reports, as is included in the new template for monitoring New Programs. It is also unclear how the response of the Program Development Committee, which reviews and approves these monitoring reports, is communicated back to the Faculty and AAU. The University of Windsor may wish to consider requiring a sign-off on the progress report by the AAU Head and the Dean, and a formal response from the PDC to the Dean and Provost about the state of the action taken on the agreed recommendations. These formal sign-offs and return of the monitoring report to the unit would ensure that the unit and Dean can review their progress in implementing the IP recommendations, a concern expressed by the Quality Council.

SUGGESTION 15: Consider posting Monitoring Reports on the same website as Executive Summaries and Implementation Plans are posted.

The University of Windsor Monitoring Reports are publicly available in the Senate documents but hard to find. The University has a good website that makes the Executive Summary of the FAR and the IP available and it would be helpful to also have monitoring reports posted on this website.

SUGGESTION 16: Encourage the AAUs to post the Executive Summary of the FAR and the IP to their units' website.

The QAF in Section 5.4.1c1 strongly recommends that the Units post the Executive Summary and IP on the program's website. This is not widely practiced at the University of Windsor.

Recommendations to the Quality Council, Including Provisions for Adjusted Oversight (QAF 6.2.7.i-vi)

The Audit Team recommends to the Quality Council that the University of Windsor be asked to provide a follow-up report on how they have addressed the quality assurance data concerns expressed in Recommendation 1 and if as a consequence the preparation of CPR self-studies has taken less time (Recommendation 4). It is suggested that this report be submitted 18 months after this Audit Report has been submitted to the University.

As the quality assurance culture of the University is clearly shifting from one having a focus on compliance to one which is forward looking and concerned with program improvement, no change in oversight is suggested by the Audit Team.

The next Audit of the University of Windsor should review the monitoring of new programs as well as the documentation and sign offs occurring in CPR, especially for programs that cross departments and Faculties.

Conclusion and Next Steps for the University of Windsor

Quality assurance at the University of Windsor had been described as lean but complex. The work of the AVPA, the OQA, and the CTL has strong support and praise across the University, but concern was repeatedly expressed about the limited staffing of the OQA. The auditors noted that, while complex and daunting, the Cyclical Program Review process was evolving from a historical compliance model to one that is more focused on continuous improvement of the programs. Many of the quality assurance processes were administratively heavy, involving multiple approval steps. Some of the Recommendations and Suggestions in this Audit Report address this complexity and ways to reduce it. Data availability, its ease of use, and accuracy were a concern to many, and a strengthened data software framework would be helpful.

Given the centrality of the data issue to so many aspects of the quality assurance process, a follow-up report is recommended. However, the monitoring of new programs is something that should be explored in the next audit. While the University is to be commended for maintaining the eight-year cycle of Cyclical Program Reviews, the time taken to complete the CPR self-

study is a concern. The delay makes the process less meaningful in monitoring and improving program quality. Time to complete the CPR process should be reviewed in the next audit.

Appendix A: Overview of the Quality Assurance Audit Process for the University of Windsor

Every publicly assisted university in Ontario will be audited at least once every eight years (QAF 6.1).

Purpose

Quality assurance is a shared responsibility between the Quality Council and the University of Windsor. Its aim is to ensure a culture of continuous improvement and support for a vision of a student-centered education based on clearly articulated program learning outcomes.

Quality assurance processes result in an educational system that is open, accountable, and transparent. The Cyclical Audit process allows the University to evaluate its quality assurance policies and practices, together with an assessment of performance by the Quality Council.

Objectives

The objectives of the Cyclical Audit are to ensure transparency and accountability in the development and review of academic programs, to assure students, citizens, and the government of the international standards of quality assurance processes, and to monitor the degree to which the university has:

- a) Improved/enhanced its quality assurance processes and practices;
- b) Created a culture of continuous improvement; and
- c) Developed processes that support program-level learning outcomes and student-centered learning.

Scope

The Cyclical Audit:

- a) Reviews institutional changes made in policy, process, and practice in response to the Recommendations from the previous audit;
- b) Confirms the University's practice is compliant with its IQAP as ratified by the Quality Council and notes any misalignment of its IQAP with the QAF; and
- c) Reviews institutional quality assurance practices that contribute to continuous improvement of programs, especially the processes for New Program Approvals and Cyclical Program Reviews.

