



NOTICE OF MEETING

There will be a meeting of the PROGRAM DEVELOPMENT COMMITTEE (PDC) Thursday April 16, 2026, 1:00pm-2:30pm Location: Room 209 Assumption Hall or MS Teams

AGENDA

- 1 Approval of Agenda
2 Minutes of March 18, 2026
3 Business Arising from the Minutes
4 Outstanding Business
5 Reports/New Business
\*5.1 Engineering – New Course Proposals (Form D)
\*5.2 Industrial Engineering – Minor Program Changes (Form C)
\*5.3 Industrial Engineering – Summary of Minor Course and Calendar Changes (Form E)
\*5.4 Odette School of Business – Suspension of Admissions to Specializations and Minor
5.5 MSc in Biomedical Sciences and PhD in Biomedical Sciences - New Program Proposal (Form A)
5.5.1 Biomedical (Graduate) - New Course Proposals (Form D)
5.5.2 Biomedical (Graduate) - Summary of Minor Course and Calendar Changes (Form E)
CONFIDENTIAL (5.5.3 Sent in a separate package)
5.5.3 External Reviewers’ Report, AAU/Head’s Response, Dean’s Response
\*5.6 Nursing - Minor Program Changes (Form C)
\*5.7 BAH Modern Languages (Second Language Education) - Minor Program Changes (Form C)
5.8 Bachelor of Science (Kinesiology and Health Studies) Degree Completion with Mohawk College Occupational Therapist Assistant/ Physiotherapist Assistant program) - Major Program Changes (Form B)
5.9 Bachelor of Sport Management and Leadership Degree Completion with Georgian College Sport Administration - Major Program Changes (Form B)

<b>*5.10</b>	<b>Civil Engineering - Summary of Minor Course and Calendar Changes (Form E)</b>	<b>Edwin Tam-Information</b> PDC260406-5.10
<b>5.11</b>	<b>Bachelor of Arts in Economics –Major Program Change (Form B)</b>	<b>Nurlan Turdaliev-Approval</b> PDC260406-5.11
	<b>*5.11.1 Economics – New Course Proposals (Form D)</b>	PDC260406-5.11.1
<b>*5.12</b>	<b>Bachelor of Arts Honours Economics – Minor Program Changes (Form C)</b>	<b>Nurlan Turdaliev -Approval</b> PDC260406-5.12
<b>*5.13</b>	<b>Economics - Summary of Minor Course and Calendar Changes (Form E)</b>	<b>Nurlan Turdaliev -Information</b> PDC260406-5.13
<b>*5.14</b>	<b>Economics (Graduate/UG)- Summary of Minor Course and Calendar Changes (Form E)</b>	<b>Nurlan Turdaliev -Information</b> PDC260406-5.14
<b>*5.15</b>	<b>Master of Science in Computer Science – Minor Program Changes (Form C)</b>	<b>Ziad Kobti-Approval</b> PDC260406-5.15
<b>*5.16</b>	<b>School of Creative Arts (Music) – Minor Program Changes (Form C)</b>	<b>Nick Papador- Approval</b> PDC260406-5.16
<b>*5.17</b>	<b>School of Creative Arts (Music) – New Course Proposals (Form D)</b>	<b>Nick Papador - Approval</b> PDC260406-5.17
<b>*5.18</b>	<b>School of Creative Arts (Music ) – Summary of Minor Course and Calendar Changes (Form E)</b>	<b>Nick Papador -Information</b> PDC260406-5.18
	<b><u>CONFIDENTIAL</u> (5.21 Sent in a separate package)</b>	
<b>5.19</b>	<b>Draft PDC University Program Reviews Final Assessment Reports and Implementation Plans and Progress Reports for Business, [English and Creative Writing and School of Creative Arts] (CONFIDENTIAL)</b>	<b>Jeremy Worth-Approval</b> PDC260114-5.19
	<b>5.19a Self-Study, External Reviewers’ Report, AAU/Head’s Response, and Dean’s Response for Reports (CONFIDENTIAL)</b>	<b>Jeremy Worth-Information</b> PDC260114-5.19a-c

## **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:           **Engineering – New Course Proposals (Form D)**

Item for:       **Approval**

Forwarded by: **Faculty of Engineering**

**MOTION: That the following courses be approved:^**

<b>INDE-3130</b>	<b>Computer Aided Manufacturing and Robotics</b>
<b>INDE-3240.</b>	<b>Data Management and Analytics</b>
<b>INDE-4110.</b>	<b>Decision Support Systems</b>
<b>MECH-4830.</b>	<b>Manufacturing Processes</b>

**Rationale/Approvals:**

- This proposal has been approved by the Department of Mechanical, Automotive, and Materials Engineering Council and the Faculty of Engineering Coordinating Council.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	BASc Industrial Engineering BASc Industrial Engineering with Cooperative Education BASc Industrial Engineering with Business Administration Minor BASc Industrial Engineering with Business Administration Minor and Cooperative Education
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Mechanical, Automotive, and Materials Engineering
<b>FACULTY(IES):</b>	Faculty of Engineering

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

**Course # and Title: INDE-3130. Computer Aided Manufacturing and Robotics**

**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.*

Applications and limitations of machining processes. Advanced CNC machine tools including milling turning, and multi-axis; computer-aided manufacturing. Tools for layout and inspection, and computer aided manufacturing. NC programming, toolpath generation, G-code programming, machine setup, and simulation tools. Skills for fabrication-oriented projects. Applications of industrial robots. Robot kinematics, coordinate frames, Jacobian matrices, programming and simulation of robotic motion. Flexible manufacturing systems. (3 lecture hours and 3 laboratory hours weekly) (Prerequisites: GENG-2190 and MECH-2230.) (This is an experiential learning course.)

**A.2 Experiential Learning Categories**

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

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

## NEW COURSE PROPOSALS

### FORM D

#### A.3 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
GENG-2190 MECH-2230				yes	INDE-3110

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing? No

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

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

No

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

- BAsC Industrial Engineering
- BAsC Industrial Engineering with Cooperative Education
- BAsC Industrial Engineering with Business Administration Minor
- BAsC Industrial Engineering with Business Administration Minor and Cooperative Education

#### 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.

Minor curriculum changes are being made in the BAsC programs in Industrial Engineering to address emerging technologies, which will be essential for our future graduates to remain competitive in the increasingly global economy. The *computer aided* aspect of manufacturing has expanded beyond the simple computer numeric control for machining processes to encompass additive manufacturing and increased levels of automation. This content is the focus of the new course INDE-3130 Computer Aided Manufacturing and Robotics. In combination with equipment purchases in the past years, it will afford students an interactive experience to develop the skills necessary for the successful completion of fabrication-oriented projects. The current course INDE-3110 Computer-Aided Design and Computer Aided Manufacturing will no longer be taught. Its content – with the addition of robotics – will comprise two courses. The computer aided design content will now covered in the existing mechanical engineering course MECH-2230 Advanced Engineering and Design, which was previously included as part of the common core changes to Years 1 and 2 of the BAsC engineering programs. The computer aided manufacturing content will be augmented with robotics content to comprise this new course, INDE-3220 Computer Aided Manufacturing and Robotics.

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## NEW COURSE PROPOSALS

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#### 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 following information describes how undergraduate engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

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

We have identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. program curricula. A working group in The Faculty of Engineering has been established to focus on the Indigenization of the engineering curriculum. The Faculty of Engineering has been actively collaborating with an Indigenization Learning Specialist (Jaimie Kecheho at the University of Windsor) for valuable insights, guidance, and expertise in navigating the complexities of Indigenization. This ongoing process requires continuous effort, learning, and collaboration to create an educational environment reflecting and valuing the diversity of Indigenous knowledge and perspectives. The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is a third-year course that provides a presentation about Indigenous issues, and students complete an assignment. Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is

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a concept that is introduced in the first-year course GENG-1201 Cornerstone Design, then reinforced in the 2<sup>nd</sup> and 3<sup>rd</sup>-year design courses GENG-2201 Engineering Design 2 and GENG-3201 Engineering Design 3, respectively.

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

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

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

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

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

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

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

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

**In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?** The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

# PROGRAM DEVELOPMENT COMMITTEE

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

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

**Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)** We have met with the Indigenization Learning Specialist, Jaimie Kecheogo, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering. PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

**Are you engaging in critical analysis of Settler Colonialism and/or Decolonization? Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?** No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kecheogo.

#### References

- I. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. <https://www.ontario.ca/laws/regulation/900941>
- II. 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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
- III. 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.*

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe the different physical forms of machine tool and robot architectures	A. the acquisition, application and integration of knowledge
B. Describe measurements and inspection activities	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Generate G code for 2D pocketing and drilling operations Generate and simulate additive manufacturing programs/process planning solutions for planar and multiaxis applications Generate, simulate, and test robotic travel paths; and CNC programming programs/process planning solutions for milling and turning applications	C. critical thinking and problem-solving skills
D. Mathematically describe and model manipulator robots and CNC machines	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Provide insights into robotic cell designs	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.4 Demand for Course**

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

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

Concurrently with Industrial Engineering enrolment numbers returning to their pre-covid levels, the anticipated lower enrolment for the first two years of the course offering allows for full development of the laboratory component of this intensive, hands-on course. Moving forward, higher enrolments are anticipated from both increased Industrial Engineering enrolments and cross-enrolment from the BAsc Mechanical Engineering program, which has summer technical (elective) courses.

