University of Windsor

PDC260318A

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Wednesday March 18, 2026, 9:00-10:30am
Location: Room 209 Assumption Hall or MS Teams

AGENDA

1	**Approval of Agenda**	
2	**Minutes of February 12, 2026**	PDC260212M
3	**Business Arising from the Minutes**	
4	**Outstanding Business**	
5	**Reports/New Business**	
5.1	**Bachelor of Commerce (Honours Business Administration) for Graduates of Georgian College's General Business Diploma – Major Program Changes (Form B)**	**Rachel Aleks**-Approval PDC260318-5.1
***5.2**	**Kinesiology – New Course Proposal (Form D)**	**Sarah Woodruff Atkinson**-Approval PDC260318-5.2
***5.3**	**Kinesiology – Minor Program Changes (Form C)**	**Sarah Woodruff Atkinson**-Approval PDC260318-5.3
***5.4**	**Kinesiology – Summary of Minor Course and Calendar Changes (Form E)**	**Sarah Woodruff Atkinson**-Approval PDC260318-5.4
***5.5**	**Biomedical Sciences – New Course Proposal (Form D)**	**Andrew Hubberstey**-Approval PDC260318-5.5
***5.6**	**Biomedical Sciences (New Minor) – Minor Program Changes (Form C)**	**Andrew Hubberstey**-Approval PDC260318-5.6
***5.7**	**Environmental Studies – Minor Program Changes (Form C)**	**Ken Drouillard**-Approval PDC260318-5.7
***5.8**	**Environmental Science – Minor Program Changes (Form C)**	**Ken Drouillard**-Approval PDC260318-5.8
***5.9**	**Environmental Science – Summary of Minor Course and Calendar Change (Form E)**	**Ken Drouillard**-Information PDC260318-5.9
***5.10**	**Forensic Science – Summary of Minor Course and Calendar Changes (Form E)**	**Shari Forbes**-Information PDC260318-5.10
***5.11**	**Psychology (Graduate) – Summary of Minor Course and Calendar Change (Form E)**	**Patti Fritz**-Information PDC260318-5.11

***5.12 Engineering (Mechatronics) – Summary of Minor Course and Calendar Changes (Form E)** — **Afsaneh Edrisy**-Information PDC260318-5.12

6 Other Business

7 Adjournment

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

University of Windsor
Program Development Committee

5.1: **Bachelor of Commerce (Honours Business Administration) for Graduates of Georgian College's 2-year General Business Diploma – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: **That the Bachelor of Commerce (Honours Business Administration) degree completion pathway for graduates of Georgian College's 2-year General Business Diploma be approved. ^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal been approved by the Odette School of Business Council and the Provost.
- Provost Comments: *The Provost supports the proposed degree completion program with Georgian College and encourages the Odette School of Business to explore expanding this agreement to include additional colleges in the future.*
- Students who have completed the two-year Diploma in General Business form Georgian College and meet the admission requirements are eligible to enter the Bachelor of Commerce (Honours Business Administration) programs, where they can complete the degree by taking 20 additional courses.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

A. Basic Program Information

Faculty(ies)	Odette School of Business
Department(s)/School(s)	
Name of Program as it Will Appear on the Diploma (*e.g.*, Bachelor of Arts Honours Psychology with thesis)	Bachelor of Commerce (Honours Business Administration) for 2-year Diploma Holders in General Business from Georgian College
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2026
Mode of Delivery:	In-Person
Planned steady-state Student Enrolment (per section B.4.2)	10
Normal Duration for Completion:	2 years
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

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

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

The proposed program introduces an accelerated pathway to degree completion, utilizing our established transfer-credit policy to promote efficiency and access for both domestic and international students. In accordance with QAF section 2.1.2.1, which emphasizes clarity of program objectives and the appropriateness of degree nomenclature in relation to those objectives, our proposal clearly defines its aim to facilitate timely graduation for domestic students and deliver a pathway that aligns with Post-Graduation Work Permit (PGWP) eligibility for international students. Recent modifications to Immigration, Refugees and Citizenship Canada (IRCC) policy, particularly the narrowing and subsequent reinstatement of eligible fields of study, as well as a substantial increase in the required proof of funds (approximately CA$22,895, effective September 1, 2025) – have heightened the urgency and value of such accelerated, policy-aligned programming. These changes make it essential to provide international learners with fast-track programs within eligible fields, maximizing their stay in Canada and mitigating financial strain. Simultaneously, domestic students benefit from an optimized academic route that supports earlier entry into employment or graduate studies. Embedding this dual-purpose intent within our program framework underscores our institution's responsiveness to shifting policy landscapes and its commitment to diverse student needs. Aligning with Ministry section 3, which guides program objectives toward accessibility, relevance, and positive outcomes for all learners, this framework offers a robust, inclusive, and compliant academic pathway that enhances our institutional competitiveness and upholds quality assurance standards.

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

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

The proposed pathway to the Bachelor of Commerce (Honours Business Administration) leverages our existing transfer-credit policy to significantly expand credit recognition for 2-year Diploma Holders in General Business from Georgian College. This streamlined structure directly aligns with the Quality Assurance Framework's Section 2.1.2.2, which emphasizes the necessity of a program's structure and requirements being clearly designed to achieve its stated objectives and program-level learning outcomes, aligning with Ontario's undergraduate Degree Level Expectations, and employing appropriate modes of delivery. By recognizing a greater number of transfer credits, the program is structured to meet its objective of enabling efficient degree completion without compromising academic rigour or expected learning outcomes. It also ensures that the curriculum remains relevant and aligned with current standards in business disciplines.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

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

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

N/A

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

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

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

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

The 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 Bachelor of Commerce 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 Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business and was attended by some faculty members from outside the Undergraduate Committee. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum.

In March 2023, Odette held an Indigenization of Business Education event that addressed topics such as "What is Indigenization?" 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, Indigeneity, and Anti-Racism Professional Development Funds grant application.

Odette's faculty members have obtained other Indigenization grants, as well. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative, launched in January 2023, encompasses the entire program, including students, staff, and instructors. It examines all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It also provides the foundation for ongoing curriculum review and renewal.

The Odette School of Business recognizes the value of promoting partnerships among educational and local Indigenous communities. Odette had a First Nations, Metis and Inuit Advisory Council to the Dean until July 1, 2022 and is working to relaunch this initiative by reaching out to Indigenous stakeholders and invite their participation. Odette recognizes the importance of providing non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures, and beliefs of Indigenous people in Canada.

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

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

Nomenclature consistent with existing degree completion pathways.

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

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

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

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

The proposed pathway to the Bachelor of Commerce (Honours Business Administration), which builds on a 2-year diploma, responds directly to Ontario's labour market needs, international student policy changes, and strong domestic demand for degree-completion programs.

Labour Market Demand: Ontario continues to show strong employment growth in business-related sectors. In 2024, the finance, insurance, and real estate sector added nearly 24,000 jobs, while professional and technical services grew by over 63,000 positions. Job Bank forecasts a "good" outlook for management consulting roles, with most workers in the field holding at least a bachelor's degree. Wages in business occupations remain well above the provincial average, underscoring employer demand for higher-credentialed graduates. By recognizing prior diploma credits and accelerating degree completion, the pathway directly addresses the skills and credential gap in Ontario's business workforce.

IRCC Policy Changes: Recent updates by Immigration, Refugees and Citizenship Canada (IRCC) further amplify international demand. Proof-of-funds requirements for study permits have more than doubled (to $20,635 plus tuition), making efficient, value-driven programs more attractive. At the same time, PGWP rules require at least two years of postsecondary study in Canada to qualify for a 3-year work permit. Diploma-only graduates are not eligible; however, completing an Honours degree through this pathway ensures eligibility and enhances employment prospects.

College-to-University Transfer Trends: Approximately 60,000 students transfer annually between Ontario institutions, with business being one of the most common program areas of study. ONCAT-facilitated pathways and bridge programs demonstrate that diploma holders actively seek efficient routes to degrees. This proposal strengthens transfer opportunities by formalizing a 2+2 pathway between Georgian College and the University of Windsor.

Domestic Demand: Many Ontario diploma holders face career ceilings without a bachelor's degree. Accelerated completion pathways allow them to upgrade credentials without duplicating coursework. This meets the Ministry's goals of enhancing access, improving mobility, and helping students "graduate sooner" to address labour shortages. Mature and mid-career learners, who now make up a growing share of Ontario college enrolments, will benefit from the flexibility of this program. The pathway meets Ministry Section 1 requirements by demonstrating both student and societal demand. It provides domestic learners with a practical route to career advancement, offers international students a PGWP-eligible program aligned with IRCC rules, and supplies Ontario employers with the degree-qualified graduates they increasingly require.

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

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

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
In the regular program (non-co-op)	2	5	3	10	5	10	5	10	5	10
In the co-op/ experiential learning stream (if applicable)	-	-	-	-	-	-	-	-	-	-

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution. List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include https://www.ontariouniversitiesinfo.ca/programs and https://www.universitystudy.ca/search-programs/. If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs.

N/A

B.5 RESOURCES

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

B.5.1 Resources Available

B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

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

The proposal simply provides a pathway to the existing Bachelor of Commerce (Honours Business Administration) which will continue to be delivered entirely through existing faculty, staff, and administrative resources within the Odette School of Business and the University of Windsor. No new resources are required.

Teaching, supervision, and administrative support will be provided by faculty and staff already assigned to the Bachelor of Commerce (Honours Business Administration) program. The pathway builds on existing courses and curriculum, and faculty expertise in business disciplines is sufficient to accommodate students entering through this pathway.

Because this is a pathway to the existing Bachelor of Commerce (Honours Business Administration) using the same curriculum and instructional resources, there is no negative impact on other programs within the Odette School of Business or the wider university. The anticipated cohort size can be absorbed within current course offerings and faculty teaching loads.

Students will continue to draw on the same supports currently available to all business students, including the Leddy Library, Centre for Teaching and Learning, Information Technology Services, and student services (academic advising, career services, mental health and wellness). These units are already resourced and committed to supporting undergraduate programming and will not require additional investment to accommodate the revised pathway.

No specialized equipment, laboratories, or facilities beyond those already in use for the Bachelor of Commerce (Honours Business Administration) are required. Classrooms, computer labs, and common student areas are sufficient to meet the pathway's needs. The Bachelor of Commerce will continue to rely on the GA/TA support already assigned to undergraduate business courses. Current allocations are adequate and will not be impacted by the addition of this pathway.

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

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring. Include: evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record), evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate, any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience

No new faculty are required to support the pathway. The Bachelor of Commerce is delivered by the existing faculty complement within the Odette School of Business, who already teach and supervise across the breadth of the undergraduate curriculum. These faculty members bring extensive qualifications, including doctoral degrees in their respective disciplines, professional designations (e.g., CPA, CFA, CHRP), and ongoing engagement in research, scholarship, and professional practice. Collectively, their expertise ensures a high-quality academic environment for students entering through this pathway.

Faculty at Odette have an established record of scholarly contributions, research funding, teaching excellence awards, and leadership in professional organizations. Their research and professional engagement span key areas of business, including accounting, finance, marketing, management, strategy, entrepreneurship, and human resources, ensuring that students benefit from instruction that is current, relevant, and informed by both theory and practice. This expertise fosters an intellectual climate that supports innovation, critical inquiry, and the development of applied skills.

Because this is a proposal for a pathway into the existing Honours Bachelor of Commerce curriculum, students will be taught, mentored, and supervised by the same faculty who are already committed to undergraduate business education. The faculty's strong record of research productivity, curriculum development, and student mentorship demonstrates both capacity and commitment to sustain the revised program. As a result, the intellectual quality of the student experience will be maintained and enhanced through the contributions of the current faculty complement, without the need for additional appointments. In summary, the pathway leverages existing human, physical, and financial resources without requiring additional commitments. The quality of student learning, scholarship, and support services will be maintained.

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

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

The Bachelor of Commerce will continue to be delivered primarily by the existing full-time faculty complement within the Odette School of Business. No new sessional, adjunct, or limited-term appointments are required to support the delivery of this program. Faculty currently assigned to undergraduate teaching in business will continue to teach the courses leading to the Bachelor of Commerce, ensuring consistency in curriculum, delivery, and assessment.

While sessional instructors may occasionally contribute to the Bachelor of Commerce (Honours Business Administration) program, as is standard practice across the University, this reliance is limited and carefully managed. It does not represent a significant component of program delivery. The core of the program will be taught and supervised by tenured and tenure-track faculty with established research, teaching, and professional expertise, thereby sustaining the program's academic integrity and fostering a high-quality student experience.

This approach ensures the long-term sustainability of the program overall by drawing on a stable and committed faculty complement. Students will benefit from learning directly from research-active scholars and experienced practitioners, which supports the intellectual quality and rigour of the program while minimizing dependence on temporary instructional staff.