AUDIT PROCESS (QAF 6.2)

A. Pre-orientation and briefing

To initiate the audit process, a briefing occurred on October 31, 2023. The Quality Assurance Secretariat and a member of the Audit Team provided an orientation on what to expect from the Cyclical Audit to the Key Contact and other relevant stakeholder(s).

B. Assignment of auditors

Normally three auditors, selected from the Audit Committee's membership by the Quality Assurance Secretariat, are assigned to conduct the Cyclical Audit. The auditors are senior academics with experience in the development, delivery and quality assessment of graduate and undergraduate programs, and are at arm's length from the university. They are accompanied on the audit visit by member(s) of the Quality Assurance Secretariat.

C. Institutional self-study

The University prepared a written self-study report that presented and assessed its institutional quality assurance processes, including challenges and opportunities, and with particular attention to any issues flagged in the previous audit. The report was submitted to the Quality Assurance Secretariat in advance of the desk audit and formed the foundation of the Cyclical Audit.

D. Selection of the sample of quality assurance activities for audit

The audit team independently selected a sample of programs for audit, normally two programs developed under the New Program Approval Protocol and three or four programs that have undergone a Cyclical Program Review. Programs that have undergone the Expedited Protocol and/or the Protocol for Major Modifications are not normally subject to audit.

A small sample of new programs still in development and/or cyclical program reviews that are still in progress may additionally be selected, in consultation with the University. In these instances, documentation for these in-progress programs is not required for submission. Instead, the auditors ask to meet with program representatives to gain an understanding of current quality assurance practices.

Specific areas of focus may also be added to the audit when an immediately previous audit has documented causes for concern, or when the Quality Council so requests. The University may also request specific programs and/or quality assurance elements be included in the audit. The auditors may consider, in addition to the required documentation, any additional elements and related documentation stipulated by the university in its IQAP.

The auditors selected the following University of Windsor programs for audit:

New Programs

- Translational Health Sciences, MSc, Faculty of Science, approved by the Quality Council in 2021
- Materials Chemistry and Engineering, MSc, Faculty of Engineering and Faculty of Science, approved by the Quality Council in 2020

Cyclical Program Reviews (CPR):

- Nursing (BScN, MScN, MN, PhD), 2019/20, Faculty of Nursing
- History (BA, BA Honours, MA), 2020/21, Faculty of Arts, Humanities and Social Science
- Human Kinetics (BHK, MHK, MSML, PhD), 2017/18, Faculty of Human Kinetics
- Dramatic Arts (BA, BFA), 2021/22, Faculty of Arts, Humanities and Social Science

New programs in development:

- Mechatronics System Engineering (BASc) (New Program Proposal, external reviewers' report received as of time of submission in December 8, 2023)

Cyclical Program Reviews in progress:

- Communication, Media and Film (BA, MA) (CPR Schedule: 2022-2023, waiting on external reviewers' report as of time of submission December 8, 2023)

Findings in Areas of focus Requested by the University (if Applicable):

The university may request review of an area about which it has particular concerns.

E. Desk audit of the university's quality assurance practices

In preparation for the site visit, the auditors undertook a desk audit of the University's quality assurance practices. Using the university's self-study and records of the sampled programs, together with associated documents, this audit tests whether the university's practice is compliant with its IQAP¹, as ratified by the Quality Council, as well as any misalignments of the IQAP with the QAF.

It is essential that auditors have access to all relevant documents and information to ensure a clear understanding of the university's practices. The desk audit serves to raise specific issues and questions to be pursued during the on-site visit and to facilitate an effective and efficient audit. The documentation submitted for audit includes:

- a) Relevant documents and other information related to the programs selected for audit, as requested by the Audit Team;
- b) The record of any revisions of the university's IQAP, as ratified by the Quality Council; and
- c) The annual report of any minor revisions of the university's IQAP that did not require Quality Council re-ratification.

Universities may provide additional documents at their discretion (QAF 6.2.5).

The auditors undertook to preserve the confidentiality required for all documentation and communications and to meet all applicable requirements of the Freedom of Information and Protection Privacy Act (FIPPA).

F. Site visit

The principal purpose of the site visit is for the auditors to get a sufficiently complete and accurate understanding of the University's application of its IQAP in its pursuit of continuous

¹ Changes to the institution's process and practices within the eight-year cycle are to be expected. The test of the conformity of practice with process will always be made against the ratified Institutional Quality Assurance Process applying at the time of the conduct of the review.

improvement of its programs. Further, the site visit serves to answer questions and address information gaps that arose during the desk audit and assess the degree to which the institution's quality assurance practices contribute to continuous improvement of its programs.