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

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

This course replaces an existing course. No impact on enrolments in existing courses is expected.

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

**C. RESOURCES**

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

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

- This new course will be taught by the faculty member, who teaches the current course that will be replaced. Additional faculty members have experience in Computer Aided Manufacturing and Robotics.
- Computer Aided Manufacturing equipment and machinery are already in place in existing laboratory spaces in support of the current course in this area.
- New robotic systems have been purchased in support of the mechatronics BEngTech and BASc Mechatronics programs. These systems will be used to support this new course.
- GAs with experience in the current course will receive additional training in the robotics area.
- Additional reliance on other campus units is not expected; current facilities and equipment are fully supported.

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

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

This course will be taught by existing, full-time faculty members in the department. As noted in the previous section, additional faculty members have expertise in this area, which ensures the sustainability of 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

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

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

N/A

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

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

The course will be supported by existing resources as has been detailed in C.1.

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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**C.5 Planned Reallocation of Resources and Cost-Savings**

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

This course replaces an existing course; it will use equipment and tools that currently exist within the Faculty of Engineering.

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

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

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	2 GAs will receive additional training in robotics

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

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

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	BASc Industrial Engineering BASc Industrial Engineering with Cooperative Education BASc Industrial Engineering with Business Administration Minor BASc Industrial Engineering with Business Administration Minor and Cooperative Education
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Mechanical, Automotive, & Materials Engineering
<b>FACULTY(IES):</b>	Faculty of Engineering

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

**Course # and Title: INDE-3240. Data Management and Analytics**

**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.*

Definition and overview of *Big Data*. Application of data science and analytics in business and industry to reveal historic patterns and operations insights; and to facilitate data-supported decision-making and strategic planning. Methods of data gathering, cleaning, exploration, visualization, analysis, exploration, and manipulation, including: statistical analysis and modelling, predictive modelling, optimization, and inference. Overview of data challenges: bias, modelling, and threats to validity in generalizations and predictions. Generative AI and Large Language Models, and their applications for business. Use of Python and R programs. (Prerequisites: GENG-2102, GENG-2220, MATH-2780.) (3 hours lecture and 1.5 hours tutorial/lab per week.) (This is an experiential learning course.)

**A.2 Experiential Learning Categories**

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

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

## NEW COURSE PROPOSALS

### FORM D

#### A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	4.5	X				3	1.5		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
GENG-2102 GENG- 2220 MATH-2780				Yes	

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing?  no

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

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

No

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

- BAsC Industrial Engineering
- BAsC Industrial Engineering with Cooperative Education
- BAsC Industrial Engineering with Business Administration Minor
- BAsC Industrial Engineering with Business Administration Minor and Cooperative Education

#### 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.

Minor curriculum changes are being made in the BAsC programs in Industrial Engineering to address emerging technologies, which will be essential for our future graduates to remain competitive in the increasingly global economy. The increasing use of modelling and simulation of systems as part of the current trend – Industry 4.0 – relies heavily on the development of Big Data, often acquired through sensors within industrial systems, as well as online sources. The proposed course provides undergraduates with skills 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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

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*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 following information describes how undergraduate engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

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

We have identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. program curricula. A working group in The Faculty of Engineering has been established to focus on the Indigenization of the engineering curriculum. The Faculty of Engineering has been actively collaborating with an Indigenization Learning Specialist (Jaimie Kecheho at the University of Windsor) for valuable insights, guidance, and expertise in navigating the complexities of Indigenization. This ongoing process requires continuous effort, learning, and collaboration to create an educational environment reflecting and valuing the diversity of Indigenous knowledge and perspectives. The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is a third-year course that provides a presentation about Indigenous issues, and students complete an assignment. Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design, then reinforced in the 2<sup>nd</sup> and 3<sup>rd</sup>-year design courses GENG-2201 Engineering Design 2 and GENG-3201 Engineering Design 3, respectively.

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

# PROGRAM DEVELOPMENT COMMITTEE

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

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

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

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

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

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

**In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?** The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

**What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?** As a whole, the Faculty's awareness is limited. Some faculty members are better informed than others, but this is another area of weakness. The former Equity, Diversity and Inclusion Officer in Engineering has provided relevant resources and workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

**Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)** We have met with the Indigenization Learning Specialist, Jaimie Kehego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering. PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

**Are you engaging in critical analysis of Settler Colonialism and/or Decolonization? Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?** No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator have enrolled in a six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kehego.

#### References

- I. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. <https://www.ontario.ca/laws/regulation/900941>
- II. 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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
- III. 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.*

#### INDE-3240. Data Management and Analytics

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
	A. the acquisition, application and integration of knowledge
Recognize data problem types. (Also applies to A.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Classify and apply methods of data gathering, cleaning, exploration, visualization, analysis, exploration, and manipulation appropriate to solving the problem. (Also applies to A.)	
Explain why a given solution method is appropriate for a given problem. Formulate and infer valid conclusion.	C. critical thinking and problem-solving skills
Conduct a data analysis, selecting, using, and explaining appropriate statistical analysis and modelling, predictive modelling, or optimization. Conduct a statistical analysis and modelling, predictive modelling, optimization, and inference.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Prepare visualizations and graphical communications based on the results from a variety of data analysis and modelling techniques. Prepare visualizations and graphical communications based on the results from a variety of data analysis and modelling techniques.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

**B.4 Demand for Course**

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

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

Low initial enrolment levels are consistent with post-covid flow through. As enrolment numbers in Industrial Engineering are building to their pre-covid levels, the anticipated lower enrolment for the first two years of the course will increase. There is potential to offer this course as an elective to other engineering programs.

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

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

No impact on enrolments in existing courses is expected. The minor program changes include the addition of 2 new courses, which are offset by the deletion other courses.

**PROGRAM DEVELOPMENT COMMITTEE**  
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**C. RESOURCES**

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

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

This new course will be taught by the faculty member with significant experience in the area. Additional faculty members in both Engineering and Business have experience in this area. Enrolment numbers in the initial years of offering this course will not require GA support. Software requirements fall within the current allowable licensing numbers.

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

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

This course will be taught by existing, full-time faculty members in the department. As noted in the previous section, additional faculty members have expertise in this area, which ensures the sustainability of 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

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

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

N/A

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

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

The course will be supported by existing resources as has been detailed in C.1.

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

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

This course replaces an existing course; it will use equipment and tools that currently exist within the Faculty of Engineering.

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

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

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

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

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

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

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	BASc Industrial Engineering BASc Industrial Engineering with Cooperative Education BASc Industrial Engineering with Business Administration Minor BASc Industrial Engineering with Business Administration Minor and Cooperative Education
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Mechanical, Automotive, and Materials Engineering
<b>FACULTY(IES):</b>	Faculty of Engineering

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

**Course # and Title: INDE-4110. Decision Support Systems**

**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.*

Concepts, design, and applications of decision support systems to support effective decision-making in engineering, management, and business. Formulation of decision problems, application of decision criteria and strategies, and design of decision support systems using data, models, machine learning, and user interfaces. Systems analysis and design, information requirements, predictive and descriptive analytics, business intelligence, and visualization. Software tools and the application of appropriate analytics to organizational decision contexts. (Prerequisites: INDE-4220, INDE-3240, and INDE-3120.) (This is an experiential learning course.)

**A.2 Experiential Learning Categories**

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

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

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#### 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	1.5	X				3	1.5		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
INDE-4220 INDE-3240 INDE-3120				yes	INDE-3170

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing?  no

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

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

No

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

- BAsC Industrial Engineering
- BAsC Industrial Engineering with Cooperative Education
- BAsC Industrial Engineering with Business Administration Minor
- BAsC Industrial Engineering with Business Administration Minor and Cooperative Education

#### 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.

Minor curriculum changes are being made in the BAsC programs in Industrial Engineering to address emerging technologies, which will be essential for our future graduates to remain competitive in the increasingly global economy. The area of Systems Analysis and Design, previously INDE-3170, has evolved with the implementation of Industry 4.0 – a smart manufacturing paradigm – in the 21<sup>st</sup> century. The new course INDE-4110 Decision Support Systems represents major changes to, and thus replaces, the previous course INDE-3170; it will provide undergraduates with skills in this evolving 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](#)

# PROGRAM DEVELOPMENT COMMITTEE

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(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 following information describes how undergraduate engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

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

We have identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. program curricula. A working group in The Faculty of Engineering has been established to focus on the Indigenization of the engineering curriculum. The Faculty of Engineering has been actively collaborating with an Indigenization Learning Specialist (Jaimie Kecheho at the University of Windsor) for valuable insights, guidance, and expertise in navigating the complexities of Indigenization. This ongoing process requires continuous effort, learning, and collaboration to create an educational environment reflecting and valuing the diversity of Indigenous knowledge and perspectives. The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is a third-year course that provides a presentation about Indigenous issues, and students complete an assignment. Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design, then reinforced in the 2<sup>nd</sup> and 3<sup>rd</sup>-year design courses GENG-2201 Engineering Design 2 and GENG-3201 Engineering Design 3, respectively.