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

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

N/A

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

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

N/A

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

No new resources are anticipated or required to support the pathway, which will be sustained entirely through existing faculty, staff, financial, and physical resources already allocated to the Odette School of Business and the University of Windsor. All teaching, supervision, and student support will continue to be provided through the current complement of faculty and staff. Existing facilities, technology, and academic support services are sufficient to meet the needs of students entering this pathway. The pathway does not rely on new external funding, government grants, or donations, and it does not require additional institutional investment beyond what is already committed to the Bachelor of Commerce (Honours Business Administration) program.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

No reallocation of resources or cost-savings measures are required to support the pathway. The proposal is for a pathway into the existing Honours Bachelor of Commerce curriculum, utilizing the same suite of courses, faculty expertise, and student support that are already in place. Because the pathway leverages the current course offerings and transfer credit policy, there is no need to streamline or delete courses, nor to restructure existing programs. This approach ensures efficiency by maximizing the use of resources already committed to business education at the Odette School of Business, while maintaining the integrity and quality of the student learning experience.

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

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

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

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

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

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

Applicants must be graduates of Georgian's 2-year General Business Diploma program to be eligible for the full amount of block transfer credit or advanced standing into the Bachelor of Commerce program outlined in this agreement. Georgian students must complete all degree requirements in the Business Diploma program with a minimum cumulative average of 70% to be eligible for the full amount of block transfer credit within the Bachelor of Commerce program. Students need to apply to UWindsor, meet all the admissions requirements and provide an official transcript from Georgian. Georgian students who do not meet the above requirements but do meet the University's Business program admissions requirements may be eligible for individual transfer credits into the Bachelor of Commerce program at UWindsor, at the discretion of the Odette School of Business. Should all requirements be met, the following block of credits between Georgian Business Ontario College Diploma program and UWindsor Bachelor of Commerce will be given:

Georgian Year	Georgian Course Code	Georgian Course Name	UWindsor Course Code	UWindsor Course Name
Year 1	ACCT-1000 & ACCT-1001	Financial Accounting Principles I Financial Accounting Principles II	ACCT-1510	Principles of Financial Accounting
Year 1	BUSI-1001	Introduction to Organizational Behaviour	MGMT-2400	Organizational Behaviour
Year 1	COMP-1003	Microcomputer Applications	COMP-1XX7	First Year IT Elective
Year 1	MATH-1002	Mathematics of Finance	N/A	Does not transfer
Year 1	MKTG-1000	Introduction to Marketing	MKTG-1310	Principles of Marketing
Year 1	COMM-1016	Communication Essentials	MGMT-1000	Business Communications
Year 1	BUSI-2005	Customer Service	BUSN-3XXX	Third Year Business Elective
Year 1	ECON-1000	Microeconomics	ECON-1100	Introduction to Economics I
Year 1	HURM-1000	Human Resources Management Foundations	MGMT 2430	Human Resources Management
Year 1	MKTG-2033	Professional Edge	N/A	Does not transfer
Year 1	Communications	Varies	Varies	Non-Business Elective

Year 1	General Education	Varies	Varies	Non-Business Elective
Year 2	ACCT 1003	Finance and Management Accounting	ACCT 2550	Principles of Managerial Accounting
Year 2	ECON 2000	Macroeconomics	ECON-1110	Introduction to Economics II
Year 2	MGMT-2001	Principles of Management	BUSN-2XXX	Second Year Business Elective
Year 2	MGMT-2012	Introduction to Project Management	BUSN-2XXX	Second Year Business Elective
Year 2	STAT-2000	Statistics 1	MSCI-1000	Introduction to Business Data Analysis
Year 2	General Education	Varies	Varies	Non-Business Elective
Year 2	ENTR-2009	Entrepreneurship and Small Business	STEN-2XXX	Second Year Strategy and Entrepreneurship Elective
Year 2	FNCE-2000	Business Finance	BUSN-1XXX	First Year Business Elective
Year 2	LAWS-2000	Business Law	STEN-2XXX	Second Year Strategy and Entrepreneurship Elective
Year 2	MGMT-2000	Production and Operations Management	BUSN -2XXX	Second Year Business Elective

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

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

Admission requirements are consistent with existing degree completion programs. All transfer credits are pre-approved by the Faculty.

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

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

Bachelor of Commerce (Honours Business Administration) – Degree Completion Pathway for Graduates of the 2-year General Business Diploma from Georgian College

Total courses: 20

Degree requirements:
FINA-2700. Business Finance I
FINA-2710. Business Finance II
MATH-1980. Mathematics for Business
MGMT-3000. Business Ethics in a Global Context
MSCI-2020. Business Data Analysis
MSCI-2130. Introduction to Management Information Systems
MSCI-2200. Quantitative Decision Models I
MSCI-3310. Operations Management I or MSCI-3410 Supply Chain Management I: Introduction and Fundamentals
STEN-1000. Introduction to Business

STEN-3970. The Law and Business Administration
STEN-4980. Strategic Management
1 additional Business Administration course
8 additional courses from any area of study, including Business

Courses used to calculate the major average are: FINA-2700, FINA-2710, MGMT-3000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 OR MSCI-3410, STEN-1000, STEN-3970, STEN-4980, additional Business Administration courses

Suggested Course Sequencing

Sem 5 Fall (September – December)
STEN-1000. Introduction to Business
MATH-1980.Mathematics for Business
MGMT-3000. Business Ethics in a Global Context
2 additional courses from any area of study, including Business *

Sem 6 Winter (January – April)
FINA-2700. Business Finance I
MSCI-2020. Business Data Analysis
STEN-3970. The Law and Business Administration
2 additional courses from any area of study, including Business *

Sem 7 Fall (September – December)
FINA-2710. Business Finance II
MSCI-2130. Introduction to Management Information Systems
MSCI-2200. Quantitative Decision Models I
1 additional Business course*
1 additional courses from any area of study, including Business *

Sem 8 Summer (January – April)
1 of:
MSCI-3310. Operations Management I or
MSCI-3410. Supply Chain Management I: Introduction and Fundamentals

STEN-4980. Strategic Management
3 additional courses from any area of study, including Business *

*Additional courses may be taken from the Odette School of Business or another University of Windsor Faculty.

Students interested in pursuing a Specialization are encouraged to consult with an academic advisor before registering for courses.

**Note: The following courses are part of the block transfer of credits and may not be taken for credit in this program: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MKTG-1310, MSCI-1000, ECON-1100, ECON-1110.

Description of thesis option (if applicable): Not applicable.

Does the revised program include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the revised program proposal (PDC Form B)]
__x__ No
If yes, list all new courses: N/A

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

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

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

See C.2.

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

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

The courses included in the block transfer are pre-approved to ensure consistency with the Bachelor of Commerce (Honours Business Administration) program.

C.3.2 For All Program Proposals

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

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

N/A

C.3.2.2 New or Changes to Standing Required for Graduation

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

N/A

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

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to

demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations). ***For Combined Programs and Concurrent Offerings:*** *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*
For programs with an Experiential Learning or Co-op Option*: Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Learning outcomes were last updated January 12, 2018. No changes are being made to the learning outcomes.

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A. Evaluate, categorize and explain in-depth relevant relationships of technical knowledge in various business functions to managing business conducted in an ambiguous, complex and unpredictable environment. *For Co-op:* *Relate academic theory/background to co-op assignment/experience* *For specialization in Accounting:* Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Accounting to managing business conducted in an ambiguous, complex and unpredictable environment. For specialization in Human Resources: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Human Resources to managing business conducted in an ambiguous, complex and unpredictable environment. For specialization in Finance: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Finance to managing business conducted in an ambiguous, complex and unpredictable environment. For specialization in Supply Chain and Business Analytics:	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

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Supply Chain and Business Analytics to managing business conducted in an ambiguous, complex and unpredictable environment. For specialization in Marketing: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Marketing to managing business conducted in an ambiguous, complex and unpredictable environment. For specialization in Strategy and Entrepreneurship: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Strategy and Entrepreneurship to managing business conducted in an ambiguous, complex and unpredictable environment.		
B. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H) *For Thesis:* *Select and justify and appropriate theoretical model and methodology to identify a specific issue relevant to business. Conduct a guided review of relevant academic literature.* For specialization in Strategy and Entrepreneurship: Apply evidence-based strategic and entrepreneurial decision-making to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H)	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. Synthesize models of thinking with personal experience making decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I) *For Thesis:*	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

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
Apply appropriate methods of data collection and analyses to draw inferences regarding a specific business issue. State the limitations of the analyses and inferences which can be legitimately drawn. Provide recommendations to advance research towards a resolution of a specific, relevant business issue. *For specialization in Strategy and Entrepreneurship:* Synthesize models of thinking with personal experience making strategic and entrepreneurial decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I)		
D. Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool to describe the past, predict the future and recommend the most appropriate plan of action. For specialization in Accounting: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Accounting discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool developed for the Accounting discipline to describe the past, predict the future and recommend the most appropriate plan of action. For specialization in Finance: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Finance discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool developed for the Finance discipline to describe the past, predict the	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
future and recommend the most appropriate plan of action. For specialization in Supply Chain and Business Analytics: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Supply Chain and Business Analytics discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool developed for the Supply Chain and Business Analytics discipline to describe the past, predict the future and recommend the most appropriate plan of action. For specialization in Marketing: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Marketing discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool developed for the Marketing discipline to describe the past, predict the future and recommend the most appropriate plan of action.		
E. Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations. Recognize and propose ways to promote and act on elements of corporate social responsibility in Business. For specialization in Human Resources: Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations in particular related to Human Resources Management.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
F. Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate benefits. For specialization in Human Resources: Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication in particular related to Human Resources Management to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate benefits.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts.For specialization in Human Resources: Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts in particular related to Human Resources Management.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness ambiguity, complexity and unpredictability.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Synthesize models of teamwork with personal experience in teamwork to recognize and harness opportunities to expand development of teamwork competence in business contexts.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

The proposal is a pathway to the existing Bachelor of Commerce (Honours Business Administration). The mode of delivery will therefore be unchanged. The Odette School of Business utilizes the in-person, hybrid, and online formats.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

An annual review will be conducted collaboratively by the Odette School of Business, the Office of Enrolment Management, and partners at Georgian College to monitor the academic success and progression of transfer students, as well as the effectiveness of the pathway. In addition, a separate agreement will be executed to ensure that all parties are formally aware of their commitments and responsibilities. This agreement will include provisions for admission criteria, transfer credit recognition, student advising, communication protocols, data sharing for program monitoring, and procedures for renewal or amendment. Together, the annual review process and the agreement will ensure ongoing quality assurance, transparency, and accountability in sustaining the program.

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

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

The University of Windsor and the Odette School of Business are committed to ongoing quality assurance and continuous improvement of proposed pathway to the Bachelor of Commerce (Honours Business Administration). The following plan outlines how program quality and student performance will be systematically monitored, documented, and used to inform pathway renewal.

1. Monitoring Overall Program Quality
- Pathway oversight will be the responsibility of the Odette School of Business with annual reporting in partnership with Georgian College.
- Quality indicators will include student retention, time-to-completion, graduation rates, and employment outcomes.
- Comparative analysis with other degree completion pathways will ensure the pathway remains competitive and aligned with institutional standards.

2. Assessing Achievement of Program Objectives
- Annual reviews will evaluate whether the pathway is meeting its stated objectives, including providing accelerated degree completion opportunities for diploma holders and ensuring alignment with labour market and IRCC requirements.
- Feedback from faculty, students, and external partners will be incorporated into the review.

3. Evaluating Student Learning Outcomes
- Student achievement of program-level learning outcomes will be assessed through existing course-embedded measures (assignments, projects, capstone courses) and external benchmarks such as accreditation standards.
- Transfer student performance will be tracked separately to ensure they receive the same level of support in meeting learning outcomes as direct-entry students.

4. Monitoring Student Workload and Experience
- Course evaluations will provide data on workload balance, course delivery, and overall student experience.
- Transfer-specific advising and support services will be assessed to confirm adequacy for this student group.

5. Documentation and Use of Results
- All assessment data and review findings will be compiled periodically in a pathway report, which will be shared with Odette leadership, Enrolment Management, and Georgian College.

- Reports will document strengths, challenges, and action plans. Where gaps are identified, targeted improvements will be implemented, such as adjustments to the curriculum, enhanced advising, or the development of new support resources.
- Outcomes will also inform the periodic cyclical program review process under the Quality Assurance Framework.

This plan ensures that the pathway will be continuously monitored for quality, that student learning outcomes and experiences are appropriately assessed, and that evidence-based decisions drive ongoing pathway enhancement.

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

APPENDIX A – BUDGET SUMMARY SHEET

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

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	**1**	**2**	**3**	**4**	**5**	**Total**
Revenue						
Tuition income*	$174,000	$329,000	$357,500	$357,500	$357,500	$1,575,500
Potential Provincial funding**						
Other sources of funding *(please list)*						
Total Revenue						
Expenses						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners *(for graduate programs)*						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses *(please list)*						
Total Expenses	-	-	-	-	-	-
Net Income						

*Estimate $xxx per full-time equivalent domestic undergraduate student; $xxx per full-time equivalent international undergraduate student; $xxxx per full-time equivalent domestic Masters student; $xxxx per full-time equivalent international Masters student; $xxxx per full-time equivalent domestic doctoral student; $xxxx per full-time equivalent international doctoral student.
**Estimate $xxx per full-time equivalent domestic undergraduate student; $xxx per full-time equivalent international undergraduate student; $xxxx per full-time equivalent domestic Masters student; $xxxx per full-time equivalent international Masters student; $xxxx per full-time equivalent domestic doctoral student; $xxxx per full-time equivalent international doctoral student.
***Estimate $xxx per GA/TA allocation

University of Windsor
Program Development Committee

*5.2: **Kinesiology – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the following course be approved:^
KINE-3570. Community Sport

^Subject to approval of the expenditures required.