During the site visit, auditors spoke with the University's senior academic leadership including those who the IQAP identifies as having important roles in the QA process, as well as representatives from those programs selected for audit, students, and representatives of units that play an important role in ensuring program quality and success. (QAF 6.2.6)

G. Audit Report

Following the conduct of the audit, the auditors prepared a report that is considered "draft" until it is approved by the Quality Council. The report, which is to be suitable for subsequent publication, comments on the institution's commitment to the culture of engagement with quality assurance and continuous improvement, and:

- a) Describes the audit methodology and the verification steps used;
- b) Comments on the institutional self-study submitted for audit;
- c) Describes whether the university's practice is in compliance with its IQAP as ratified by the Quality Council, on the basis of the programs selected for audit;
- d) Notes any misalignment of its IQAP with the QAF;
- e) Responds to any areas the auditors were asked to pay particular attention to;
- f) Identifies and records any notably effective policies or practices revealed in the course of the audit of the sampled programs; and
- g) Comments on the approach that the University has taken to ensuring continuous improvement in quality assurance through the implementation of the outcomes of cyclical program reviews and the monitoring of new programs.

The report shall not contain any confidential information. A separate addendum, not subject to publication, provides the University with detailed findings related to the audited programs.

Where appropriate, the report may include:

- **Suggestions**, which are forward-looking, are made by auditors when they identify opportunities for the university to strengthen its quality assurance practices. Suggestions do not convey any mandatory obligations and sometimes are the means for conveying the auditors' province-wide experience in identifying good, and even on occasion, best, practices. Universities are under no obligation to implement or otherwise respond to the auditors' suggestions, though they are encouraged to do so.
- **Recommendations**, which are recorded in the auditors' report when they have identified failures to comply with the IQAP and/or there is misalignment between the IQAP and the required elements of the Quality Assurance Framework. The university must address these Recommendations in its response to the auditors' report.

- **Causes for concern**, which are potential structural and/or systemic weaknesses in quality assurance practices (for example, inadequate follow-up monitoring, as required per QAF 5.4.1d) or a failure to make the relevant implementation reports to the appropriate statutory authorities (as required per QAF 5.4.2). Causes for concern require the university to take the steps specified in the report and/or by the Quality Council to remedy the situation.

The Audit Report includes Recommendations that the Quality Council take one or more of the following steps, as appropriate:

- i. Direct specific attention by the auditors to the issue(s) with in the subsequent audit, as describe in QAF 6.2.4;
- ii. Schedule a larger selection of programs for the university's next audit;
- iii. Require a Focused Audit;
- iv. Adjust the degree of oversight and any associated requirements for more or less oversight;
- v. Require a Follow-up Response Report, with a recommended timeframe for submission; and/or
- vi. Any other action that is deemed appropriate.

H. Disposition of the Audit Report

The Quality Assurance Secretariat submits the Audit Report to the Audit Committee for consideration. Once the Audit Committee is satisfied with the Report, it makes a conditional recommendation to the Quality Council for approval of the Report, subject only to minor revisions resulting from the fact checking stage described below:

- The Quality Assurance Secretariat provides a copy to the University's "authoritative contact" (QAF 1.3), for fact checking to ensure that the report does not contain errors or omissions of fact but not to discuss the substance or findings of the report.
- That authority submits its report on the factual accuracy of the draft report within 30 days. If needed, the authority can request an extension of this deadline by contacting the Quality Assurance Secretariat and providing a rationale for the request. This response becomes part of the official record, and the audit team may use it to revise their report. The University's fact checking response will not be published on the Quality Council's website. When substantive changes are required, the draft report will be taken back to the Audit Committee.

The Chair of the Audit Committee takes the Audit Committee's recommendation for approval of the report to the Quality Council. The Council either accepts the report or refers it back to the Audit Committee for modification.

I. Transmittal of the Audit Report

Upon approval by the Quality Council, the Quality Assurance Secretariat sends the approved report to the University with an indication of the timing for any required follow-up.

J. Publication of main audit findings

The Quality Assurance Secretariat publishes the approved report of the overall findings, absent the addendum that details the findings related to the audited programs, together with a record of the Recommendations on the Quality Council's website. The University will also publish the report (absent the previously specified addendum) on its website.