**How have you considered the importance or relevance to the course/program?** Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global issue – climate change. The engineering profession can learn from Indigenous ways of knowing, especially the

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

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

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

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

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**In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?** The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

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# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

**Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)** We have met with the Indigenization Learning Specialist, Jaimie Kehego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have also reached out to Professional Engineers Ontario (PEO) on January 26, 2023, and First Nations Engineering Services Ltd. on February 3, 2023, to connect with local professional engineers who identify as Indigenous. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering. PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

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#### References

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

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

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

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Formulate and analyze decision problems in engineering management and business using decision criteria, strategies, and utility theory operations	C. critical thinking and problem-solving skills
Apply modern analytic tools and techniques to support decision making	D. literacy and numeracy skills
Incorporate organizational and societal needs into the design for decision support systems	E. responsible behaviour to self, others and society
Use graphical visualizations to communicate analytical results through presentations and reports	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Design and evaluate decision support systems	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

**B.4 Demand for Course**

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

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

Low initial enrolment levels are consistent with post-covid flow through. As enrolment numbers in Industrial Engineering are building to their pre-covid levels, the anticipated lower enrolment for the first two years of the course will increase.

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

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

No impact on enrolments in existing courses is expected. This new course replaces INDE-3170 Systems Analysis and Design.

**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*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

*upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA*

- This new course will be taught by the faculty member with significant experience in the area. Additional faculty members in Engineering have experience in this area.
- Enrolment numbers in the initial years of offering this course will not require GA support.
- Software requirements fall within the current allowable licensing numbers.

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

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

This course will be taught by an existing, full-time faculty member in the department. As noted in the previous section, additional faculty members have expertise in this area, which ensures the sustainability of 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

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

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

N/A

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

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

The course will be supported by existing resources as has been detailed in C.1.

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

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

This course replaces an existing course; it will use equipment and tools that currently exist within the Faculty of Engineering.

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

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

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

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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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.*

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	BASc Industrial Engineering BASc Industrial Engineering with Cooperative Education BASc Industrial Engineering with Business Administration Minor BASc Industrial Engineering with Business Administration Minor and Cooperative Education BASc Mechanical Engineering BASc Mechanical Engineering with Cooperative Education BASc Mechanical Engineering with Materials Option BASc Mechanical Engineering with Materials Option with Cooperative Education
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Mechanical, Automotive, & Materials Engineering
<b>FACULTY(IES):</b>	Faculty of Engineering

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

**Course # and Title: MECH-4830 Manufacturing Processes**

**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.*

Properties of materials related to manufacturability: structure of metals, mechanical properties and mechanical testing; physical property of materials, property modification by heat treatment; and properties of polymers, ceramics and composites. Metal casting and forming: casting process and defects; rolling, extrusion and forging of metals; sheet metal forming; forming plastics and composites. Machining operations: turning, drilling, milling. Joining: fusion welding; solid state welding; brazing/soldering/mechanical fastening. Advanced fabrication (bottom-up and top-down): additive manufacturing; LIGA (MEMS); and microelectronic devices (deposition-doping-pattern-etching). (Prerequisite: GENG-2190; Semester 7 or higher standing) (Antirequisite: INDE-3210.) (3 lecture hours and 2 laboratory/tutorial hours a week.) (This is an experiential learning course.)

**A.2 Experiential Learning Categories**

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

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### A.3 Other Course Information

Please complete the following tables.

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
GENG-2190		INDE-3210		No	INDE-3210 We are deleting this course.

**\*\*\*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?  Yes  No

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

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

No

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

#### B. RATIONALE

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

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

Minor curriculum changes are being made in the BAsC programs in Industrial Engineering to address emerging technologies, which will be essential for our future graduates to remain competitive in the increasingly global economy. The area of computer aided manufacturing processes is expanded from 2 courses to three given its significance to not only the academic field but also to the Windsor-Essex area. Students can elect a full course in manufacturing processes in Year 4.

##### Required in the Previous Program

INDE-3210 Manufacturing Process Design  
INDE-3110 Computer Aided Design/  
Computer Aided Manufacturing

##### Minor Program Changes

MECH 2230 Advanced Engineering and Design – required  
INDE-3130 CAM and Robotics – required  
MECH-4840 Manufacturing Processes

##### 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).

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

*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 following information describes how undergraduate engineering programs incorporate Indigenous content, perspectives, and material and what the Faculty of Engineering is doing to learn and grow in this area.

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

We have identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. program curricula. A working group in The Faculty of Engineering has been established to focus on the Indigenization of the engineering curriculum. The Faculty of Engineering has been actively collaborating with an Indigenization Learning Specialist (Jaimie Kehego at the University of Windsor) for valuable insights, guidance, and expertise in navigating the complexities of Indigenization. This ongoing process requires continuous effort, learning, and collaboration to create an educational environment reflecting and valuing the diversity of Indigenous knowledge and perspectives. The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is a third-year course that provides a presentation about Indigenous issues, and students complete an assignment. Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design, then reinforced in the 2<sup>nd</sup> and 3<sup>rd</sup>-year design courses GENG-2201 Engineering Design 2 and GENG-3201 Engineering Design 3, respectively.

**How have you considered the importance or relevance to the course/program?** Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has led to the most pressing global

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

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

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# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

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

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Demonstrate how the microstructure and properties of materials affect manufacturability.	B. the acquisition, application and integration of knowledge

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Explain advanced microfabrication involving bottom-up and top-down approaches.	
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Plan and select subtractive manufacturing processes including turning, milling, grinding and CNC machining. Compare casting and forming processes for near net shape manufacturing, <i>i.e.</i> , producing complex components close to final shape. Compare the various joining technologies for integration of same or dissimilar materials.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.4 Demand for Course**

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

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

Concurrently with Industrial Engineering enrolment numbers returning to their pre-covid levels, the anticipated lower enrolment for the first two years of the course offering allows for full development of the laboratory component of this intensive, hands-on course. Moving forward, higher enrolments are anticipated from both increased Industrial Engineering enrolments and cross-enrolment from the BAsC Mechanical Engineering program, which has summer technical (elective) courses.

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

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

This course replaces an existing course. No impact on enrolments in existing courses is expected.

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

**C. RESOURCES**

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

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

- The course will be taught by a departmental faculty member from the Engineering Materials group. Additional faculty members have experience in this area. Reliance on other campus units outside the department is not expected.
- Labs and equipment are carried over from the old course that is being replaced by this new course.
- GAs with expertise in the current course will transition to the new 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.*

This course will be taught by existing, full-time faculty members in the department. As noted in the previous section, additional faculty members have expertise in this area, which ensures the sustainability of 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

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

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

N/A

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

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

The course will be supported by existing resources as has been detailed in C.1.

**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.)*

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

This course replaces an existing course; it will use equipment and tools that currently exist within the Faculty of Engineering.

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

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

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

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

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

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

University of Windsor  
Program Development Committee

\*5.2: **Industrial Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Engineering**

**MOTION: That the degree requirements for the BAsC Industrial Engineering programs be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This proposal has been approved by the Department of Mechanical, Automotive, and Materials Engineering (MAME) Council and the Faculty of Engineering Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

OF PROGRAM(S)/CERTIFICATE(S):	BASc Industrial Engineering BASc Industrial Engineering - Cooperative Education BASc Industrial Engineering with Minor in Business Administration BASc Industrial Engineering with Minor in Business Administration - Cooperative Education
DEPARTMENT(S)/SCHOOL(S):	Mechanical, Automotive, & Materials Engineering
FACULTY(IES):	Engineering

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

If yes, list all new courses:

- Required INDE 3130. CAM and Robotics (significant modification to existing course INDE-3110)
- Required INDE 4110. Decision Support Systems (significant modification to existing course INDE-3170)
- Required INDE 3240. Data Management & Analytics (completely new)
- Elective MECH-4830 Manufacturing Processes (significant modification to existing course INDE-3210)

**A.1 PROGRAM REQUIREMENT CHANGES**

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

Bachelor of Applied Science in Industrial Engineering  
 Bachelor of Applied Science in Industrial Engineering with Cooperative Education  
 Bachelor of Applied Science in Industrial Engineering with ~~Business~~ Minor **in Business Administration**  
 Bachelor of Applied Science in Industrial Engineering with ~~Business~~ Minor **in Business Administration** and Cooperative Education

[...]