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Sport Management and Leadership** **Bachelor of Sport Management and Leadership for graduates of Lambton College's Advanced Diploma in Sport Management** **Bachelor of Sport Management and Leadership for graduates of Durham College's Advanced Diploma in Sport Management** **Bachelor of Sport Management and Leadership for graduates of St. Clair College's Sport and Recreation Management Diploma** **Bachelor of Sport Management and Leadership for graduates of Saskatchewan Polytechnic Business Sport Management**
DEPARTMENT(S)/SCHOOL(S):	**Kinesiology**
FACULTY(IES):	**Human Kinetics**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Spring, 2026

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

Course # and Title: KINE-3570. Community Sport

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 examines the multifaceted role of sport in communities, with a particular focus on the planning, management, and evaluation of community sport programs. Through applied case studies, current research, and real-world examples, students will explore how community sport is designed and delivered to promote inclusion, health, development, and engagement. Emphasis will be placed on understanding key principles of program design, stakeholder management, resource allocation, and outcome measurement. By the end of the course, students will be equipped to critically assess and contribute to effective and sustainable community sport initiatives. (This is an experiential learning course.)(May not be taken for credit if taken as KINE-4890 Special Topics.)

A.2 Experiential Learning Categories

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

- ☐ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☐ creative performance or exhibit (*for visual and performing arts*)
- ☐ entrepreneurship
- ☐ field experience or site visit
- ☐ labs
- ☐ No experiential learning in this course
- ☐ field work
- ☒ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☐ research project
- ☐ study abroad

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/ Tutorial	Online	Co-op/practicum/ experiential learning	Other
3.0	36.0	36.0				Explain:

Course Modality (Delivery format)							
In-person	Fully Online - Asynchronous	Fully Online - Synchronous	Remote asynchronous online	Remote synchronous online	Hybrid	Hyflex	Bimodal
Yes							

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]*

******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

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

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

____ No If yes, list all programs for which this course will be required:

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.

KINE-3570 Community Sport has been offered twice as *KINE-4890* Special Topics with strong outcomes and will be incorporated into the regular course rotation a full-time faculty member with expertise in this area.

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

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

With specific reference to this course, consideration has been given to incorporating Indigenous (First Nations, Métis, and Inuit) content and perspectives through course material that critically examines the historical and contemporary role of sport in Indigenous communities. The course addresses the rich traditions of Indigenous physical activities and sport-like contests in North America prior to European contact, highlighting their cultural, social, and educational significance within communities. It also critically explores how Euro-Canadian sport systems were later used by the government and church as tools of assimilation, particularly during the 19th and 20th centuries, including the suppression of Indigenous cultural practices and the promotion of Euro-Canadian sports in residential schools and reserve communities. Contemporary developments in Indigenous sport, including increased self-determination and initiatives such as the North American Indigenous Games, are discussed to illustrate resilience, cultural revitalization, and the evolving role of sport in Indigenous communities today.

From a program- and faculty-wide perspective:

- We introduced a new program learning outcomes (senate approved: May 9, 2024) for the BSML and BScKHS undergraduate degree programs:
    - Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000, which is a core course for both degree (BSML and BScKHS) students, includes Indigenous content related to the medicine wheel.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
    - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university

staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
  - Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
  - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
  - In 2021, The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
  - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
  - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
  - Lancer Men's Football team had an Indigenous educational session with Dr. Bev Jacobs and Kat Pasquach in honour of Orange Shirt Day in 2023.
- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics.

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

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

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

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

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

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

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

B.3 LEARNING OUTCOMES (QAF section 2)

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

See attached.

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
	80	100	100	100	100

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

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

The course will have minimal impact on other BSML courses. It will be listed as an upper year elective for the BSML students and will be offered on a rotational basis with all other upper-year BSML course.

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.

This course will offered as part of a faculty member's regular workload.

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

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

N/A

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.*

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

KINE-3570. Community Sport

Learning Outcomes

Last Updated: January 08, 2026

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:
Identify and critically evaluate key social, organizational, and contextual factors that community sport organizations must consider when designing, delivering, and evaluating programs and services. **(Also applies to C, D.)** Critically analyze current issues and trends in the community sport context and their implications for organizations and managers. **(Also applies to C, D.)** Assess the roles, interests, and influence of key stakeholders in the planning and delivery of community sport initiatives. **(Also applies to C, D.)** Actively participate in developing, implementing, and evaluating an evidence-informed plan/solution to a real-world issue experienced by a community sport organization. **(Also applies to B, C, D.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Communicate professional recommendations and project findings effectively to diverse audiences using written, oral, and visual formats.	**F.** interpersonal and communications skills
Identify and recognize the challenges associated with working in a team environment.	**G.** teamwork, and personal and group leadership skills

	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Program Development Committee

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

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

MOTION: That the Honours Bachelor of Sport Management and Leadership programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal been approved by the Faculty of Human Kinetics Council.
- The new course KINE-3570 *Community Sport* is being added to the list approved courses that students can take in Bachelor of Sport Management and Leadership programs. In addition, three existing courses are being added to the list: KINE-4420. *Sport Sponsorship*, KINE-4430. *Social Responsibility in Sport*, and KINE-4440. *Consumer Behaviour.*
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Sport Management and Leadership** **Bachelor of Sport Management and Leadership for graduates of Lambton College's Advanced Diploma in Sport Management** **Bachelor of Sport Management and Leadership for graduates of Durham College's Advanced Diploma in Sport Management** **Bachelor of Sport Management and Leadership for graduates of St. Clair College's Sport and Recreation Management Diploma** **Bachelor of Sport Management and Leadership for graduates of Saskatchewan Polytechnic Business Sport Management**
DEPARTMENT(S)/SCHOOL(S):	**Kinesiology**
FACULTY(IES):	**Human Kinetics**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Undergraduate Spring, 2026

Does the minor program change include new courses?:

__X__ 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: KINE-3570 Community Sport]

A.1 PROGRAM REQUIREMENT CHANGES

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

Honours Bachelor of Sport Management and Leadership (with/without thesis) (with/without Co-op)

[…]

Sport Management and Leadership Courses (SELECT 7 COURSES):

o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3530. Sport Facility Management
o KINE-3550. Socio-Economics Aspects of Sport and Leisure
o KINE-3570. Community Sport (New Course)
o KINE-3770. Sport Tactics and Strategies
o KINE-3800. Global Perspectives in Human Kinetics
o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
o KINE-4420. Sport Sponsorship
o KINE-4430. Social Responsibility in Sport
o KINE-4440. Consumer Behaviour
o KINE-4520. Sport Policy and Governance

[…]

Honours Bachelor of Sport Management and Leadership for Graduates of Lambton College's Sport and Recreation Management Diploma (with/without thesis)

Sport Management and Leadership Courses (SELECT 6 COURSES)
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3530. Sport Facility Management
o KINE-3550. Socio-Economics Aspects of Sport and Leisure
o KINE-3570. Community Sport (New Course)
o KINE-3770. Sport Tactics and Strategies
o KINE-3800. Global Perspectives in Human Kinetics
o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
o KINE-4420. Sport Sponsorship
o KINE-4430. Social Responsibility in Sport
o KINE-4440. Consumer Behaviour
o KINE-4520. Sport Policy and Governance
[…]

Honours Bachelor of Sport Management and Leadership for Graduates of Durham College's Advanced Diploma in Sport Management Diploma (with/without thesis)

Sport Management and Leadership Courses (SELECT 5 COURSES)
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3550. Socio-Economics Aspects of Sport and Leisure
o KINE-3570. Community Sport (New Course)
o KINE-3770. Sport Tactics and Strategies
o KINE-3800. Global Perspectives in Human Kinetics
o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
o KINE-4420. Sport Sponsorship
o KINE-4430. Social Responsibility in Sport
o KINE-4440. Consumer Behaviour
o KINE-4520. Sport Policy and Governance
[…]

Honours Bachelor of Sport Management and Leadership for Graduates of St. Clair College's Sport and Recreation Management Diploma (with/without thesis)

Sport Management and Leadership (SELECT 6 COURSES)
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3510. Sport Event Management
o KINE-3550. Socio-Economics Aspects of Sport and Leisure
o KINE-3570. Community Sport (New Course)
o KINE-3770. Sport Tactics and Strategies
o KINE-3800. Global Perspectives in Human Kinetics

o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
o KINE-4420. Sport Sponsorship
o KINE-4430. Social Responsibility in Sport
o KINE-4440. Consumer Behaviour
o KINE-4520. Sport Policy and Governance
[…]

Honours Bachelor of Sport Management and Leadership (Degree Completion) for Graduates of Saskatchewan Polytechnic Business Sport Management (with/without thesis)

Take 4 courses from:
o KINE-3330. Applied Sport Psychology
o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
o KINE-3530. Sport Facility Management
o KINE-3550. Socio-Economics Aspects of Sport and Leisure
o KINE-3570. Community Sport (New Course)
o KINE-3770. Sport Tactics and Strategies
o KINE-3800. Global Perspectives in Human Kinetics
o KINE-4040. Population Health
o KINE-4400. History of Sport in Canada
o KINE-4410. Sport in America
o KINE-4420. Sport Sponsorship
o KINE-4430. Social Responsibility in Sport
o KINE-4440. Consumer Behaviour
o KINE-4520. Sport Policy and Governance
[…]

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).

KINE-3570 Community Sport is a new upper year elective course. Also, KINE-4430 Social Responsibility in Sport was added as a new course in Spring 2023, but wasn't placed within the group of courses that would count towards an upper year elective BSML course.

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

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

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

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

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 Faculty of Human Kinetics is committed to building and sustaining a stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As such, we have answered the above questions to the best of our abilities. While we understand that this is a continuous and ongoing process, below is an overview of activities. With specific reference to this new course (KINE-3570 Community Sport), consideration has been given to incorporating Indigenous (First Nations, Métis, and Inuit) content and perspectives through course material that critically examines the historical and contemporary role of sport in Indigenous communities. The course addresses the rich traditions of Indigenous physical activities and sport-like contests in North America prior to European contact, highlighting their cultural, social, and educational significance within communities. It also critically explores how Euro-Canadian sport systems were later used by the government and church as tools of assimilation, particularly during the 19th and 20th centuries, including the suppression of Indigenous cultural practices and the promotion of Euro-Canadian sports in residential schools and reserve communities. Contemporary developments in Indigenous sport,

including increased self-determination and initiatives such as the North American Indigenous Games, are discussed to illustrate resilience, cultural revitalization, and the evolving role of sport in Indigenous communities today.

From a program- and faculty-wide perspective:

- We introduced a new program learning outcomes (senate approved: May 9, 2024) for the BSML and BScKHS undergraduate degree programs:
  - Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000, which is a core course for both degree (BSML and BScKHS) students, includes Indigenous content related to the medicine wheel.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
  - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled "Lacrosse is Medicine". He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (https://windsorstar.com/news/local-news/lacrosse)
  - Lancer Hockey provided support to First nations communities in British Columbia (https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx and https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx)
  - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival)
  - In 2021, The Department of Kinesiology Hosted a lecture entitled "Fire Keepers and the Fire Within" by Stanford Zhupkooum White in support of Orange Shirt Day. (https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey)
  - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850)
  - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
  - Lancer Men's Football team had an Indigenous educational session with Dr. Bev Jacobs and Kat Pasquach in honour of Orange Shirt Day in 2023.
  - Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). (https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017)) and https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477
  - We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECDSB).
  - Established a VOICES of Excellence Scholarship valued at $1000 to support Black and/or Indigenous students entering Human Kinetics.

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

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
  - In addition to the program- and faculty-wide initiatives listed above, a sculpture of the "one-armed reach"

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

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

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

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

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

University of Windsor
Program Development Committee

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

Item for: **Information**

Forwarded by: **Faculty of Human Kinetics**

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

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

KINE-2250. Ethics in ~~Sport and Physical Activity~~ **Kinesiology**
~~A philosophical analysis of sport and physical activity with emphasis on ethical aspects. Ethical theories will be studied as a basis for assessing and understanding decisions and actions of coaches, athletes, officials, and executive members. Case studies covering problem areas will be utilized to enable the student to analyze these decisions and actions.~~ **A philosophical analysis of issues in kinesiology, with an emphasis on ethical considerations. Students will explore ethical theories as a foundation for evaluating decisions and actions within various kinesiology-related contexts, including those involving athletes, coaches, practitioners, clients, administrators, and other stakeholders. Case studies examining real-world ethical dilemmas will be utilized to develop critical thinking and decision-making skills.**

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:

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

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

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.
See attached

KINE-2250. Ethics in Sport and Physical Activity

Learning Outcomes

Last Updated: January 05, 2026

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:
Evaluate situations using ethical theories and key concepts. **(Also applies to B, C, I.)** Determine if a situation is, or is not, considered ethical. **(Also applies to B, C, D.)** Formulate an action plan to deal with situations using an ethical framework. **(Also applies to B, C, D, E, F, I.)** Apply critical thinking and ethical reasoning to analyze and resolve dilemmas in kinesiology-related contexts. **(Also applies to B, C, D.)** Identify core ethical concepts, key words, and theories. **(Also applies to B, C.)**	**A.** the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

	l. the ability and desire for continuous learning

University of Windsor
Program Development Committee

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

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the following course be approved:^
BIOM-3300. Neuroscience Methods

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposal has been approved by the Department of Biomedical Science 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):	**Biomedical Sciences**
DEPARTMENT(S)/SCHOOL(S):	**Biomedical Sciences**
FACULTY(IES):	**Sciences**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Undergraduate Fall 2026

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

Course # and Title: BIOM-3300. Neuroscience Methods

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.