K. Institutional Follow-up Response Report

When a Follow-up Response Report is required (QAF 6.2.7v), the University will submit the report within the specified timeframe, detailing the steps it has taken to address the Recommendations and/or Cause(s) for Concern. If the Audit Team is satisfied with the University's Follow-up Response Report, it drafts a report on the sufficiency of the response. The auditors' report, suitable for publication, is then submitted to the Audit Committee for consideration. If the Audit Team is not satisfied with the institutional response, the Audit Team will consult with the institution, through the Quality Assurance Secretariat, to ensure the follow-up response is modified to satisfy the requirements of the Audit Report. The Institution will be asked to make any necessary changes to the follow-up response within a specified timeframe. The Audit Committee submits a recommendation to the Quality Council to accept the University's follow-up response and associated auditors' report.

L. Web publication of Follow-up Report

When a Follow-up Report is required, the Quality Assurance Secretariat publishes this Report and the auditors' report on the scope and adequacy of the University's response on the Quality Council website and sends a copy to the University for publication on its website.

M. Additional reporting requirements

A report on all audit-related activity is provided to the Ontario Council of Academic Vice-Presidents, the Council of Ontario Universities and the Ministry of Colleges and Universities through the Quality Council's Annual Report.

Appendix B: Auditor Bios

Dr. Roelof (Rudy) Eikelboom, *Professor Emeritus, Psychology, Wilfrid Laurier University*

Rudy Eikelboom received his BSc from McGill and his MSc and PhD in Experimental Psychology from Concordia, both in Montreal. Before joining the faculty at Wilfrid Laurier University, he taught at Queen's, Concordia, and Algoma. He served as the undergraduate and graduate officer in the Psychology Department and then became its chair for three terms. He was responsible for heading a cyclic review of all the department's undergraduate and graduate programs and completing the follow-up Recommendations. Dr. Eikelboom was Secretary of the Laurier Senate for many years, serving on multiple university academic and hiring committees. He has been the external reviewer on cyclic review committees of neuroscience programs and the internal reviewer on many new programs at Laurier.

Dr. Alice Pitt, *Professor, Faculty of Education, York University*

Alice Pitt is a Professor of Education in the faculty of Education at York University. Her research interests include curriculum theory, feminist theories and pedagogies and psychoanalysis and education. She has held several leadership roles at York, including Dean of the Faculty of Education and Vice-Provost, Academic where she was responsible for overseeing academic quality assurance and program development. More recently, Dr. Pitt served as Senior Advisor, Markham Campus Academic Strategic Planning and Interim Vice-President Equity, People and Culture. From 2017 to 2020, Dr. Pitt served as a member of Quality Council

Dr. Douglas McDougall, *Professor, Department of Curriculum, Teaching and Learning, University of Toronto*

Doug McDougall is Professor in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education at the University of Toronto. He is a member of the Governing Council of the University of Toronto and serves as chair of the Academic Board. Dr. McDougall was the Associate Dean, Programs from 2015-2019 and Chair of the department from 2010-2015 and 2022-2023. Dr. McDougall has supervised to completion over 65 doctoral students and 24 MA students over the past 20 years. He is the Editor-in-Chief of the Canadian Journal of Science, Mathematics and Technology Education and the former Director of the Centre for Science, Mathematics and Technology Education. Dr. McDougall has been involved with conducting research in schools for over 25 years focusing on school improvement, professional learning groups, student and teacher needs around students at risk, and peer coaching at both the elementary and secondary level. Dr. McDougall has been part of the Audit Committee for the past eight years including seven audits and is currently serving as the Chair of the Audit Committee and Executive Audit Committee.

Appendix C: Site Visit Schedule

**Schedule of Meetings with Quality Council Auditors
University of Windsor Quality Assurance Audit
November 20-22, 2024**

Quality Council Auditors / Team

Dr. Roelof (Rudy) Eikelboom

Dr. Alice Pitt

Dr. Doug McDougall

Dr. Chris Evans and Cindy Robinson, Quality Council of Ontario.