**THIRD YEAR**

Fall Term (Semester 5)

~~INDE-3170. Systems Analysis and Design~~

INDE-3020. Health, Safety and Human Factors **Ergonomics, Human Factors and Safety**

INDE-3120. Operations Research I

**INDE-3130. Computer Aided Manufacturing (CAM) and Robotics (New course Proposal)**

**INDE-4220. Simulation of Industrial Systems**

GENG-3130. Engineering Economics

~~INDE-3210. Manufacturing Process Design~~

~~1 course from the approved Faculty of Engineering Complementary Studies List A or B\*~~

**Complementary Studies – 1 course from Engineering List A or B\***

~~In addition, Industrial Engineering with Business Minor students must take:~~

~~ACCT-2550. Managerial Accounting~~

~~\*Students must take one course from List A and one course from List B.~~

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

Winter Term – Co-op students only  
GENG-3980. Work Term II

Summer **Term** (Semester 6)

~~INDE-3110. Computer Aided Design and Computer Aided Manufacturing~~

~~INDE-3020. Health, Safety and Human Factors~~

**INDE-3240. Data Management and Analytics (New course Proposal)**

INDE-3270. Product Quality and Reliability

INDE-3910. Supply Chain Engineering

**INDE-4130. Production Analysis and Logistics**

**MECH-3221. Control Theory**

**Students pursuing the Minor in Business Administration must also take:**

MGMT-2430. Human Resource Management\*\*

FOURTH YEAR

Fall Term – Co-op students only

GENG-4980. Work Term III

Winter Term (Semester 7)

INDE-4000. Capstone Industrial Design A

~~INDE-4130. Production Analysis and Logistics~~

~~INDE-4220. Simulation of Industrial Systems~~

**INDE-4110 Decision Support Systems (New course Proposal)**

INDE-4280. Facilities Design and Logistics

**GENG-4500. Artificial Intelligence and Machine Learning**

**Complementary Studies – 1 course from Engineering List A or B\***

~~1 course from the approved Faculty of Engineering Complementary Studies List A or B\*~~

~~\*Students must take one course from List A and one course from List B.~~

~~In addition, Industrial Engineering with Business Minor students must take:~~

~~MKTG-1310. Principles of Marketing~~

**Students pursuing the Minor in Business Administration must also take:**

MGMT-2250. Project Management\*\*

Summer Term (Semester 8)

~~MECH-3221. Control Theory~~

INDE-4000. Capstone Design B

INDE-4120. Operations Research II

INDE-4350. DOE Techniques for Manufacturing **Design of Experiments**

~~INDE-4310 Flexible Manufacturing Systems~~

**TRON-4035 Computer Integrated Manufacturing**

**1 Technical Focus Course from among:**

**CIVL-3650. Transportation and Traffic Engineering**

**MECH-4830 Manufacturing Processes (New course Proposal)**

**GENG-4300. Intelligent and Digital Manufacturing**

**GENG-4220. Safety Engineering**

**ACCT-2550 Managerial Accounting**

~~In addition, Industrial Engineering with Business Minor students must take:~~

**Students pursuing the Minor in Business Administration must also take:**

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

MSCI-2130. Management Information Systems\*\*

ACCT-2550 Managerial Accounting\*\* (counts for the Technical Focus Course in Semester 8)

**\* Complementary Studies: the program requires completion of one course from Engineering List A and one course from Engineering List B**

**\*\* Minor in Business Administration: these four additional courses may be completed in any semester, provided that prerequisites are met.**

**Contact the program Academic Advisor if you encounter issues with registration.**

#### 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).*

All Faculty of Engineering programs have undergone a full curriculum review associated with the 2025 external accreditation by the Canadian Engineering Accreditation Board (CEAB). The minor program changes herein have been vetted by the Industry Advisory Board for the program, the Curriculum Committee for the program, and the Departmental Council. A change to one of the courses in the 6-course Minor in Business Administration associated exclusively with the Industrial Engineering program has been approved by the Faculty of Business.

Changes to the Engineering Common Core program in Years 1 and 2 have been processed through PDC in recent years. The current changes to Years 3 and 4 of the Industrial Engineering programs, as well as its Minor in Business Administration, reflect the needs of industry in such areas as data, robotics, project management, and decision support. The addition of a Technical Focus Course allows for additional depth in a student's area of interest: transportation, manufacturing, safety, or finance.

The sequencing of multiple courses has been changed, as noted in Section A1, based on input from the program stakeholders. Prerequisite paths have been altered accordingly, with changes reflected in the accompanying PDC Form E.

#### 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*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

*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 BASc programs in Industrial Engineering share a common core of approximately 20 courses with all other programs in the Faculty of Engineering. Several other courses are shared with the programs in Mechanical Engineering. The faculty member complement in Industrial Engineering is sufficient to cover the required “INDE-” courses as well as to mentor the 4th-year Capstone Design projects. After this minor program change, all Industrial Engineering undergraduates will continue to complete the following two courses from the Odette School of Business: STEN-1000 Introduction to Business and ACCT-1510 Principles of Financial Accounting. Undergraduates will need to complete the following four additional courses to complete the Minor in Business Administration, which is unique to the Industrial Engineering programs.

1. MGMT-2430. Human Resource Management – required for all IE students prior to this program change
2. MGMT-2250. Project Management – replaces MKTG-1310 Principles of Marketing from the previous program
3. MSCI-2130. Management Information Systems
4. ACCT-2550 Managerial Accounting

The Faculty of Engineering has communicated to the Faculty of Business its desire to substitute MGMT-2250 for MKTG-1310 in the unique Minor in Business Administration within the Industrial Engineering program. This course substitution is pending the approval from the Business faculty. The programs in Civil Engineering, Mechatronics Systems, Engineering, and Mechanical Engineering have identified that they will be able to accommodate the Industrial Engineering students in the courses affected by this program change. Robotics equipment secured for the new Mechatronics Systems program provides hands-on opportunities for the new course INDE-3130 CAM and Robotics. Mechanical Engineering undergraduates will be able to enroll in this course up to the enrollment limit.

#### **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 additional reliance on Adjunct Faculty, Limited-term Appointees, and Sessional Instructors is expected based on these minor changes. With respect to the number of courses taught by faculty members in the Industrial Engineering program, one course is deleted: *Manufacturing Process Design*; two courses are added: *Data Management & Analytics* and *Safety Engineering*. Three courses – listed as new in the beginning section – comprise significant modifications to already existing courses.

#### **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.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

The revised program will benefit from equipment upgrades and acquisitions over the past few years. These additions have been in support of both the Faculty of Engineering machine shop, as well as the new Mechatronics Systems Engineering program, which is administered jointly between the Departments of Electrical and Mechanical Engineering.

#### **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.)*

No opportunities for cost savings were identified in this curriculum review.

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

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

<b>Faculty:</b>	Two program hires were approved in response to external accreditation comments by the Canadian Engineering Accreditation Board. One AAS member was hired in Summer 2025. A tenure track faculty member is also advertised, which replaces one of two recent retirees.
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

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

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	Industrial Engineering students will add to the enrollment of two existing courses in other programs: TRON-4350 Computer Integrated Manufacturing and GENG-4500 Artificial Intelligence and Machine Learning. Elective courses will be available through other Engineering programs: CIVL-3650 Transportation and Traffic Engineering, GENG-4300 Intelligent and Digital Manufacturing, and MECH-4840 Manufacturing Processes
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

University of Windsor  
Program Development Committee

\*5.3: Industrial Engineering – 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
MAME	B. Minaker	26 Sep 2025	x	

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

**A. Proposed Course Calendar Revisions**

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

**INDE-3020. Health, Safety and Human Factors Ergonomics, Human Factors and Safety**

Fundamentals of manufacturing safety and health are studied to provide manufacturing engineers with the knowledge to effectively incorporate design solutions for health and safety considerations in the workplace. Human capabilities and limitations in the industrial workplace are also assessed and taken into account when implementing design solutions. Topics will include machine guards, confined space protocol, accident losses, prevention, liabilities and the Workplace Safety and Insurance Board by-laws, the Ontario Occupational Safety and Health Act, and related standards and codes. Also addressed are ergonomic issues such as the design of the workplace and environment, design of display and control systems and human factors in expanding technology. (Pre-requisite: GENG-2190) (3 lecture, 2 laboratory hours a week.)

**~~INDE 3110. Computer Aided Design and Computer Aided Manufacturing~~**

~~This course focuses on CAD/CAM from theory to practice. Basic and generic design principles and tools are introduced, and the course material is complemented with significant hands-on practice and engineering applications. Students will learn modelling strategies, and advanced computer aided engineering design, analysis, manufacturing and measurement tools. Topics include Solid modelling, GD & T, tolerance stack-ups, assembly modelling and mechanism analysis, process planning, CNC code generation, tool-path optimization and principles of measurement. (3 lecture, 2 laboratory hours a week.)~~

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

**INDE 3170. Systems Analysis and Design**

Fundamental concepts, philosophies, and trends that provide the context of systems analysis and design methods. Information systems in terms of common building blocks: Data, Processes, and Interfaces. Basic concept of systems and systems engineering; system representation; system life cycle; system design process; and system design methods. Formulation of decision problems in engineering and management. Decision criteria. Strategies. Utility theory and decision functions. Information requirements of decision-making systems. Methods in systems analysis and design are applied to a wide variety of problem domains. (3 lecture hours and 2 laboratory/tutorial hours a week.)