Students will be exposed to the general principles underlying design of experiments in neuroscience research and the major experimental methods. Students will develop abilities to read, interpret, and critique reports made by other scientists as well as improve their own skills to report research using oral and written formats. (Prerequisite: BIOM-2400 or BIOL-2480.) (3 lecture hours per week.)

A.2 Experiential Learning Categories

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

- ☐ applied research
- ☐ capstone
- ☐ clinic
- ☐ co-op
- ☐ community service learning
- ☐ creative performance or exhibit (*for visual and performing arts*)
- ☐ entrepreneurship
- ☐ field experience or site visit
- ☐ labs
- ☒ No experiential learning in this course
- ☐ field work
- ☐ industry/community consulting project
- ☐ interactive simulations
- ☐ internship – full-time
- ☐ internship – part-time
- ☐ professional practicum
- ☐ research project
- ☐ study abroad

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery *[please specify]*	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	X	0	0	0	3	0	0	0

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course****[provide old course number]*
BIOM-2400 or BIOL-2480					

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

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

B. RATIONALE

B.1 Course Goal(s)

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

The Department of Biomedical Sciences has courses that provide solid knowledge foundation of neuroscience (BIOM-2400 Cellular Molecular Neuroscience, BIOM-3200 Systems Neuroscience, BIOM-3400 Neurobiology of the Synapse, BIOM-4400 Molecular Basis of Behaviour, BIOM-4440 Neurophysiology, and BIOM-4540 Regenerative Neurobiology and Disease). A new course is needed to help students understand practical skills in modern neuroscience research, including experimental design, data analysis, and scientific communication. The current course that is being developed will meet students' needs and prepare them for their future education/professional employments in neuroscience and related fields.

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

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

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

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

The Department of Biomedical Sciences is committed to decolonizing and Indigenizing our teaching and research practices. We recognize that many of our courses and practices do not yet incorporate Indigenous knowledges or

ways of knowing, and that we have much to learn and re-learn, and much work to do to successfully meet our commitment. We strive to Indigenize Biomedical Sciences curriculum by integrating Indigenous perspectives, knowledge systems, and cultural practices into the educational framework. These are some strategies we are trying to implement for our Biomedical Sciences courses and programs:

1. **Incorporate Indigenous Health Issues**: Include topics related to Indigenous health disparities, traditional medicine, Indigenous health knowledge and community health practices into the curriculum and individual courses where applicable. As an example, BIOM 3750 (Cancer Undergraduate Research Education) has a module that students have to complete for grades. Each student will complete the Cancer Care Ontario Indigenous Relationship and Cultural Awareness Courses. The courses to complete are: 1. First Nations, Inuit and Métis Culture, Colonization and the Determinants of Health and 2. The Need for Cultural Competence in Healthcare.
2. **Guest Lectures and Workshops**: Invite Indigenous scholars and practitioners to share their knowledge and experiences with students in our courses.
3. **Research Opportunities**: Encourage students to engage in research that addresses Indigenous health issues, ensuring that the research is community-informed and ethically conducted. In collaboration with our partner (the We-Spark Health Institute), grants have been awarded that have centered on Indigenous peoples and to address the huge health disparities between Indigenous and non-Indigenous peoples. This disparity has its roots in colonization. As revealed by the Truth and Reconciliation and Murdered and Missing women's reports much of the history of Indigenous peoples in Canada was minimized or erased. This negatively impacted the health and lives of many Indigenous peoples as traditions were stripped away and families torn apart. Addressing this huge health disparity, requires Indigenous peoples, experts in the field and healthcare providers to examine the evidence and create dialogue to improve the understanding of healthcare need. A recent grant awarded to Dr. Vikesh Maraj is studying how to achieve long-term effectiveness of nutrition counselling for Indigenous older adults with type 2 Diabetes in remote Southwestern Ontario with a culturally safe nutrition plan**.**
4. **Curriculum Review and Development**: Regularly assess and update the curriculum to ensure it remains relevant and inclusive of Indigenous perspectives. Jaimie Kechego has provided us with important insight into our curriculum changes (e.g. our Biomedical Sciences (Interdisciplinary Health Sciences program)) which has an area of concentration centered on Indigenous health as part of the curriculum. We anticipate future collaborations to expand these types of offerings and integration of new ideas.
5. **Interdisciplinary Approaches**: Collaborate with other Faculties such as Nursing, Human Kinetics and FASSH, to provide a broader understanding of Indigenous health and wellness.
6. **Support for Indigenous Students**: Create a supportive environment for Indigenous students, including mentorship programs and resources tailored to their needs.
7. **Evaluation and Feedback**: Implement mechanisms for continuous feedback from Indigenous communities and students to improve our curriculum and teaching practices.

With these strategies in mind, our Biomedical Sciences department can create a more inclusive and holistic educational experience that respects and values Indigenous knowledge and perspectives. The Faculty of Science has recently welcomed Professor Clint Jacobs, a recognized Indigenous Knowledge Holder as an expert in Indigenous-centered relationships to develop community-based initiatives in research, teaching and capacity development. As for faculty participation in this process, Dr. Anna Kozarova has taken the 'Pulling Together- Foundations series' taught by Jaimie Kechego which educated in part, the role of colonization and how it continues to affect the Indigenous Peoples of Canada and defines the relationship between indigenous and non-indigenous people today. Another of our faculty members (Dr. Dora Cavallo-Medved) along with Dr. Isabelle Barrette-Ng and Clint Jacobs (Integrative Biology) and Dr. Phil Dutton (Associate Dean of Science) is a co-PI on a grant that is focused on studying the Indigenization of curriculum across the Faculty of Science. We strongly encourage our faculty to engage in these types of initiatives/courses/workshops to better incorporate indigenous ways of knowing into their courses.

Although we are proud of the work currently in progress, we realize that there is much more to do, and we are committed to learning, unlearning and re-learning. This specific course with its focus on methods in the study of nervous systems does not have specific Indigenous content in the Learning Outcomes. Rather than implementing Indigenous learning outcomes immediately into all our courses, we are committing to increasing our knowledge and understanding of the importance of Indigenizing all Biomedical Sciences curriculum, not just one course. Through this

journey, we will identify Indigenous material and perspectives that are particularly relevant to our students and will expand on this question in future forms with our intents and actions.

References:

1. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
2. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/

B.3 LEARNING OUTCOMES (QAF section 2)

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

Course Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Apply established guidelines in experimental design in neuroscience research. Articulate research techniques that can be used to address questions related to the structure and function of the nervous system.	A. the acquisition, application and integration of knowledge
B. Synthesize existing neuroscience research to inform the development of relevant research questions. Locate and evaluate literature related to a defined issue and identify appropriate methods (including techniques) that can be used to address these problems.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Formulate and test hypotheses in neuroscience. Propose and design experiments based on existing research techniques and analysis methods.	C. critical thinking and problem-solving skills
D. Visualize and analyze data (including using statistical methods) from scientific research.	D. literacy and numeracy skills
E. Adhere to ethical guidelines and practices in biomedical (including neuroscience) research.	E. responsible behaviour to self, others and society
F. Critically evaluate scientific ideas and findings in both oral and written forms. Disseminate results from scientific research in oral and written formats.	F. interpersonal and communications skills
G. Lead and participate in discussions to evaluate topics in neuroscience fields.	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	50	50	50	50	50

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

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

Currently, many third- and fourth-year courses in the Department of Biomedical Sciences are oversubscribed and Biomedical Sciences students have difficulties finding BIOM courses to register to meet program requirements.
The creation of BIOM 3300 will help relieve this pressure on other BIOM courses. Materials to be taught in BIOM 3300 is covered in a special-topics course, BIOM 4008-04, in the 2026 winter term. The cap of BIOM 4008-04 (40 students) was reached within the first two days of registration. Additional students had to be signed in. This suggests a very high demand for BIOM 3300 in the future.

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 Department of Biomedical Sciences has four faculty members with neuroscience research programs. These faculty members are qualified to teach BIOM 3300. Current administrative support will be adequate for 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.

No Adjunct, Limited-term, and Sessional Faculty are required, as existing faculty members in the Department of Biomedical Sciences are capable and available to teach this course.

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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

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

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

Faculty:	None
Staff:	None
GA/TAs:	1 GA for helping with evaluation of students

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

*5.6: **Biomedical Sciences (New Minor) – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the Minor in Biomedical Sciences be approved.

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new minor has 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 Sciences**
DEPARTMENT(S)/SCHOOL(S):	**Biomedical Sciences**
FACULTY(IES):	**Science**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2026

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)]
_X__ 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.

Minor in Biomedical Sciences

Total Courses: 6
BIOL-1101. Cell Biology
BIOL-1111. Biological Diversity
BIOL-2111. Genetics
BIOM-2131. Introductory Molecular Biology
Plus two BIOM- courses at the 3000 and/or 4000 levels

A minimum overall average of 60% or higher calculated across all courses is required.

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

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

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

B. RATIONALE

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

The proposed changes introduce a minor in Biomedical Sciences. Several students over the past few years have expressed an interest in doing a minor in Biomedical Sciences. The Department of Biomedical Sciences is one of the only Departments in the Faculty of Science that does not offer a minor.

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

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.5 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

University of Windsor
Program Development Committee

*5.7: **Environmental Studies – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the Honours Bachelor of Environmental Studies (BES) program be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposal has been approved by the School of the Environment 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):	**BES Honours Environmental Studies**
DEPARTMENT(S)/SCHOOL(S):	**School of the Environment**
FACULTY(IES):	**Science**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2026

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)]
__X__ No

If yes, list all new courses:

***We have added additional courses to Area of Concentration course lists that are already listed on the undergraduate calendar to compensate for removal of elective courses no longer being taught. Careful attention was made to ensure the added courses address BES program learning outcomes and/or compliment skill sets being taught in the phased out 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.

Honours Bachelor of Environmental Studies (BES)

This program is truly interdisciplinary in approach and will introduce students to the social, cultural, economic, political, legal, and ethical factors affecting human interaction with the environment while at the same time ensuring they acquire a basic literacy in the physical and biological sciences. Graduates will understand the human dimensions of environmental issues and will be knowledgeable, skilled individuals capable of analyzing complex human-environmental situations and formulating effective political and social strategies to address human impact.
Degree Requirements

Total courses: forty

(a) PHIL-2270 or PHIL-2280, PHIL-3230, POLS-2120, SACR-3400 or POLS-2490, BIOL-1013 or BIOL-1111, ESTU1100, ESTU-2100, **ESTU-2500**, ESCI-1100, ~~**ESCI-1120**~~, ESCI-1130, ESCI-2010, ESCI-1141, ESCI-1151, **ESCI-2400**, ESCI-2600, ~~ESCI-2610, ESCI-3601~~, **ESCI-3310**, ESCI-3610, LAWS-2180
(b) eight courses from one of the following areas of concentration: Resource Management or Environmental Values and Policy.
(c) SOSC-2500, POLS-2300, SACR-1100, SACR-3080 **or ESCI-3761**
(d) ten courses from any area of study, including either Area of Concentration.