There will also be two observers: Dr. Catherine Nolan and Alexander Kostin

***note:** Freed Orman is located in Assumption

Wednesday, November 20

8:30 – 9:00 a.m.	Audit Team Planning Meeting (Only QC Audit Team)	Freed Orman
9:00 – 11:00 a.m.	Audit Team meets with Provost and Windsor QA staff <ul style="list-style-type: none"> ● Dr. Robert Aguirre, Provost ● Dr. Erika Kustra, AVPA ● Penny Kollar, IQAP Administrator ● Renee Wintermute, University Secretary ● Svetlana Georgieva, Graduate Studies 	Freed Orman
11:00 – 11:30 a.m.	BREAK	Freed Orman
11:30 – 12:00 p.m.	Audit Team meets with representatives of Mechatronics (in-progress New Program) <ul style="list-style-type: none"> ● Bruce Minaker, Head, Department of Mechanical, Materials and Automotive Engineering (MAME) ● Behnam Shahrava, Head, Department of Electrical Engineering ● Lorraine Chandler, Manager, Academic and Student Services, Faculty of Engineering ● Afsaneh Edrisy, Associate Dean, Academic, Faculty of Engineering ● Shahpour Alirezaee, Faculty, MAME Engineering 	Freed Orman
12:00 – 12:55 p.m.	Lunch with Dr. Bruce Tucker, Interim President, University of Windsor	Room 130 Assumption
1:00 – 2:00 p.m.	Audit Team meets with Deans Council <ul style="list-style-type: none"> ● Brent Lee, Associate Dean, Graduate Studies, FAHSS ● Patti Weir, Dean of Graduate Studies ● Afsaneh Edrisy, Associate Dean, Academic, Engineering (attending on behalf of Engineering Dean) 	Freed Orman

	<ul style="list-style-type: none"> • Karen Robson, Associate Dean, Programs, Odette School of Business (on behalf of outgoing Acting Dean, Business) • Michael MacDonald, Associate Dean Graduate Studies and Research, Education (on behalf of Dean of Education) • Sherry Morell, PHCNP Graduate Coordinator Nursing (on behalf of Nursing Dean) 	
2:00 – 3:00 p.m.	Audit Team meets with AAU Heads and Directors <ul style="list-style-type: none"> • Kyle Asquith, Communication, Media, Film • David Court, Dramatic Art • Joanna Luft, English • Robert Nelson, History • Natalie Delia Deckard, Interdisciplinary and Critical Studies • Tanja Collet-Najam, Languages, Literature and Culture • Bruce Kotowich, School of Creative Arts • Philip Rose, Philosophy • Lydia Miljan, Political Science • Patti Fritz, Psychology • John Deukmedjian, Sociology and Criminology • Behnam Shahrava, Electrical Engineering • Bruce Minaker, MAME Engineering • James Gauld, Chemistry / Biochemistry • Kenneth Drouillard, School of the Environment 	Freed Orman
3:00 – 3:20 p.m.	BREAK	
3:20 – 4:20 p.m.	Audit Team meets with QA Support Providers <ul style="list-style-type: none"> • Registrar: Ray Darling, Susan Holiga • Institutional Analysis: John Dube, Jade Li, Mark Curran • Information Technology: Nigel Bertrand, Mamun Chowdhury • CTL: Jessica Raffoul, Elizabeth Ismail, Allyson Skene • Library: Tamsin Bacon 	Freed Orman

Thursday, November 21

8:45 – 9:45 a.m.	Audit Team meets Internal Reviewers <ul style="list-style-type: none"> • Niharendu Biswas, Civil & Environmental Engineering • Lisa Salfi-Novena, Faculty of Engineering • Joel Cort, Human Kinetics • Karen Robson, Odette School of Business • Randy Bowers, MAME Engineering 	Freed Orman
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	<ul style="list-style-type: none"> ● Jennifer Johrendt, Faculty of Engineering ● Edwin Tam, Civil & Environmental Engineering ● Priscila Correa, Faculty of Education ● Finney Cherian, Faculty of Education 	
9:45 -10:45 a.m.	<p>Audit Team meets with Senate Program Development Committee (PDC) and Graduate Council</p> <ul style="list-style-type: none"> ● PDC Committee: <p>Darryl Danelon</p> <p>Lionel Walsh</p> <p>Ray Darling</p> <p>Sharma Bhagwat</p> <p>Allyson Skene (Sabbatical Jan 2024)</p> <p>Gemma Smyth</p> <p>Diana Marion</p> <p>Sarah Woodruff Atkinson</p> <p>Zuochen Zhang</p> <p>Dave Johnston</p> <p>Nurlan Turdaliev</p> <p>Fazle Baki</p> <p>John Deukmedjian</p> <p>Kenneth NG</p> <p>Patti Weir</p> <p>Jeremy Worth</p> <p>Jane Simanovski</p> <p>Louis Elias</p> <p>Jana Jandal Alrifai</p> <p>Adam Merhab</p> <p>Graduate Council:</p> <ul style="list-style-type: none"> ● Chitra Rangan, Physics ● Guillaume Teasdale, History ● Oliver Love, Integrative Biology ● Joel Cort, Human Kinetics ● Michael MacDonald, Education ● Brent Lee, FAHSS ● Christopher Fredette, Law (Tentative) ● Sirinart Ananvoranich, Chemistry ● Nick Hector, School of Creative Arts ● Alioune Ngom, Computer Science ● Marie Hawkins, Graduate Studies 	Freed Orman