**INDE 3210. Manufacturing Process Design**

This curriculum provides students with the basic science and engineering science background required to lead the design and manufacturing of products for profit in a globally competitive marketplace. Successful students will understand manufacturing in the broadest sense and emphasis is placed on the basic science of converting select raw materials into quality products anywhere on earth. Successful graduates will know and be able to compare the difference between the mechanical behaviors of materials, select materials for manufacturing based on desirable physical properties and lead the design of the most important manufacturing processes used in industry. The manufacturing processes studied include the engineering science of: metal casting, rolling of metals, forging, extrusions and drawing of metals, sheet metal forming, and the forming and shaping of plastics parts. This course includes the laboratory analysis of the materials and the study of manufacturing processes used to produce automotive components. (3 lecture hours and 2 laboratory/tutorial hours a week.) (Prerequisite: GENG-2190, in addition to the program prerequisites.)

**A.1 Experiential Learning Categories**

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

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

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

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

study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

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

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

x  No

If yes, list all courses that are being deleted and the programs in which they are currently required:  
All three of the following courses are being deleted. They are required currently in the following programs.

- Honours BAsc Industrial Engineering
- Honours BAsc Industrial Engineering with Cooperative Education
- Honours BAsc Industrial Engineering with Business Administration Minor
- Honours BAsc Industrial Engineering with Business Administration Minor and Cooperative Education

- INDE-3110. Computer-Aided Design and Computer Aided Manufacturing**
- INDE-3170. Systems Analysis and Design**
- INDE-3210. Manufacturing Process Design**

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

N/A

University of Windsor  
Program Development Committee

\*5.4: **Odette School of Business – Suspension of Admissions to Specializations and Minor**

Item for: **Information**

Forwarded by: **Dean, Odette School of Business**

**MEMORANDUM**

To: Program Development Committee (PDC)

Date: March 12, 2026

The following options have been suspended by the Odette School of Business, beginning Winter 2026:

- Specialization in International Business
- Specialization in Strategy & Entrepreneurship
- Minor in Entrepreneurship

The Registrar's Office has removed these options from the student self-service in UWinsite. Students have been notified of this decision and arrangements are being made for completion, where possible.



Josianne Marsan  
Dean, Odette School of Business

**University of Windsor  
Program Development Committee**

5.5: **MSc and PhD in Biomedical Sciences – New Program Proposal (PDC Form A)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

**MOTION:** That the MSc in Biomedical Sciences, PhD in Biomedical Sciences, and the following new course proposals be approved.^

**BIOM-8009. Special Topics in Biomedical Sciences**

**BIOM-8970. Thesis Research**

**BIOM-9980. Dissertation Research**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The new program and course proposals have been approved by the Department of Biomedical Sciences Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council (February 26, 2026) and the Provost delegate.
- Provost Comments: The Provost delegate expressed strong support for these innovative programs, as they are well aligned with the University's strategic direction to increase student enrolment and advancing STEM initiatives.
- The Department of Biomedical Sciences is creating two new programs: a thesis-based Master of Science (MSc) and a Doctor of Philosophy (PhD) in Biomedical Sciences. Along with these programs are three new course proposals.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
PROPOSAL BRIEF FOR NEW PROGRAMS  
FORM A**

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

*Prior to completing this form, proposers MUST complete a “[New Program Notice of Intent Form](#)” and obtain APPROVAL to proceed from the New Program Steering Committee and the Provost.*

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	September 22, 2021
------------------------------------------------------------------------------------------------------------------	--------------------

**A. Basic Program Information**

Faculty(ies)	Science
Department(s)/School(s)	Biomedical Sciences
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	MSc Biomedical Sciences, PhD Biomedical Sciences
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
Mode of Delivery:	In person
Planned steady-state Student Enrolment (per section B.4.2)	25 for MSc and 10 for PhD
Normal Duration for Completion:	2 years for MSc, 4 years for PhD
Will the program run on a cost-recovery basis?	no

**B. Overall Program Plan**

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

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

In 2019, the Department of Biological Sciences was divided into two separate departments: Integrative Biology and Biomedical Sciences. All graduate students from both Departments are currently enrolled in one graduate program in Biological Sciences. However, with the specialization that is now present in Biomedical Sciences, there is a current need to offer students a focused training path that incorporates basic biomedical research to accelerate the application of biomedical breakthroughs to human health. To address this opportunity, the Department of Biomedical Sciences is developing a thesis-based Master of Science program (MSc) and a Doctor of Philosophy (PhD) program in Biomedical Sciences. The new programs will serve to complete the separation of the two departments and make Biomedical Sciences fully independent of the former program.

Biomedical Sciences is a scientific field focused on exploring the biology of human health and disease. Relevant basic sciences that underpin biomedical sciences include cell and molecular biology, genetics, biochemistry, microbiology, immunology, neuroscience, developmental biology, physiology, and bioinformatics. Research programs utilize a multidisciplinary team of scientists working to solve complex human health-related problems using a variety of biological systems. Research strengths in these areas currently exist in the Department as we have ongoing MSc and PhD training programs. Establishing a program specific to Biomedical Sciences provides degree nomenclature that better reflects the academic experience of students, and the expertise of graduates, than a qualification in Biology alone can do. This recognition is increasingly crucial in a competitive post-graduate job market.

Among the strengths of the proposed program is that it will foster partnerships between faculty members in Biomedical Sciences and the WE-SPARK Health Institute, the Windsor Cancer Research Group (WCRG) and local health institutions (e.g. Windsor hospitals). The MSc program builds upon the existing Biomedical Sciences research strengths in cancer biology, neuroscience, immunology, cell biology, and developmental biology, while also expanding the network of clinical research already being done. It will enhance the interconnectedness of the campus biomedical

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community with its regional partners, many of whom are potential research collaborators and future employers of graduates.

The **MSc Biomedical Sciences program** will attract students completing their undergraduate degree in science and are interested in pursuing careers as health professionals or becoming biomedical researchers to address health-related problems. The MSc Biomedical Sciences program will introduce an exciting new program in Biomedical Sciences, updating and building upon elements from our highly successful and long-standing existing graduate programs in Biological Sciences. The MSc Biomedical Sciences will offer graduates exciting career opportunities and a pathway to further research training in a PhD program.

In a similar manner as the current MSc in Biological Sciences program, we envision a 24-month thesis program that combines: 1) individual coursework (2 courses); 2) annual research seminars by each student; 3) attendance at a seminar series of external speakers and postdocs from the department and 4) a final thesis dissertation and defence. The opportunity to provide undergraduate teaching in the form of a Graduate Teaching Assistantship for a minimum of three semesters, but possibly four as confirmed by the Dean of Science. Graduate-level classes would include Biomedical Sciences (BIOM) (e.g., BIOM 8008 Special Topics in Biomedical Sciences). Through coursework, students will be provided with a foundation in their cognate area and be given insight into research practice, analysis, and presentation of data. Furthermore, classes will prepare students to think critically and interpret evidence in accordance with proper scientific practices. The research component will be supervised by an advisory committee, as defined by the University of Windsor's Graduate Calendar. During their two years in the program, students will prepare a research proposal, acquire appropriate regulatory approvals (such as the Research Safety Committee, Research Ethics), conduct six semesters of lab work, prepare and present a final thesis, and defend their thesis to their advisory committee.

The **PhD Biomedical Sciences program** will be marketed to students completing their MSc degree in science who are interested in pursuing careers as health professionals or becoming biomedical researchers to address health-related problems. This program will be open to students who have either previously completed a MSc degree in science, are interested in transferring from the Biomedical Sciences MSc program into the PhD program, or for students interested in a direct entry into a PhD program. The PhD Biomedical Sciences program will build upon the structure of our existing PhD program, conceived over two decades ago, and incorporate new elements to update the program in the Biomedical Sciences. Finally, science graduates considering a new career path or further research training in a PhD program will be recruited. In a similar manner as the current PhD in Biological Sciences program, we envision a 48-month thesis program that combines: 1) individual coursework (2 courses); 2) annual research seminars by each student; 3) Where available through the Dean's Office, the students will be provided with an opportunity for undergraduate teaching. When a graduate student has external funding (e.g. OGS or NSERC) they are eligible to GA a minimum of once during the academic year; 4) attendance at a seminar series of external speakers and postdocs from the department; and 5) a final thesis dissertation and defense. Graduate-level classes would include Biomedical Sciences (BIOM) (e.g., BIOM 8008- Special Topics in Biomedical Sciences). Through coursework, students will be provided with a foundation in their cognate area and be given insight into research practice, analysis and presentation of data. Furthermore, classes will prepare students to think critically and interpret evidence into proper scientific practice. The research component will be supervised by an advisory committee as defined by the Graduate Calendar but will be larger than that required for the MSc program and ensuring faculty members are in Biomedical Sciences and from another program such as Chemistry and Biochemistry. This committee will provide the broader scientific expertise to evaluate and aid with the preparation of the PhD thesis. During their four years in the program, students will prepare a research proposal, acquire appropriate regulatory approvals (as required, and such as Research Safety Committee, Research Ethics Board), conduct twelve semesters of lab work, prepare and present a final thesis and defend their thesis to their advisory committee. Notably, the PhD program requires an external evaluator from a Canadian or International University who evaluates the final thesis and participates in the final PhD thesis defence.