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

Area of Concentration: Resource Management

At least 3 of the following must be taken: ~~ESCI-2201~~, **ESCI-2210**, ESCI-2141, ~~ESCI-2400~~, **ESCI-2421**, ESCI-3701, ~~ESCI-3745~~ **ESCI-3735.**

~~BIOL-1101. Cell Biology~~
~~BIOL-2080. Plants and Society Economic Botany~~
~~CHEM-2003. Chemistry in the Marketplace~~
~~ESCI-1111. Introduction to Earth Science~~
ESCI 2111. Introduction to Earth Science
ESCI-2000. Science, Technology and Society
ESCI-2141. Hydrology
~~ESCI-2201. Climatology~~
ESCI-2210. Introduction to Climate Change
ESCI-2300. Introduction to Oceanography
ESCI-2421. Soils and Sediments
ESCI-2701. Geospatial Data Collection and Database Design
ESCI-2711. Scripting and Programming in GIS
ESCI-2721. Introduction to Image Processing and Remote Sensing
~~ESCI-2400. Geomorphology~~
~~ESCI-2620. Environmental Auditing in Mineral Resource Development~~
~~ESCI-2630. Geology and International Development~~
ESCI-3701. Spatial Modelling in GIS
~~ESCI-3745. Field Methods for Environmental Studies~~
ESCI-3735. Field Methods for Environmental Science and Environmental Studies
ESCI-3761. Geostatistical Analysis in GIS
ESCI-3771. Geo-Web and Geoportal Development
ESCI-4301. Groundwater Resources
ESCI-4710. Environmental Site Assessment
ESCI-4911. GIS Capstone Research Project
ESTU-3310. Great Lakes Water Quality Agreement
ESTU-4808. Special Topics in Environmental Studies
ESTU-4900. Environmental Studies Research Project
ESTU-4910. Environmental Research/Leadership Experience
GART-1210/SOSC-1210. Introduction to Indigenous Topics
MACS-4520. Urban Ecology
PHIL-3290. Animals and Ethics
~~PHYS-2060. Physics and Society – The Present~~
POLS-2490. Political Economy of Agriculture and Food
POLS-3350. Political Geography
SACR-3400. Food and Global Sustainability
STEN-1000. Introduction to Business
VSAR-3850. Green Corridor

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Area of Concentration: Environmental Values and Policy

~~ESCI-3745. Field Methods for Environmental Studies~~
ESCI-3735. Field Methods for Environmental Science and Environmental Studies
ESTU-3310. Great Lakes Water Quality Agreement
ESTU-4808. Special Topics in Environmental Studies
ESTU-4910. Environmental Research/Leadership Experience
ESTU-4900. Environmental Studies Research Project
GART-1210. Introduction to Indigenous Topics
PHIL-2270. Environmental Ethics
PHIL-2280. Technology, Human Values and the Environment
PHIL-3230. Human Rights and Global Justice
PHIL-3290. Animals and Ethics
PHIL-3300. Environmental Philosophy
POLS-1600. Introduction to International Relations
POLS-2130. Public Opinion, Mass Media and Canadian
POLS-2140. Legal Process in Canada
POLS-2200. Introduction to Public Administration
POLS-2210. Canadian Public Administration and Policy
POLS-2490. Political Economy of Agriculture and Food
POLS-2680. International Organization
POLS-2750. Introduction to Research Methods
POLS-3260. Local Government
POLS-3350. Political Geography
POLS-3600. International Conflict and its Resolution
POLS-3630. Principles of International Law
SACR-3270. Social Movements
SACR-3400. Food and Global Sustainability
SACR-3520. Citizenship, Rights, and Social Justice
STEN-1000. Introduction to Business
VSAR-3850. Green Corridor
ICWG-3530. Women, Power, and Environments (also offered as SACR-3530)

Students may take courses from both Areas of Concentration, but at least eight courses must be taken in one of the Areas of Concentration.
If both PHIL-2270 and PHIL-2280 are taken, one course fulfills requirement (a) and the other course contributes to the Environmental Values and Policy Area of Concentration.
If both PHIL-3230 and SACR-2270 are taken, one course fulfills requirement (a) and the other course contributes to the Environmental Values and Policy Area of Concentration.
If both POLS-2490 and SACR-3400 are taken, one course fulfills requirement (a) and the other course contributes to either the Resource Management or the Environmental Values and Policy Area of Concentration.
If both SACR-3080 and ESCI-3761 are taken, SACR-3080 fulfills requirement (a) and ESCI-3761 can be used to fullfil the Area of Concentration course for Resource Management

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*

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

The proposed changes do not require additional resources. However, course deletions, course title changes and description changes are provided in the accompanying Form E with this submission.,

B. RATIONALE

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

A number of courses that used to be taught and were required or identified as electives in the BES program are no longer offered owing to faculty retirements and leaves. New additional courses have subsequently come on-line related to faculty turnover and these have been added to the course program.

Changes to Program Requirements (affecting both Areas of Concentration):

Deleted Courses (list a): ESCI-1120, ESCI-2610 and ESCI-3601 are no longer being taught due to faculty retirement/leaves from the program. These courses are replaced by ESCI-2400, ESTU-2500 and ESCI-3310.

a) ESCI-1120 Introduction to Geomorphology is replaced by ESCI-2400 Geomorphology with similar learning outcomes. Given that ESCI-2400 is now required under list (a), it is removed from the Area of Concentration elective lists for Resource Management. Both the original and replacement course have similar course content and learning outcomes.
b) ESCI-2610 Environmental Decision Analysis is replaced by ESTU-2500 Concepts for Ecosystem Management. SOE directed the creation of an applied ecology course with Canadian legislative components to augment a gap in ecological content in the former BES program. This gap arose because most BES students cannot take BIOL2101 (Ecology) due to lack of pre-requisites related to lack of the Grade 12 Biology entrance requirement. ESTU-2500 showcases how ecological data from environmental surveys and environmental monitoring translate into environmental protection, restoration or management initiatives and serves similar learning outcomes, i.e. environmental decision analysis, as the course it is replacing except that it is focused on the biosphere and directed towards a Canadian regulatory context.
c) ESCI-3601 Issues in Resource and Environmental Systems is replaced by ESCI-3310 Global Water Crisis. Both the original and replacement course deal with environmental resource management; ESCI-3310 places greater focus on the Hydropshere reflective of faculty expertise in SOE and ties in well with ESTU-3310 Great Lakes Water Quality Agreement designed to support both the BES and Envionmental Science programs.

Optional statistics course against SACR-3080. List (c) course SACR-3080 is modified to provide an alternative option to take ESCI-3761 Geostatistical Analysis in GIS in its place. Both courses are statistics courses addressing computation learning outcomes of the BES program. The addition of ESCI-3761 gives students more flexibility and ability to address course time scheduling conflicts that have been noted during student program planning. SACR-3080 increased the number of pre-requisites needed by students creating more hurdles for BES student entry into the program. Although SACR-3080 allows entry with instructor consent, turnover of course instructors has in many cases led to confusion about whether or not BES students are admitted to this required course.

Changes to Area of Concentration: Resource Management elective courses

Several elective courses in this program stream (7) are deleted as they are no longer being taught within SOE (ESCI- or ESTU- courses), have been rarely taught by departments outside the program or have been modified to add pre-requisites that most BES students do not have. The deleted courses include:

A) BIOL-1101 requires Grade 12 Biology University as a pre-requisite while BIOL-1111 requires BIOL-1101.

B) CHEM-2003 and PHYS-2060 have not been routinely offered in the past 3 years and as such are removed as options.
C) ESCI-2201, ESCI-2620 and ESCI-2630 are no longer being taught by SOE due to faculty retirements and leaves.

Renamed/Replaced Courses or Moved to different Lists

A) ESCI-2400 moved to List (a) and therefore removed from Area of Concentration List (already required)
B) ESCI-1111 Renumbered to ESCI-2111 and included in Area of Concentration List under new numbering
C) ESCI-3745 Harmonized with ESCI-3735 as a single course rather than a separate course from ESCI-3735. Course title, description and pre-requisites are revised as per Form E. ESCI-3735 replaces ESCI-3745

Added courses to Area of Concentration: Resource Management

A) GIS certificate courses: ESCI-2701, ESCI-2711, ESCI-2721, ESCI-3761, ESCI-3771 and ESCI-4911 are added to Resource Management course options to incentivize students to complete the GIS certificate as the certificate is considered to provide high value technical and professional skills related to environmental studies professional fields
B) ESCI-2421 Soils and Sediments added as an additional course among 'at least 3 of' course list qualifiers. This was to add a course with a lab and provide an alternative to ESCI-2141 (Hydrology) which can be computationally intensive for BES students
C) ESTU-3310 Great Lakes Water Quality agreement added to course list as this was designed specifically for the Environmental Science and BES programs
D) GART-1210 added as an identified Indigenous topics course
E) MACS-4520 Urban Ecology added for its alignment with resource management content

Course title changes. Old course titles identified in the Calander were updated to the new course titles

Changes to Area of Concentration: Values and Policy Elective Courses.

There are no deletions to course listings in the Values and Policy Area of Concentration apart from the replacement of ESCI-3745 with renamed ESCI-3735. Two courses are added as electives to satisfy degree requirements. These include ESTU-3310 and GART-1120. ESTU-3310 Great Lakes Water Agreement addresses policy and is useful to students enrolled in both Areas of Concentration. GART-1120 provides an option for students to take an Indigenous Topics course missing from the prior program.

C. RESOURCES

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

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

The proposed changes to the program have no impact on faculty and staff resources and are initiated to generate efficiencies in program delivery. We are removing courses that are no longer being taught to better align the Calander with active course offerings. We have been operating for at least 4 years where non-offered required courses had to

be substituted with course-substitutions and the proposed changes will reduce this administrative burden. Some of the changes are also in response to the recent IQAP and Institutional Cyclic review recommendations. We are submitting program changes to the Environmental Science program in tandem with this submission as a separate PDC Form C so that both programs are aligned with currently available SOE-delivered course offerings.

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

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

The proposed changes have no impact on need for sessional instructors.

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

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

Not applicable

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

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

Not applicable

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

No new resources are necessary.

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.)

Changes to ESCI-3735/ESCI-3745 is a streamlining exercise intended to reduce teaching resource obligations while ensuring students achieve training and learning outcomes associated with the original sets of course offerings. By realizing the above teaching efficiencies, we are better situated to deliver our program. Also, we now offer the harmonized ESCI-3735 in the Fall where previously the two field courses were offered in the summer. Many students have requested access to a Fall semester field course owing to conflicts with summer employment.

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

*5.8: **Environmental Science – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

MOTION: That the Honours Bachelor of Environmental Science (with/without thesis) programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

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TITLE OF PROGRAM(S)/CERTIFICATE(S):	**BSc Honours Environmental Science**
DEPARTMENT(S)/SCHOOL(S):	**School of the Environment**
FACULTY(IES):	**Science**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2026

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)]

__X__ No

If yes, list all new courses:

***We are working on Form D for 3 new courses and will submit a minor program change Form C to accommodate the new courses once they have been prepared.

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.

BSc Honours Environmental Science

Degree Requirements
Total courses: forty

(a) ~~BIOL-2101,~~ ESCI-1100, ESCI-1151, **ESCI-2111**, ESCI-2131, ESCI-2141, ESCI-2210, ESCI-2421, ESCI-3735 or ESCI-3755 and **ESCI-3801.**
(b) twelve courses **with at least two at the 4xxx*** from: BIOL-2111, BIOL-3250, BIOL-3281, BIOL-4241, BIOL-4270, BIOL-4280, BIOL-4864, **CHEM-3210**, ESCI-1141, ~~ESCI-2101,~~ **ESCI-2701,** ESCI-2721, ESCI-2400, ESCI-2705, ~~ESCI-3301,~~ ESCI-3310, ESCI-3400, ESCI-3610, ESCI3701, ~~ESCI-3711,~~ ~~ESCI-3721~~, ESCI-3751, **ESCI-3761,** ESCI-4301, ESCI-4500, ESCI-4710, ESCI-4721, **ESCI-4911**, **ESTU-2500, ESTU-3310**. **(ESCI-4911 is a 6-credit course and counts as 2 courses from List (b).)**
(c) BIOL-1111 or BIOL-1013 (with School of the Environment approval), **BIOL-2101**, CHEM-1100, CHEM-1110, MATH1720 (or MATH-1760) **and** STAT-2910, ~~ESCI-1111, and ESCI-3801.~~
(d) Thirteen additional courses. Minimum of five courses from the Faculty of Science and a minimum of two courses from any area of study other than Science.

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

Recommended Course Sequence
First Year: ten courses, including BIOL-1111, BIOL-1101, CHEM-1100, CHEM-1110, MATH-1720 (or MATH1760), STAT-2910, ~~ESCI-1111,~~ ESCI-1100, **ESCI-1141 (for GIS certificate option), ESCI-1151** .

Second Year: ten courses, including BIOL-2101, ~~ESCI-1151,~~ **ESCI-2111**, ESCI-2210, ESCI-2131, ESCI-2141, ESCI-2421
Third and Fourth Years: twenty courses, including ESCI-3801, ESCI-3735 or ESCI-3755,
and eleven additional courses from BIOL-2111, BIOL-3250, BIOL-3281, BIOL-4241, BIOL-4270, BIOL-4280, BIOL-4864, **CHEM-3210**, ESCI-1141, ~~ESCI-2101,~~ **ESCI-2701,** ESCI-2721, ESCI-2400, ESCI-2705, ~~ESCI-3301,~~ ESCI-3310, ESCI-3400, ESCI-3610, ESCI3701, ~~ESCI-3711, ESCI-3721~~, ESCI-3751, **ESCI-3761,** ESCI-4301, ESCI-4500, ESCI-4710, ~~and~~ ESCI-4721, **ESCI-4911**, **ESTU-2500 and ESTU-3310**.