	<ul style="list-style-type: none"> ● Sreekanta Das, Engineering 	
10:45 – 11:00 a.m.	BREAK	
11:00 – 12:00 a.m.	Audit Team meets with representatives of Dramatic Art (Cyclical Program Review) <ul style="list-style-type: none"> ● David Court ● Tina Pugliese ● Alice Nelson ● Lee Wilson ● Michelle Macarthur ● Martha Boismier-Hiuser 	Freed Orman
12:00 – 12:45 p.m.	Audit Team LUNCH with Students <ul style="list-style-type: none"> ● Malek Mekawi ● Akib Shamsuddin ● Jules Wilson ● Rohith Mahadevan ● Ifrah Andleeb ● Andrew Folkes ● Sean O'neil ● Milan Kollar 	Freed Orman
12:45 – 1:15 p.m.	Audit Team meets with representatives of Communications, Media and Film (In-Progress Cyclical Program Review) <ul style="list-style-type: none"> ● Kyle Asquith ● Brian Brown 	Freed Orman
1:15 - 2:15 p.m.	Audit Team meets with representatives of Master's in Translational Health Sciences (New Program) <ul style="list-style-type: none"> ● Martin Crozier ● 	Freed Orman
2:15 – 3:15 p.m.	Audit Team meets with representatives of Human Kinetics (Cyclical Program Review) <ul style="list-style-type: none"> ● Dave Andrews ● Sarah Woodruff Atkinson ● Linda Rohr ● Adrianna Duquette 	Freed Orman
3:15 – 3:30 p.m.	BREAK	Freed Orman
3:30 – 4:30 p.m.	Audit Team meets with representatives of Nursing (Cyclical Program Review) <ul style="list-style-type: none"> ● Kathryn Pfaff ● Jody Ralph ● Edward Cruz ● Debbie Shephard-LeMoine 	Freed Orman

Friday, November 22

9:00 – 10:00 a.m.	Audit Team meets with representatives of History (Cyclical Program Review) <ul style="list-style-type: none"> ● Robert Nelson ● Nancy Barkley (may be retired at this time) ● (Steven Palmer) 	Freed Orman
10:00 – 11:00 a.m.	Audit Team meets with representatives of Master's MEMC (New Program) <ul style="list-style-type: none"> ● James Gauld, Chemistry ● Bruce Minaker, MAME Engineering ● Zareen Amtul, Chemistry ● Simon Rondeau-Gagne, Chemistry ● Sirinart Ananvoranich, Chemistry 	Freed Orman
11:00 – 11:15 a.m.	BREAK	Freed Orman
11:15 – 12:15 p.m.	Audit Team meeting (Only QC Audit Team members)	Freed Orman
12:15 – 1:00	LUNCH (Only QC Audit Team members)	Freed Orman
1:00 – 2:00 p.m.	Audit Team meets Windsor QA Team <ul style="list-style-type: none"> ● Erika Kustra ● Renee Wintermute ● Penny Kollar 	Board Room 300 Assumption
2:00 – 3:00 p.m.	Audit Team Wrap Up Meeting (QC Audit Team Only)	Board Room 300 Assumption
3:00– 4:00 p.m.	Audit Team De-Brief with Provost / AVPA <ul style="list-style-type: none"> ● Robert Aguirre ● Erika Kustra ● Renee Wintermute ● Penny Kollar 	Board Room 300 Assumption

Appendix D: Acronyms

AAU – Academic Administrative Unit

AVPA – Associate Vice-President (Academic)

CPR – Cyclical Program Review

CTL – Centre for Teaching and Learning

FAR – Final Assessment Report

IP – Implementation Plan

IQAP – Institutional Quality Assurance Processes

NOI – Notice of Intent

NPP – New Program Proposal

NPSC – New Program Steering Committee

OQA – Office of Quality Assurance

PDC – Program Development Committee

Quality Council – Ontario Universities Council on Quality Assurance

QAF – Quality Assurance Framework