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Both the MSc and PhD programs in Biomedical Sciences align well with the Aspire Strategic Plan. Many of its Strategic Priorities outlined match these programs such as, a) Advancing Bold, Impactful Research, Scholarship and Creative Activity; b) Ensuring High Quality, Relevant, and Just Teaching, Learning and Student Experience for Everyone; and c) Generating Local and Global Impact through Partnership and Community Engagement. Biomedical Sciences is a well-funded and continuously growing research field that seeks to connect the advances in laboratory medical research with a better understanding of human health and disease. Both program goals aspire to:

- 1) Successfully launching the careers of students as research scientists and as participants, leaders and innovators in healthcare.
- 2) Prepare culturally and ethically responsive students who can think critically and translate evidence into practice in research and health care settings.
- 3) Produce student-led scholarship that potentially impacts the health and wellness of individuals and communities.
- 4) Foster core strengths and leverage partnerships between Biomedical Sciences and UWindsor academic units, WE-SPARK, the Schulich School of Medicine, Windsor Regional Hospital, and local health companies and groups.
- 5) Enhance enrolment via a more accurate and impactful program title that is attractive to students wishing to pursue careers in the biomedical field.

**B.2 Program Content (QAF Section 2.1.2.2)**

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

The Department of Biomedical Sciences has faculty members with expertise in many areas of Biomedical Sciences, including cell and molecular biology, neuroscience, genetics, biochemistry, microbiology, immunology, developmental biology, physiology, and bioinformatics. The Department of Biomedical Sciences has access to the necessary equipment and infrastructure existing in three buildings that support its teaching and research activities. Essex Centre of Research (CoRe) with state-of-the-art equipment and facilities (including confocal microscopy, a cell sorter (FACS) and the Biology Building and Essex Hall. The research and training are current with the existing state of the discipline and are well-supported by numerous investigators in the department, who actively hold NSERC, CIHR, and other competitive grants as well as high-impact scholarly activities within the department.

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

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

Our research faculty members have expertise in major areas of Biomedical Sciences, namely cancer research, neuroscience, and immunology. All research projects are centered on exploring and studying various genetic/molecular/cellular aspects of human disease, including genetic causes, cellular dysfunction, and potential remedies and treatments. Students will be trained in a supportive and learning centered environment with the latest technologies and model systems for scientific analysis, including Drosophila, mouse, and human-based cell culture systems. Key strength is a close partnership with Western University's Schulich School of Medicine & Dentistry, offering a complete Doctor of Medicine (MD) program at the University of Windsor. This collaboration allows us to offer the full four-year MD program on-site, providing easy access to physician-scientists, residents, and medical students who are enthusiastic about collaborating on translational projects. Additionally, this partnership creates a natural pathway for learners who want to enhance their clinical training with research-focused graduate studies. Another unique aspect is the potential for students to interact with local hospitals to obtain human samples, which will aid in their research projects. Through its affiliation with WE-SPARK, the department currently has over 60 adjunct clinical professors, enabling them to serve on student graduate committees and to participate in student training. This provides a clinical focus on research projects, offering students the opportunity to participate in both basic and applied projects. We maintain active partnerships and collaborations with several institutions, including École Polytechnique Fédérale de Lausanne in Switzerland, Cincinnati Children's Hospital in the USA, Cornell University in the USA, and the University of Glasgow in the UK. Additionally, we are affiliated with prestigious Canadian universities, such as McMaster University, the University of Alberta, the University of Toronto, Queen's University, and Western University.

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These partnerships provide our students with access to cutting-edge research, resources, and opportunities that enhance their educational experience.

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

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

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

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

The University of Windsor's Faculty of Science, particularly its Department of Biomedical Sciences, is committed to integrating indigenous perspectives into the biomedical sciences and the training of our students. The Biomedical MSc and PhD programs will incorporate Indigenous content, perspectives, and materials guided by a commitment to the '4Rs' of Indigenous research: Respect, Relevance, Reciprocity, and Responsibility. The curriculum will intentionally integrate these principles into courses. This approach will enable students to understand the Indigenous perspectives and issues relevant to the course content, enhancing their academic experience. The inclusion of Indigenous content and perspectives is a testament to the program's commitment to equipping students with a comprehensive and holistic understanding of biomedical research grounded in respect for diverse worldviews and experiences.

The Biomedical MSc and PhD programs will focus on the University of Windsor's capacity for supporting inclusive pedagogy and teaching and learning in program development and student learning. The inclusion of Indigenous content, perspectives, and materials is an ongoing and evolving exercise integrally involving the Department of Biomedical Sciences leadership. Regarding the required courses proposed for the Biomedical MSc and PhD programs, indigenous content, perspectives, and material will be included. For instance, our BIOM 8008 Special Topics course will cover case studies and ethical considerations, including those affecting vulnerable populations, with a focus on equitable geographic representation in research. As mentioned in the University of Windsor's strategic plan, *Aspire*, supporting a strong cross-campus understanding and recognition of Indigenous (First Nations, Métis, and Inuit) research methods, traditional ways of knowing, and appropriate and respectful engagement with Indigenous communities is important to addressing past inequities.

In 2022, the university engaged Higher Education Strategy Associates (HESA) to evaluate its policies, resulting in significant enhancements, such as the creation of the Indigenous Enrolment Advisor (IEA) role within the Office of

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Student Recruitment. This role is crucial for fostering relationships with Indigenous communities, providing tailored support through the enrolment process, and highlighting the university's commitment to understanding and meeting the needs of Indigenous students. Further, the Faculty of Science hired an indigenous knowledge holder (Clint Jacobs) to help indigenize this and other academic programs in the Faculty of Science and WE Spark Health Institute. Additionally, we are seeking an Indigenous science student who can be hired to facilitate the development of a database of Indigenous biomedical science content as a resource for internal and external instructors. The student will review the literature and engage with Indigenous Knowledge Keepers to gather information. More than the simple compilation of knowledge is required. The student and department leadership will work with the University of Windsor's Centre for Teaching and Learning (CTL) to make sure details on how to present the data effectively and appropriately are included in the database. This database will guide instructors on how to integrate Indigenous content effectively into their courses. The University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada"

Additionally, the Professional Development Seminar offered by the Department to all students registered in their first semester of either an MSc or PhD degree will feature discussions on Indigenous perspectives in biomedical research, promoting a deeper understanding of these critical viewpoints among our students. This holistic approach not only respects but also actively incorporates diverse worldviews into our academic offerings, preparing students for a culturally competent scientific career.

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

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

- Master of Science (MSc) in Biomedical Sciences
- Doctor of Philosophy (PhD) in Biomedical Sciences

### **B.4 DEMAND FOR THE NEW PROGRAM**

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

*Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program, where appropriate.*

*Provide quantitative evidence of student and market demand for the proposed program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.*

*Provide evidence of societal need for graduates of the new program, including expert input. Proposers should consider, where appropriate, the:*

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

Since creating its own Department of Biomedical Sciences in 2019, applications and registrations to our undergraduate programs have steadily increased each year. Due to the high demand for our undergraduate program, it has been deemed essential to establish a graduate program to retain and continue to expand enrolment in biomedical sciences at the University of Windsor.

An EAB Market Pulsecheck Overview was also written for the proposed MSc and PhD programs (**Appendices D and E, respectively**).

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The **Biomedical MSc program** will attract students interested in the genetic, cellular, and physiological processes that apply to health and disease. This topic is of interest to both students pursuing scientific careers and those interested in clinical/health-oriented careers. Many students at the University of Windsor and throughout the country are interested in the latter, and a strong need exists to provide training in critical thinking and laboratory-based skills pertaining to biomedical sciences. This background strengthens student applications to clinical / health-oriented programs and is one of the key characteristics favoured by application committees to these programs. The MSc Pulsecheck Overview revealed that there is a rising student interest, paired with declining competition, indicating an opportunity for program development. Student demand for master's-level biology programs fluctuated but overall rose between the 2016-2017 and 2020-2021 academic years (net growth of 10 completions). Between the 2016-2017 and 2020-2021 academic years, six of the top 10 institutions (including the University of Windsor) reported relevant biology completions, indicating an increase in completions and market share. The University of Windsor may be able to rely on its established market presence to capture some of the rising student interest.