BSc Honours Environmental Science (with thesis)

Degree Requirements
Total courses: forty

(a) ~~BIOL-2101,~~ ESCI-1100, ESCI-1151, **ESCI-2111**, ESCI-2131, ESCI-2141, ESCI-2210, ESCI-2421, ESCI-3735 or ESCI-3755, **ESCI-3801,** and ESCI-4900 **(6-credit course)**.
(b) ten courses from: BIOL-2111, BIOL-3250, BIOL-3281, BIOL-4241, BIOL-4270, BIOL-4280, BIOL-4864, **CHEM-3210**, ESCI-1141, ~~ESCI-2101,~~ **ESCI-2701,** ESCI-2721, ESCI-2400, ESCI-2705, ~~ESCI-3301,~~ ESCI-3310, ESCI-3400, ESCI-3610, ESCI3701, ~~ESCI-3711, ESCI-3721~~, ESCI-3751, **ESCI-3761,** ESCI-4301, ESCI-4500, ESCI-4710, ESCI-4721, **ESCI-4911**, **ESTU-2500, ESTU-3310**. (**ESCI-4911 is a 6-credit course and counts as 2 courses from List (b).)**
(c) BIOL-1111 or BIOL-1013 (with School of the Environment approval), **BIOL-2101**, CHEM-1100, CHEM-1110, MATH1720 (or MATH-1760) **and** STAT-2910, ~~ESCI-1111, and ESCI-3801.~~
(d) Thirteen additional courses. Minimum of five courses from the Faculty of Science and a minimum of two courses from any area of study other than Science.

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

Recommended Course Sequence
First Year: ten courses, including BIOL-1111, BIOL-1101, CHEM-1100, CHEM-1110, MATH-1720 (or MATH1760), STAT-2910, ~~ESCI-1111,~~ ESCI-1100, **ESCI-1141 (for GIS certificate option), ESCI-1151** .
Second Year: ten courses, including BIOL-2101, ~~ESCI-1151,~~ **ESCI-2111**, ESCI-2210, ESCI-2131, ESCI-2141, ESCI-2421
Third and Fourth Years: twenty courses, including ESCI-3801, ESCI-3735 or ESCI-3755, ESCI-4900 and nine additional courses from BIOL-2111, BIOL-3250, BIOL-3281, BIOL-4241, BIOL-4270, BIOL-4280, BIOL-4864, **CHEM-3210**, ESCI-1141, ~~ESCI-2101,~~ **ESCI-2701,** ESCI-2721, ESCI-2400, ESCI-2705, ~~ESCI-3301,~~ ESCI-3310, ESCI-3400, ESCI-3610, ESCI3701, ~~ESCI-3711, ESCI-3721~~, ESCI-3751, **ESCI-3761,** ESCI-4301, ESCI-4500, ESCI-4710, ~~and~~ ESCI-4721, **ESCI-4911**, **ESTU-2500 and ESTU-3310**.

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

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

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

The proposed changes do not require additional resources. Form E for course deletions, renumbering and description changes are attached.

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B. RATIONALE

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

Proposed Changes to program requirements:

New Program Requirement: The addition of a minimum of two 4XXX level courses from List (b) be taken as part of honours degree requirement was added to accommodate the recommendation from the IQAP/Cyclic review. This language is added under List (d) for the Honours program without thesis. The requirement is automatically satisfied in the with thesis option. The prior program did not specify that 4th year courses needed to be taken outside of the thesis option.

Deletion of elective courses no longer being taught: ESCI-2101 and ESCI-3721. These courses were taught by faculty that have retired or left the University. As they were listed as electives, their deletion does not have a strong impact on the program. We are also requesting the deletion of other elective/service courses retained in the calendar that are no longer being taught due to faculty retirement and turnover but not specified in the Environmental Science program requirements. These include: ESCI-1010, ESCI-1120, ESCI-2101, ESCI-2201, ESCI-2410, ESCI-2610, ESCI-2620, ESCI-2630, ESCI-3301 (See harmonized courses), ESCI-3411, ESCI-3601. Some of these changes also impact the BES program which is being modified in through a separate PDC Form C submission with this program change.

Harmonized courses. To better realize teaching efficiencies in keeping with departmental teaching resources and foster larger class enrolments, we are combining two sets of closely related courses that used to be offered as individual courses. These include:

A) ESCI-3735 and ESCI-3745. These courses were historically taught as separate Field Methods courses, one to support the Env. Science program and another in support of the BES program. In F2025, we offered the two courses as a cross-listed course operating it in the fall. In addition, the cross listed course was completely retooled to ensure that field study methods captured essential techniques used by students from each program. As separate courses, neither ESCI-3735 or ESCI-3745 was successful at recruiting more than 10 students in any of the offerings since 2019. Lack of teaching resources also meant there were multi-year gaps between offering of either course. Student field courses were subsequently limited to ESCI-3806 (Global Perspectives in Science) and ESCI-3755 (Methods in Great Lakes Geomicrobiology). Both ESCI-3806 and 3755 are offered in the summer which can be a barrier for students who choose to work in the summers. ESCI-3806 was previously supported by external government funding that offset travel costs for students and this funding expired in 2025 which would cause additional barriers of access to students unable to afford international travel, accessory field course costs plus normal tuition. For those years where ESCI-3806 is not offered, students in the BES program are precluded from taking a field course in that year because of the pre-requisites and specificity of ESCI-3755 towards the Environmental Science program. The harmonized ESCI-3735 services both Env. Sci. and BES students during the fall and was able to attract 18 students, the highest ever observed in any field course offered by SOE since 2019. Removing the cross-listing reduces administrative hurdles, e.g. specifying the cross listing to registrars at each offering, collection of auxiliary field course expense fees from students in two sections and need to maintain 2 Brightspace pages.

B) ESCI-3301 and ESCI-4301. These courses were separate but pedagogically linked courses: ESCI-3301-Hydrogeology and ESCI-4301 -Contaminant Hydrogeology. Both courses dealt with underground water resources. ESCI-3301 was computationally intensive and modelling oriented and proved difficult to attract students typically <12 students per offering, except for W2023 (18 students) followed by a return to <12 students the next year. Given the close linkage with ESCI-4301, enrolment numbers in ESCI-3301 cap prospective students that can enter ESCI-4301 causing it to fail to enroll <10 students/year and resulting in limited offerings of this course; one of a limited number of ESCI-4XXX level courses available. We opted to harmonize content from the two courses and to place this harmonized content in a re-tooled ESCI-4301. As part of this re-tooling, we are changing the title and description of ESCI-4301 from 'Contaminant Hydrogeology' to 'Groundwater Resources"

to make it more marketable and attractive to students. From a curriculum mapping exercise: ESCI-1100, ESCI-2141, ESCI-3310, ESTU-3310 and ESCI-4301 present a structured sequence of courses related to water resources at the introductory, reinforcement and mastery learning outcomes consistent with SOE's strong faculty expertise base in this area. Last, ESCI-4301 being retained as a 4th year course helps satisfy the new program requirement of specifying a minimum of 4th year courses completed while providing flexibility in the content of 4xxx course offerings.

Renumbering ESCI-1111 to ESCI-2111. ESCI-1111 Introduction to Earth Sciences) is being renumbered to ESCI-2111 Introduction to Earth Sciences. This course is also moved from List (c) to List (a) as a required course for the program that counts as part of the major average calculation. The reason to renumber the course is to try to reduce number of 1st year required courses and to facilitate sequencing recommendations to students to take this course in 2nd or 3rd year which many of our ESCI students do, especially those participating in the popular GIS certificate program. Students who choose to enroll in the GIS certificate must take the GIS certificate courses: ESCI-1151 and ESCI-1141 in year 1 in order to properly sequence into the 2nd, 3rd and 4th year certificate courses. The proposed renumbering change makes it more clear to students about when they should take ESCI-2111.

Moving ESCI-3801 from List (c) to List (a). ESCI-3801 Scientific Writing and Data Management is an SOE-offered course that is required by the program. We made this change so that the grades for this course will be included as part of the major grade average computation.

Moving BIOL-2101 from List (a) to List (c). In part, this is a reciprocal change from the ESCI-3801 switch between the two lists. As a non-SOE course offering we prioritize inclusion of ESCI- and ESTU- courses included in the major grade average. We do acknowledge that other electives from List (b) include courses from biology and chemistry in the major grade average computation. Among the biology courses identified in List (b) all of them require BIOL-2101 as a pre-requisite. By excluding BIOL-2101 from List (a), this gives students an opportunity to 'test the waters' of incorporating more ecology content into their individualized programs without the consequence of their performance in BIOL-2101 influencing their major grade average at the 2nd year stage. Students who do well in BIOL-2101 often pursue additional 3rd and 4th year BIOL courses and the performance in those upper year courses from List (b) will count in the major average.

Additional options for courses listed under List (b). List (b) courses are expanded to compensate for some of the deleted courses (4 courses deleted). Among these are:

A) A larger proportion of GIS-certificate courses are added in the revised program to now include: ESCI-2701 Geospatial Data Collection and Database Design, ESCI-3761 Geostatistical Analysis in GIS, and ESCI-4911 GIS-Capstone Research Project. The original program only specified 3 of the 9 GIS certificate courses (ESCI-1151 under list a and ESCI-1141, ESCI-3301 under list b). The revised program now specifies 7 of 9 GIS certificate courses under list a (ESCI-1141) and list b. Two GIS certificate courses remain excluded from these lists: ESCI-2711 Scripting and Programing in GIS and ESCI-3771 Geoweb and Geoportal Design owing to their programing emphasis rather than environmental science emphasis in course content and learning outcomes. Increasing the proportion of GIS courses accepted as part of the Env. Science program provides stronger incentivization for students to take the certificate which we consider of high experiential and professional-skills value to the program. The two excluded GIS-certificate course can count towards list (d) courses completed.

B) Addition of ESTU-2500 Concepts for Ecosystem Management and ESTU-3310 Great Lakes Water Quality Agreement to list (b) options. Both of these courses were designed from the ground up to include content applicable to both environmental science and environmental studies students. Each course contains ecological content on scientific approaches to environmental/ecological surveys, monitoring and beneficial use (ecological services) assessments applicable to science students while also including regulatory and legislative tools for managing natural areas and Great Lakes applicable to BES students.

Deletion of ESCI-3711 and in place reference to CHEM-3210 (cross listed course) in List (b). Formerly, ESCI-3711 was cross-listed with CHEM-3210. We decided to eliminate ESCI-3711 and directly identify its cross-listed course CHEM3210 offered by Chemistry. This change was made because Chemistry historically delivers this course and removing the cross listing saves an administrative step for the external Department to ensure the course cross listings are identified to registrars every time CHEM-3210 is offered.

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 to the program have no impact on faculty and staff resources and are initiated to generate efficiencies in program delivery. We are removing courses that are no longer being taught to better align the Calander with active course offerings. These changes are in response to the recent IQAP and Institutional Cyclic review recommendations. Some of the changes made as part of this program revision will affect delivery of the Environmental Studies BES program. We are submitting program changes to the BES program as part of a separate PDC Form C in tandem with this submission so that both programs are aligned with currently available SOE-delivered course offerings.

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

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

The proposed changes have no impact on need for additional sessional instructors over prior program needs.

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

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

Not applicable

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

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

Not applicable

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

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

No new resources are necessary.

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.)

Changes to ESCI-3735/ESCI-3745 and ESCI4301/ESCI-3301 are streamlining exercises intended to reduce teaching resource obligations while ensuring students achieve training and learning outcomes associated with the original sets of course offerings. By realizing the above teaching efficiencies, we are better situated to deliver our program.

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

Item for: **Information**

Forwarded by: **Faculty of Science**

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
School of the Environment	Ken Drouillard	Jan 29, 2026	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 Fall 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**

SCHOOL OF THE ENVIRONMENT COURSES

ENVIRONMENTAL SCIENCE COURSES (ESCI-)

~~ESCI-1010. Our Changing Earth~~
~~Origin of the universe and solar system; focus on the Earth and moon; earliest life forms. Measurement of geological time. Global climatic change in geological history; drifting continents; deserts, floods and ice sheets. Fossils and evolution; extinctions and probable causes. Human evolution and migrations; early technologies. (May be taken by Science students for credit but does not count as a Science option towards the fulfillment of the specified requirements for a Science degree). (2 lecture hours a week)~~

~~ESCI-1111. Introduction to Earth Science~~ **(Note: This course is being renumbered to ESCI-2111)**
~~An introduction to Earth's physical character and the processes that shape our planet. The focus is on the geosphere: Earth materials, weathering, sedimentation, magmatism and volcanism, metamorphism, deformation, earthquakes, mountain building, and Earth's internal structure. These will be examined in the context of the origin of Earth, geologic time, and plate tectonics. The nature of mineral and energy resources will also be examined. This course is designed for Science majors. (3 lecture, 2.5 laboratory or tutorial hours a week).~~

~~ESCI-1120. Introduction to Geomorphology~~
~~The landscapes of the earth, with particular reference to the glaciers, coastlines, rivers, and northern permafrost regions of Canada. (3 lecture hours a week.)~~

~~ESCI-2101. Earth Materials~~
~~An introduction to the fundamental properties and characteristics of Earth materials. Topics include the nature of minerals (the principal components of sediments, soils and rocks), and the general chemical, mineralogical and physical characteristics of Earth materials. Coverage includes how geochemical and geophysical methods are used to determine the properties of Earth materials. (2 lecture and 3 laboratory hours/week.)(Prerequisites: ESCI-1111 or ESCI-1100 or consent of instructor.)~~

~~ESCI-1111.~~ **ESCI-2111. Introduction to Earth Science**
An introduction to Earth's physical character and the processes that shape our planet. The focus is on the geosphere: Earth materials, weathering, sedimentation, magmatism and volcanism, metamorphism, deformation, earthquakes, mountain building, and Earth's internal structure. These will be examined in the context of the origin of Earth, geologic time, and plate tectonics. The nature of mineral and energy resources will also be examined. This course is designed for Science majors. (3 lecture, 2.5 laboratory or tutorial hours a week).