Our Biological Sciences PhD program is currently successful at producing excellent graduate students with strong outcomes, including scholarships, conference presentations, and publications. Many students from the labs of the Biomedical Science Faculty have entered professions where their laboratory skills and critical thinking skills, obtained in the context of a PhD, are in high demand. However, their designation as students in the "Biological Sciences" program is not an accurate description of their skill sets. New students from the **Biomedical Sciences PhD Program** will be able to enter various professions, including University professor, Research Technician/Technologist, Pharmaceutical industry, Bioengineering, and potentially degrees in Dentistry, Pharmacy, and Medicine. We anticipate that renaming the program a Biomedical Sciences degree, rather than its current Biological Sciences designation, will attract more students and increase the size of the program. Therefore, the introduction of these two new programs, the MSc and PhD in Biomedical Sciences will attract more students and increase the size of the program and the reputation of the University of Windsor.

#### **Market Demand**

While the current graduate program in Biological Sciences has always been successful at producing excellent graduate students with strong outcomes, including scholarships, conference presentations, and publications, with many students graduating to professions coming out of the training received from the labs of Biomedical Science Faculty, their designation as students in the "Biological Sciences" program does not provide them with an accurate description of their biomedical science focus and skill-set. Therefore, the new MSc and PhD programs in Biomedical Sciences will provide students with this important distinction, enhancing demand for the program and guaranteeing and enhancing their opportunities for greater success when entering professions as described above. These opportunities will vary by region, industry trends, technology development, and economic conditions.

In the field of scientific careers, pharmaceuticals and biotechnology are rapidly growing industries in the world. Centers in Canada, such as Toronto, Vancouver, and Montreal, have established themselves as regions where such careers can be pursued after university graduation. Currently, students from the Windsor-Essex region must relocate to these centers, or to emerging regions that are also developing this niche, such as London, Hamilton, Waterloo, Ottawa, etc. Our department has a growing diversity of Faculty pursuing biomedical research and is perfectly poised to take advantage of and retain students here, where these industries can promote the economic well-being of the Windsor-Essex region.

The EAB report for the **MSc program (Appendix D)** shows a robust labor market and a high employer demand for biomedical science graduates. Regional employers posted a high number of relevant job postings in the last 12 months (2,845). However, the average monthly employer demand growth for all master's-level professionals outpaced the demand growth for relevant master's-level biomedical professionals (0.77% vs. 0.76%, respectively) between February 2022 and January 2025. Ultimately, a high number of postings signals a robust landscape. Importantly, the University of Windsor and Western University operate the Schulich School of Medicine & Dentistry at the Windsor

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campus. This local medical program attracts high-achieving students who often seek additional research training; some may continue directly into our MSc program, while applicants initially targeting medical studies may transition to a research-intensive program. This established collaboration significantly values the role of our students in broadening the local applicant pool, integrates research with healthcare, and strengthens the program’s capacity to meet workforce demand. This collaboration is designed to enhance medical education, provide comprehensive training, and promote community health initiatives throughout the Windsor-Essex region.

The EAB report for the **PhD program (Appendix E)** shows that employer demand trends suggest a robust need for program graduates. Over the last year, job postings remained relatively consistent as regional employers advertised a high number of relevant job postings (1,978). Further, between March 2022 and February 2025, postings overall increased by a net of 72. However, during the same 36-month period, the average monthly employer demand growth for all doctoral-level professionals outpaced the demand growth for relevant doctoral-level biomedical professionals (1.97% vs. 1.23%, respectively). Nevertheless, program graduates can expect to enter a strong and relatively stable labor market.

**Appendix F** is a Letter of Support from WE-Spark Health Institute demonstrating support for these new programs and continued collaborative opportunities.

Students who have graduated from the original Biological Sciences department are pursuing impactful roles in Canadian healthcare. These include graduates who continue to build their research careers in the biotech industry and academia, as well as those who have pivoted to roles as healthcare professionals or related roles. This application aims to enhance the training of future graduate students to meet the market demand by providing a more focused biomedical education.

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

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

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	22	4	23	4	25	5	27	5	29	5
<i>In the co-op/ experiential learning stream (if applicable)</i>										

Please note: When calculating enrolment, it is expected that the majority of current students enrolled in the Biological Sciences program, who are in Biomedical Sciences-based labs, will transfer to this new Biomedical Sciences program as second-year students. Currently, there are 13 PhD and 17 MSc students in the Biomedical Sciences faculty research groups registered for the September 2025. These have been added to the numbers for the first year of operation. Additionally, the predicted numbers for the MSc and PhD have been combined for budget calculations (Appendices B and C).

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**B.4.3 Duplication (Ministry section 3)**

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

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

There are two existing **MSc programs** at the University of Windsor: one in Biological Sciences and another in Chemistry and Biochemistry. These programs are research or thesis-based, and their structures are similar; however, the disciplines are distinct. There is great interest in concentrating students with similar interests and research projects in the same program, where they can learn and receive training in collaboration with other laboratories that work on similar areas and techniques. This would facilitate enhanced specialization of courses and seminars to improve student development.

There are **PhD programs** at the University of Windsor in Biological Sciences, and Chemistry and Biochemistry. These programs are research or thesis-based, and their structures are similar, but the disciplines are distinct. There is great interest in concentrating students with similar interests and research projects in the same program, where they can learn and receive training in collaboration with other laboratories that work on similar areas and techniques. This would facilitate enhanced specialization of courses and seminars to improve student development. Finally, due to the existence of similar Biomedical Science-related graduate programs at neighboring universities, attracting students to a Biomedical Sciences MSc/PhD degree program at Windsor will increase our competitive ability in recruitment.

**Similar programs at other institutions:**

University	Department	Program Name	Level	Medium
McMaster University	Faculty of Health Sciences	Biochemistry and Biomedical Sciences	MSc and PhD or MD/PhD	In-Class
		Biomedical Discovery and Commercialization	MBDC	In-Class
		Biomedical Innovation	MBI	In-Class
		Medical Sciences	MD/PhD, MSc, PhD	In-Class
Laurentian University	Faculty of Science, Engineering, and Architecture	Biomolecular Science	PhD	In-Class
Ontario Tech University	Faculty of Science	Applied Bioscience	MSc	In-Class
Northern Ontario School of Medicine	Faculty of Medicine	Medical Studies	MMS	Online
Queen's University	Faculty of Health Science	Biomedical and Molecular Science (specialization in Anatomical Sciences)	MSc and PhD	In-Class
		Medical Sciences	MSc (inactive)	In-Class

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		Pathology and Molecular Medicine	MSc and PhD	In-Class
University of Guelph	Department of Biomedical Sciences	Biomedical Sciences	MBS, MSc, and PhD	In-Class
University of Toronto	Faculty of Medicine	Biomedical Communications	MScBMC	In-Class
		Medical Science	MSc and PhD	In-Class
University of Alberta	Faculty of Medicine	Medicine	MSc and PhD	In-Class
University of Calgary	Cumming School of Medicine	Medical Science	MSc and PhD	In-Class

**B.5 RESOURCES**

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

**B.5.1 Resources Available**

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

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

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

The Department of Biomedical Sciences currently has 10 full-time research faculty members, one Ancillary Academic Staff (AAS) member, 2 Limited Term Appointments (LTA), 1 lab technician, and 1 secretary, with support from other departments for Core Technology, financial matters, and graduate student support. Many of these faculty and staff will be involved in administering this program.

The MSc and PhD Programs in Biomedical Sciences will be supported by the current Department of Biomedical Sciences Faculty. As this is a new program in addition to the existing Biological Sciences MSc Program, we do not anticipate any implications or resource changes from those already in place, since support staff for graduate programs are shared among graduate programs in Science, and that is already the case for Biomedical Sciences and Integrative Biology.

The Biomedical Sciences faculty members have an established and proven track record of successfully training at different levels: BSc, MSc, and PhD students. A Graduate Committee of Faculty members from the Department currently co-oversees the Biological Sciences Graduate Program, and we will essentially maintain this structure in the new Program. A committee of three Faculty members will be established, with a Chair and two additional members.

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These will meet regularly to plan, promote, and evaluate the Program. The committee will also meet to rank scholarship applications as per our existing framework. The Chair will coordinate students in the program, providing advice and resources to ensure students complete on time and receive optimal guidance for their chosen career path. Students will utilize our existing Program structure, where a detailed Graduate Student Handbook has been in operation for >10 years to provide assistance.

The courses in the new Program are well-established and will reflect a biomedical sciences focus. The courses will be offered according to the same methods and requirements currently in place with the Biological Sciences MSc. Students will take a general professional development course (BIOM 8008), taught by our full-time faculty, and another specialty course based on the expertise in our Department. These courses span different topics, including cancer biology, cell biology, genetics, physiology, and neuroscience, reflecting the specific interests of our Faculty in these different areas of Biomedical Sciences. Additional hires in our Department in the future will of course expand this repertoire.