~~ESCI-2201. Climatology~~
~~A study of the major climatic elements, with special emphasis on the radiation budget, energy systems, and the hydrological cycle of Earth and the human environment. Climate classification, climatic change, climatological techniques, and aspects of applied climatology also will be examined. (Prerequisites: ESCI1130.) (2 lecture, 2 laboratory hours a week.)~~

~~ESCI-2410. Coastal Geomorphology~~
~~Coastal processes such as wave dynamics, current generation, water-level fluctuations, hydrodynamics, and sediment transport will be presented and simulated to showcase how these processes occur, and how they impact various beach, wetland, and estuarine environments. Case studies will be presented to cover topics such as: beach and barrier shorelines, estuaries and tidal wetlands, rocky and sandy coasts and cliffs. Focus will also be given to addressing how shorelines of the Great Lakes are measured and monitored and how they morphologically change and evolve with increased development and climate change. Real time data, modeling software, observation techniques, and analysis tools will also be utilized to visualise and simulate these environments.~~

ESCI-2411. Introduction to Petrology
Petrography, textures, composition and classification of igneous and metamorphic rocks. Evolution of magmatic systems. Nature and causes of metamorphism. Relationship between global tectonics and magmatic and metamorphic processes. (Prerequisite: ~~ESCI-1111~~ **ESCI-2111** or consent of instructor.) (2 lecture, 3 laboratory hours a week.)

ESCI-2421. Soils and Sediments
An introduction to the properties and characteristics of soils and sediments, the materials that cover much of Earth's surface and underlie surface water bodies. Topics include the formation and structure of soils and sediments, and how they are described, classified, and analyzed. Coverage includes the geographic distribution of soils and their importance as an environmental resource. (3 lecture and ~~2~~ 3 laboratory hours per week.) (Prerequisites: ~~ESCI-1111 or~~ ESCI-1100).

~~ESCI-2610. Environmental Decision Analysis~~
~~Earth systems, including climatic extremes, the industrialized ecosystem; decisions under uncertainty in mineral-resource exploration and development; rational approach to decision making, alternatives to decision analysis; environmental impact assessment and risk management, expert systems approach to environmental problem solving, applications in less developed countries. (3 lecture hours a week.)~~

~~ESCI-2620. Environmental Auditing in Mineral Resource Development~~
~~Cyclical flow of energy and matter in nature, human interaction with environmental processes, elements of policy analysis; environmental management systems and environmental impact assessment; environmental audit processes, steps in design and delivery; mineral resource development and the audit protocols; from audit to action plan, auditing the audit. (3 lecture hours a week.)~~

~~ESCI-2630. Geology and International Development~~
~~Aid, international development, and Earth processes; integration of water resource management, soil conservation and agroforestry; geological hazards in a tropical setting; small scale mining and conservation of mineral resources; engineering an improved quality of life in developing nations. (May not be taken for credit towards a B.Sc. Degree in in Environmental Science.) (2 lecture hours a week or equivalent.)~~

ESCI-2705. Applied Geophysics
Fundamental physical properties and parameters of matter, including density, conductivity, radioactivity, magnetism, dielectric constant and seismic velocity. Theory and principles of geophysical techniques used to assess and monitor near-surface variations in physical properties, including resistivity imaging, electromagnetic mapping, magnetometry, ground penetrating radar, and seismic imaging. Applications will focus on environmental problems, but may include geological, forensic, and archaeological studies. May be offered as a full-time two-week course during Inter/Summer session, or as a lecture and laboratory course during the Fall semester. (Prerequisite: ESCI**-2111** ~~1111~~ **or consent of instructor.**) (MATH 1720/1760 and PHYS 1310/1410 recommended.)

~~ESCI-3301. Hydrogeology~~
~~Fundamental physics and properties of groundwater flow in porous geologic material, develops an intuitive, problem-solving approach to hydrogeologic problems. Topics include: groundwater flow equations, flow nets, aquifer pumping, contaminant transport processes, two-phase flow, and dense non-aqueous phase liquids. Computer application will be emphasized. (Prerequisites: ESCI-1100, MATH-1720 (or MATH-1760) or consent of instructor.) (ESCI-2141 is recommended) (2 lecture, 3 laboratory hours a week.)~~

ESCI-3310. Global Water Crisis
Examination of the threats to global freshwater resources due to projected human population growth to 2050 and the potential impacts of this growth on water quantity and water quality. Application of the concept of the water, food, energy nexus to demonstrate how water consumption and virtual water transport through international trade of food and energy impact water availability and contribute to water stress to humans and to freshwater ecosystems. The course also examines interactions between water availability, climate change, water pollution, and trends in global consumer demands to address questions about the sustainability of our freshwater resources in the coming decades. (Prerequisite: ESCI-1100 **or consent of instructor**.) (3 lecture hours per week.)

~~ESCI-3411. Structural Geology~~
~~Rock deformation; primary and secondary structures; analysis and classification of folds and faults; interpretation of geologic maps; solution of structural problems. (Prerequisite: ESCI-2411 or consent of instructor.) (3 lecture, 3 laboratory hours a week.)~~

~~ESCI-3601. Issues in Resource and Environmental Systems~~
~~The complexities and nonlinear feedback mechanisms influencing the dynamic interactions between the allocation and utilization of biotic and abiotic resources in the spatial and temporal domains will be addressed within the conceptual framework of resource management paradigms, theories, and analytical methodologies. Contemporary problems and issues in resource and environmental systems will then be critically assessed, and best management practices will be appraised. (Prerequisites: ESCI-2600 or consent of instructor.) (3 lecture and/or tutorial hours per week.)~~

ESCI-3610. ~~Environmental~~ **Impact Assessment**
History, theories, and principles of ~~environmental~~ impact assessment (~~E~~IA) are examined and various methodologies for ~~E~~IA preparation are ~~evaluated~~ **considered**. Relevant environmental ethics, laws, administrative requirements, and case studies for ~~E~~IAs in Canada are examined. These principles and methods are applied to preparation of an ~~E~~IA major project (2 lecture hours and ~~1~~ **2** tutorial hour**s** per week) (~~Prerequisites: ESCI-2141 and ESCI-2421~~ **Open to Environmental Studies and Science students in Semester 5 and above**) (This is an experiential learning course). ~~(This is an experiential learning course).~~

~~ESCI-3711. Principles of Instrumental Analysis~~
~~The fundamental principles of operation and practical application of modern chemical analytical instrumentation are presented. This course will focus on the acquisition and assessment of qualitative and quantitative chemical data from synthetic, biochemical, and natural materials using instruments and methods that describe the elemental, isotopic, and molecular composition and structure of matter. Topics covered in this course may include atomic and molecular absorption and emission (photoluminescence) spectroscopy, atomic and molecular mass spectroscopy, X-ray spectroscopy, vibrational spectroscopy, and separation methods such as gas and liquid chromatography. (Prerequisite: CHEM-2200 or consent of instructor; Prerequisite for School of the Environmental Majors: ESCI-2131 or consent of instructor.) (3 lecture and 3 laboratory hours per week.) (Cross-listed with CHEM-3210.)~~

~~ESCI-3721. Environmental Geophysics~~
~~An introduction to the use of seismic, electrical, electromagnetic and other geophysical methods used in near-surface environmental assessment studies. (Prerequisite: ESCI-2101 **ESCI-2111** or consent of instructor) (2 lecture, 3 laboratory hours a week.)~~

ESCI-3735. Field Methods for Environmental Science and Environmental Studies
Introduction to field sampling and measurement techniques for environmental science. Includes physical and chemical characterization of soil/sediment, water, air, and biological samples, and the measurement, evaluation, visualization, and reporting of spatial and temporal data. Designed for Environmental Science students. **Ancillary fees will apply.** (Prerequisites: ESCI-1100 **or ESTU-1100** ~~and ESCI-2131~~ or consent of instructor.) Requires student participation in field work or lab work ~~of up to 2 weeks in duration~~. Course schedule and location may vary with term). (This is an experiential learning course).

~~ESCI-3745. Field Methods for Environmental Studies~~
~~An introduction to field and mapping methods with particular emphasis on vegetation, water, and soil/sediment sampling and analysis. Landform identification. Interpretation of topographic maps, use of compass and GPS units. Observation and assessment of sustainable land use practices. (Prerequisites: ESCI1120, and ESTU-1100 or consent of instructor.) Requires student participation in field work or lab work of up to 2 weeks in duration. Course schedule and location may vary with term).~~

ESCI-3755. Methods in Great Lakes Geomicrobiology
Field methods used to sample, study and quantify biogeochemical processes across sediment-water environments (wetlands, lakes, and the sediment /water interface) will be emphasised. Attention will focus on microbial field-based water and sediment measurements, as well as sample collection for laboratory determination of fluxes for metals and nutrients. Comparison between stream sediments and suspended particulates will be examined. The course will include an introduction to the ecology of microbially driven redox reactions common in these systems. This course will normally run over two weeks during the summer semester. **Ancillary fees will apply.** (Prerequisites: ESCI-1100, ESCI-2131, or consent of instructor.) (This is an experiential learning course.)

ESCI-4301. ~~Contaminant Hydrogeology~~ **Groundwater Resources**
~~Application of elements of geology, geochemistry, physical chemistry, toxicology, biogeochemistry, and physical hydrogeology toward understanding and quantifying the movement, fate and toxicity of organic and inorganic~~

~~substances (i.e., contaminants) in environmental systems. Selected topics include site characterization, physicochemical properties of contaminants, human and environmental toxicology, risk assessment, remediation technologies and feasibility, and contaminant transport and attenuation modeling. (2 lecture and 2.5 laboratory/tutorial hours per week.)(Prerequisites: ESCI-2131 and ESCI-3301 or consent of instructor.) (ESCI-3751 is recommended.)~~ **Origin, composition, behavior, and use of Earth's groundwater resources. Topics include: reservoirs (aquifer types, origins, occurrences), physical and chemical properties (solutes, reactions), movement and characterization (hydrology/hydrogeology), threats (overuse, contamination, climate change impacts), management (sustainable use, reclamation/remediation), and advanced applications (dating, forensics). (2 lecture and 2 laboratory/tutorial hours per week.)(Open to Environmental Studies and Science students in Semester 7 or higher.)(ESCI-2101 or ESCI-2421 and ESCI-2131 or ESCI-3751 are recommended.)**

ESCI-4710. Environmental Site Assessment
An examination of environmental site assessment (ESA) methods and procedures as applied to greenfield and brownfield properties. Includes: major phases of site characterization and assessment (e.g., Phase I and II ESA, risk assessment, feasibility study, corrective action); applicable North American standards and regulations; and critical examination of ESA case studies. (2 lecture hours and ~~1~~ **2** tutorial hours per week.) (~~Prerequisites: ESCI-2101 and ESCI-2131, ESCI-3751 is recommended.~~ **Open to Environmental Studies and Science students in Semester 7 and above.**)

ESCI-4721. Biogeochemistry
An investigation of global change focusing on the chemical, physical, and biological processes that cycle elements through Earth's systems. Topics covered in this course will include: the role of bacteria in mediating element cycles, the conundrum of the origin of life, microbial impacts on global element cycles, microbe water-rock interactions (including sorption, oxidation-reduction, methylation of metals, biological degradation of organic molecules). Introduction to molecular biology and isotope techniques to solve environmental problems). (Prerequisites: ESCI-2131) (3 lecture and/or tutorial hours per week.) ESCI-4808. Special Topics in Earth and Environmental Sciences Selected topics of current interest. (Prerequisite: consent of instructor ~~and a program advisor~~.) (3 lecture or project hours a week.) ~~(May be repeated for credit if content changes.)~~

ESCI-4911. GIS Capstone Research Project
This course will involve designing, managing, and completing a research project that emphasizes the use of a geographic information system (GIS) for a specific application, either individually or in groups of 3 to 4, based on the scope and complexity of the project. Each group or individual will select a suitable spatial problem, with guidance from the instructor, and try to solve the problem by acquiring, organizing, and analyzing data within a GIS by using the necessary theories, tools, programs, etc. that they learned throughout the certificate. Projects must include an extensive analytical component where GIS is central to the methods used. The course will also cover conducting literature reviews, project methodology and organizational design, proper reporting of results and overall project management. Projects may also be undertaken in participation and collaboration with outside community partners, GIS organizations and/or GIS professionals. (Prerequisites: ESCI-3701, ESCI-3761, and ESCI-3771.) (2 lecture hours per week and project work.) **(This is an experiential learning course.)**

ENVIRONMENTAL STUDIES COURSES (ESTU)

ESTU-2500. Concepts for Ecosystem Management
An introduction to ecosystem management and how ecological information is used in Canadian environmental policy and programs. This course will examine the current biodiversity crisis, how it relates to ecosystem services and human well-being and common measurement techniques used to characterize and monitor ecosystems, their function and health. Topics will include an overview of ecosystem monitoring techniques including land and aquatic-based survey tools, quantifying ecosystem production, species presence, species diversity and habitat classification. Topics and case studies of ecosystem management related to environmental impact assessment, ecosystem restoration, conservation,

non-native species, pest management, and species re-introductions will be introduced. Case studies will be placed in the context of major Canadian and Ontario environmental legislation that utilizes ecological concepts to demonstrate how environmental programs adopt measurements and metrics reviewed in the course. (3 lecture hours per week). **(Open to Environmental Studies and Environmental Science students)** (Prerequisites: ESTU-1100 or ESCI-1100; or BIOL-1013 or BIOL-1111).

ESTU-3310. Great Lakes Water Quality
Agreement An overview of the 1909 Boundary Water Treaty (BWT) and Great Lakes Water Quality Agreement (GLWQA) governing the binational strategy for managing water diversions and water quality of the Laurentian Great Lakes. The course will provide an overview of the history of the agreement and its evolution over various amendments, evaluate major policies and environment programs adopted in Ontario and Canada developed to implement the agreement and demonstrate how the agreement has influenced environmental policy and programs outside of the Great Lakes Basin. The course will also examine the roles of public involvement through various environmental stakeholders and how science shaped the agreement. Case studies documenting historical and recent challenges to the BWT involving diversions of waters outside the Great Lakes, implementation of Remedial Action Plans, Lakewide Management Plans and indicator selection and evaluation will be discussed. **(Open to Environmental Studies and Environmental Science students in Semester 5 and above)** (Prerequisite: ESCI-1100 or ESTU-1100 and Semester 3 or above standing, or permission of the instructor.)(3 lecture hours a week.)

~~ESTU-3500. The Living Earth: Biogeography and the Biosphere~~
~~Biogeography is the study of the spatial distribution of both plants and animals. This course will examine the nature of populations and communities influenced by geological, geographical, and biological processes and the factors leading to their distribution past and present (Prerequisites: ESTU-1100 or consent of instructor).~~

~~ESTU-3600. Coastal Management~~
~~Coastal management centers on the awareness, protection and defense, and development of coastal areas and zones. This course will focus on the history and current state of coastal development on the Great Lakes. Topics such as socio-economic impacts of a changing climate, coastal erosion and natural hazards, governmental legislation and policies, stakeholder perspectives, and sustainable management strategies will be presented and discussed. Pre-requisite: Semester 5 or above standing.~~

ESTU-4808. Special Topics in Environmental Studies
Students will examine selected environmental topics of current interest, to meet a demonstrated academic need that cannot be satisfied by regular course offerings. This course may be given as a seminar course, or as a directed, self-study course. (Prerequisite: consent of instructor and program **advisor** ~~counselor.~~)(Students may repeat the course for credit if the content changes.)

ESTU-4900. Research Project in Environmental Studies
Each student will be required to carry out an original research project in environmental studies and write a report under the supervision of one of more faculty members. The research topic can be in an area relevant to Environmental Studies (e.g., physical geography, sociology, philosophy, political science, etc.) or be interdisciplinary. (Prerequisite: Restricted to students in the BES program with semester 7 or 8 standing, and with a minimum major average of 73%. Students must consult with an Environmental Studies Coordinator and an appropriate faculty supervisor prior to enrolling in the course.) (6.0 credit hour course which counts as two courses, 2 semester course.) (This is an experiential learning course.) ~~(Also offered as ESCI-4900)~~

ESTU-4910. Environmental Research/Leadership Experience
Students will participate in research and/or leadership training in a field or applied regional, national or international setting, focused on environmental, conservation, and/or sustainability issues. (Prerequisite: permission of program counselor.) (May be repeated for credit if host program or content changes.) Several regional, national, and

international programs invite students to participate in environmental research or leadership training in environmental settings around the world. Academic credits are granted through a host University and may be transferred to the University of Windsor via a Letter of Permission, arranged before the program begins. Because enrolment in these programs may be limited, and visa or other immigration documents may be necessary for international programs, students should apply as early as possible. For further information, contact the program **advisor and experiential learning specialist in the Faculty of Science** ~~counsellor~~. (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	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☒
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

We are deleting ESCI-3745 Field Methods in Environmental Studies but this does not reflect a removal of experiential learning from BES since we have now harmonized ESCI-3745 with ESCI-3735 into a single field studies course . We have renamed ESCI-3735 to Field Methods for Environmental Sciences and Environmental Studies. We have also added ESCI-4911 GIS Capstone Research Project to satisfy degree requirements for both Environmental Science students and for BES students in the Resource Management Area of Concentration who are completing the GIS certificate.

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:

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
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ESCI-1111 (Environmental Science Program) is being renumbered to ESCI-2111. The renumbering is intended to reduce first year courses and facilitate easier harmonization of 1st year common year course lists across Science programs. This course is required by the Environmental Science program and is an elective for the BES program.

The following courses are required for the BES (Environmental Studies Program) program but are being removed and substituted with alternative offerings as part of the PDC Form C submitted with this form:

ESCI-1120 Introduction to Geomorphology. This course was phased out and replaced by ESCI-2400 - Geomorphology. They have similar learning outcomes, and the change was made to lower the number of first year course offerings. For the past several years, BES advisors have been substituting ESCI-2400 the no longer offered ESCI-1120.

ESCI-2610 Environmental Decision Analysis is replaced by ESTU-2500 Concepts in Ecosystem Management. The instructor who taught ESCI-2610 has left the university and the course is no longer offered. ESTU-2500 addresses environmental decision making by coupling legislative and regulatory tools related to environmental management to ecological information generated through ecological methods for performing surveys and monitoring. The SOE curriculum committee directed the creation of ESTU-2500 to bring in applied ecology content into the BES program given prior gaps for the program. Most BES students lack the pre-requisites to take General Ecology (BIOL-2101) in Biology, so this course was created to fill this gap while also reflecting aligned learning outcomes with the former ESCI-2610 that was phased out. ESTU-2500 also provides instruction in applied ecology content that compliments BIOL-2101 as an applied ecology course and therefore can serve students in the Environmental Science program.

ESCI-3601 Issues in Resource and Environmental Systems is replaced by ESTU-3310 Global Water Crisis. The instructor teaching ESCI-3601 has left the university, and this course is no longer offered. Global water crisis was created to present similar learning outcomes as ESCI-3601 but with a focus on global water resource management. The substitute course provides stronger linkages to hydrosphere and Great Lakes expertise, a strength of the University of Windsor and provides opportunities to sequence with other water-focussed courses such as (ESCI-2141, ESCI-2300, ESTU-3310 and ESCI-4301).

Beyond the above several option courses in BES Resource Management Area of Concentration were deleted as they are no longer being taught within SOE (ESCI- or ESTU- courses). Deleted courses include: ESCI-2201; ESCI-2620 and ESCI-2630. These courses have been replaced by others for example the addition of ESCI-2421, ESCI-2701, ESCI-2711, ESCI-2721, ESCI-3761, ESCI-3771, ESCI-4911 and ESTU-3310.

B. Learning Outcomes for the Courses Listed above <u>where there are no official learning outcomes for the course</u>.
Learning outcomes for the retained, re-numbered and harmonized courses have not changed from their current descriptions.
~~ESCI-1111.~~ <u>ESCI-2111.</u> Introduction to Earth Science
ESCI-2411. Introduction to Petrology (Learning outcomes were last updated May 11, 2018)
ESCI-2421. Soils and Sediments (Learning outcomes were last updated March 11, 2011)
ESCI-2705. Applied Geophysics (Learning outcomes were last updated May 11, 2018)
ESCI-3310. Global Water Crisis (Learning outcomes were last updated May 8, 2020)
ESCI-3610. ~~Environmental~~ Impact Assessment (Learning outcomes were last updated May 11, 2018)
ESCI-3735. Field Methods for Environmental Science <u>and Environmental Studies</u> (Learning outcomes were last updated May 11, 2018)
ESCI-3755. Methods in Great Lakes Geomicrobiology (Learning outcomes were last updated May 8, 2020)
ESCI-4301. ~~Contaminant Hydrogeology~~ <u>Groundwater Resources</u> (Learning outcomes were last updated February 12, 2018)
ESCI-4710. Environmental Site Assessment (Learning outcomes were last updated February 12, 2018)
ESCI-4721. Biogeochemistry (Learning outcomes were last updated May 11, 2018)
ESCI-4911. GIS Capstone Research Project (Learning outcomes were last updated October 9, 2020)

ESTU-2500. Concepts for Ecosystem Management (Learning outcomes were last updated October 9, 2020)
ESTU-3310. Great Lakes Water Quality (Learning outcomes were last updated May 8, 2020)
ESTU-4808. Special Topics in Environmental Studies (Learning outcomes were last updated April 10, 2015)
ESTU-4900. Research Project in Environmental Studies (Learning outcomes were last updated May 11, 2018)
ESTU-4910. Environmental Research/Leadership Experience (Learning outcomes were last updated April 10, 2015)

University of Windsor
Program Development Committee

*5.10: **Forensic Science – Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Science**

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**

FRSC-4002. Practicum in Forensic Sciences
Students are assigned a mentor in the profession of Forensic Science. The student will be required to spend 100 hours during the semester with the mentor. This time will be utilized to develop skills in a laboratory setting or related facility (Prerequisite: A FRSC-3XXX course. Instructor approval required. Enrolment limited to majors in Forensic Sciences and majors in B.A. Combined in Forensics). (This is an experiential learning course). **(This course may be taken twice for credit.).**

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

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 where there are no official learning outcomes for the course.

Learning outcomes were last updated February 06, 2014. No changes are being made to the learning outcomes.

University of Windsor
Program Development Committee

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

PSYC-8692. Cognitive Behaviour**al** Therapy I
This is the first course in a two-course **sequence**~~series~~ that is designed to provide a reasonably comprehensive and practical overview of Cognitive-Behavioural Therapy (CBT). The focus in this course is on understanding the basic **theoretical and applied principles**~~premises~~ of CBT and on developing intake/evaluation, ~~assessment,~~ case conceptualization, and basic **CBT** intervention skills. **Supervised practicum will begin at the end of the semester based upon the availability of appropriate referrals.** During the ~~associated~~ practicum, student therapists provide therapy ~~to two clients~~ and attend weekly supervision meetings during which **recorded** ~~videotaped~~ sessions are reviewed and discussed. (3 seminar hours a week, plus practicum.)

PSYC-8693. Cognitive Behaviour**al** Therapy II
This course **plus practicum** focuses on **a tailored application of** ~~how~~ CBT **interventions** ~~is applied~~ to a range of common clinical problems, ~~on~~ how CBT may be adapted and modified to meet the needs of diverse populations ~~(e.g., clients from different ethnic and cultural groups)~~, and on reviewing empirical support for the use of CBT. Issues related to therapist training**, growth, development,** and supervision are addressed. **The supervised practicum that began in the first semester will continue during this semester.** (Prerequisite: PSYC 8692.) (3 seminar hours a week, plus practicum.)

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

A.2 <u>Are any of the courses being deleted currently required in one or more programs?</u> *(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 <u>with</u> 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 <u>where there are no official learning outcomes for the course</u>.

Learning outcomes for PSYC-8692 Cognitive Behaviour Therapy I and PSYC-8692 Cognitive Behaviour Therapy II were last updated April 11, 2025.

University of Windsor
Program Development Committee

*5.12: **Engineering (Mechatronics) – Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Engineering**

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

ALL SECTIONS OF THIS FORM ***MUST*** BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE** 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
ECE, MAME	Dr. Khalid and Dr. Minaker	October 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.**	*From Spring 2026 going forward.*

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**

TRON-3202. Fluid Power Systems

This course covers fundamental principles of fluid power. This course provides an in-depth study of hydraulic and pneumatic systems, exploring the principles, components, and applications of fluid power in mechanical settings. The laws and equations that govern hydraulic and pneumatic systems to find pressure, force and area of the components and the selection criteria for specific applications will be covered. Through analyzing the fluid power control circuits, students will also learn to inspect, diagnose, and recommend repairs in hydraulic and pneumatic systems. (Prerequisite: PHYS-2100) ~~(Co-requisite: TRON-3203)~~

TRON-3203. Thermodynamics and Heat Transfer

This course covers the laws of thermodynamics that govern the behavior of energy in systems, providing fundamental principles used to analyze and design a wide range of processes, including those found in mechatronics. Key concepts include energy conservation, heat transfer, work done, and the efficiency of energy conversion processes. Students will learn about the analysis of steady and transient thermal systems involving heat transfer by conduction, convection, and radiation and of mass transfer by molecular diffusion and convection as well as the thermal analysis of heat exchangers and heat transfer systems involving a change of state. (Prerequisite: PHYS-2100 **and TRON-3202**) ~~(Co-requisite: TRON-3202)~~

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

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 where there are no official learning outcomes for the course.

N/A