The MSc and PhD degrees are thesis-based project that involves hands-on laboratory work. We will use the resources already available to our current students for the new students in the Biomedical MSc Program. Our facilities include animal-based research at the Central Animal Care Facility, Microscopy/Imaging Equipment, and Flow Cytometry, all of which are located in the Centre of Research Essex (CoRE). Shared equipment suites are also available in CoRE and the Biology Building. Additionally, research Faculty in our Department currently house specialized equipment in their labs. Students will benefit from our existing research training pipeline to pursue their MSc in Biomedical Sciences. We will utilize our existing resources to train students in the MSc in Biomedical Sciences.

### **This section demonstrates strong support for the program:**

**Staff:** A part-time graduate secretary will be required to oversee the MSc and PhD programs, in addition to our existing MSc Translational Health Sciences (THS) program. Currently, we share a graduate secretary with the Integrative Biology department to administer these duties.

**Faculty:** The department currently has 10 research tenure-track faculty members, along with one Ancillary Academic Staff member who teaches our first-year undergraduate students and also serves as the Director of the We-Spark Health Institute, affiliated with our department. Finally, we have two Limited Term Appointment faculty members who are involved in overseeing our MSc THS program and BSc Biomedical Sciences (Interdisciplinary Health Sciences) undergraduate program. It is anticipated that they will become full-time Ancillary Academic Staff members upon their renewal.

### **Equipment List:**

The following are the major types of equipment used for research and training in the Department:

- Microscopy and cellular imaging (confocal)
- Animal behaviour analysis
- Mammalian cell and organoid culture
- Flow cytometry
- Cell sorting
- Animal experimentation (animal care facility) and models of disease
- Molecular biology and transgenics
- Liquid handling robotics (laboratory automation)
- Electrophysiology

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**GA/TA support:** The collective agreement (CUPE 4580) states:

**ARTICLE 14 - FINANCIAL SUPPORT**

14:01 Within the limits of eligibility as prescribed by governmental funding and as outlined in the Graduate Calendar, as well as in accordance with Article 14:02 (see Appendix 'B'), required registration, and satisfactory performance: a) those students offered Assistantships at the Ph.D. level shall receive no fewer than the equivalent of seven (7) full terms of support subject to Article 14:05 (b), provided that the Assistant has applied to a position each term as per the instructions on the posting by the application deadline until they have received the minimum seven (7) terms of support. b) those students offered Assistantships at the Master's level shall receive no fewer than the equivalent of three (3) full terms of support subject to Article 14:05(c), provided that the Assistant has applied to a position each term as per the instructions on the posting by the application deadline until they have received the minimum three (3) terms of support. c) Notwithstanding the foregoing, on occasion, if sufficient departmental funds are available, additional grace terms of funding may be granted to a graduate assistant at the sole discretion of the AAU and with the approval of the Dean of Graduate Studies or their designate. d) If a Master's Candidate (MII) is offered an assistantship, any prior appointments to Assistantships as Master's Qualifying (MI) shall not count towards the commitment of Assistantships for Master's Candidate (MII). Prior to signing a contract for assistantship, a student may apply in writing for an Assistantship exemption, during which they may not be offered an assistantship.

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

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

*Include:*

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

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

All departmental graduate faculty members who have research funds available and can commit to providing graduate students with the minimum stipend will be able to supervise MSc and PhD students.

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

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

The program will be delivered by the faculty members in the Biomedical Sciences department. Clinicians in this group will hold adjunct faculty positions with the Department of Biomedical Science.

Students in the MSc and PhD Biomedical Sciences program will be supervised by tenured or tenure-track professors. Also, tenured or tenure-track professors will teach the graduate courses for the program. However, we anticipate adjunct professors in the Department will also participate in student's committees, particularly those leveraging their clinical research backgrounds, as well as assist in some teaching responsibilities.

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**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.*

Departmental graduate faculty who have active research grants and can commit to the Departmental minimum of graduate student support (summer stipend of \$10,000 guaranteed (+2% per annum increase) will be able to supervise graduate students. Graduate faculty are reviewed regularly ensure they meet the minimum criteria for appointment to graduate faculty status. Currently, this includes two research publications over the past three years. Per [the Graduate Faculty Designation policy](#), AAU committees shall review graduate faculty every two years. Every four years the Executive Committee of Graduate Council shall review the graduate faculty as a whole.

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

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

The amount that graduate students receive from their GA contracts is based on the collective agreement negotiated with the GA union (CUPE 4580). Funding for MSc and PhD students will be in the same manner as what exists in our current Biological Sciences graduate programs. Typically, MSc students receive a stipend consisting of GA responsibilities and a summer stipend (\$10K) and for PhD students, GA responsibilities and a summer stipend (\$12K).

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

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

We do not anticipate requiring any additional resources as we plan to utilize the current resources in the Department of Biomedical Science to support students in the new 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 preparing this proposal. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

The creation of a new MSc/PhD Biomedical Sciences program will be a partial reallocation of existing resources from the current MSc/PhD Biological Sciences program. Approximately 45% of current graduate students in the Biological Sciences program are being supervised by Biomedical Sciences faculty members; at their request these students will be transferred into the new Biomedical Sciences program. Current Biological Sciences resources such as GA/TA allocations are determined by the Dean and the teaching of graduate courses will remain unchanged (but reallocated) to the Biomedical Sciences program. No new funds will be required beyond those outlined in the budget.

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

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the proposed program.*

*If not applicable, write n/a.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	1 Graduate Secretary
<b>GA/TAs:</b>	N/A

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The Graduate Secretary is required to be dedicated to this program and not shared with the original Biological Sciences Program. In addition to their role with the MSc/PhD program, they will also be involved in the current MSc THS program. It could initially be a part-time position and increase to an FT position based on enrolment.

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

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

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

No additional resources. The usual services available to undergraduate students will also be available to MSc and PhD Biomedical students, including library resources and student support services. The space required for an additional staff member can be accommodated within the current space.

**C. Program Details**

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

*Describe*

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

**Master of Science in Biomedical Sciences**

Admission requirements:

- A Bachelor of Science degree or a degree in a related field.
- A cumulative GPA of 70% or better in the final two years of undergraduate study (full-time equivalent) may be admitted
- At least one undergraduate statistics course for science, health, or math disciplines.
- Two letters of reference.
- For applicants whose native language is not English, evidence of English proficiency must be provided.

Please see the Policy on English Language Proficiency Requirement

Selection criteria will include: (1) undergraduate academic average; (2) strength of references; and (3) prior research training, experience, and accomplishments. Candidates will be reviewed and assessed for eligibility by the departmental graduate committee for the MSc program, which will be composed of faculty teaching in the program and the program Chair. Processes will be consistent with UWindsor admissions policies.

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**PhD in Biomedical Sciences**

Admission requirements:

- A Master of Science degree or a degree in a related field.
- A cumulative GPA of 77% or better during their MSc degree.
- For students without an MSc degree, they may be first accepted into the MSc program and then, within the first year, apply to switch into a PhD program. This will require the supervisory committee to oversee their performance (including graduate course grades) and administer a 'transfer exam' prior to approval.
- For applicants whose native language is not English, evidence of English proficiency must be provided. Refer to the Policy on English Language Proficiency Requirement.

Selection criteria will include a weighted score for: (1) undergraduate and graduate academic average; (2) strength of references; and (3) prior research training, experience, and accomplishments. Candidates will be reviewed and assessed for eligibility by the departmental graduate committee for the PhD program, which will be composed of faculty teaching in the program and the program Chair. Processes will be consistent with UWindsor admissions policies.

Applicants must satisfy the general admission criteria for the Faculty of Graduate Studies (MSc admission average 70%, PhD admission average 77%, etc).

Program-specific requirements include minimum scores for: 1) TOEFL-IBT of 83; IELTS of 6.5; Pearson of 65.

Applicants also have to complete a Statement of Research Interest Form outlining their specific interests in the Program, which is typically written following communication with a potential Faculty supervisor in the Department of Biomedical Sciences. This statement outlines the students' interest in a specific project that has been arranged prior to application. Generally, students will contact the proposed faculty member/supervisor prior to sending in an application. However, some students may apply directly to the department and their names and information will be circulated within the department, allowing faculty to view the application and decide whether to contact the student directly.

Non-traditional applicants (including those whose work experience is a factor) will be considered on a case-by-case basis in keeping with UWindsor admissions policies.

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

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

The above requirements are in accordance with our current students admitted into the Biological Sciences graduate Programs. The Program is satisfied these requirements adequately prepare students for successful attainment of intended learning outcomes.

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

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

**Master of Science in Biomedical Sciences**

Degree Requirements:

**Total courses:** 2 graduate courses + thesis

- a) Select 2 graduate courses from:  
BIOM-8009. Special Topics in Biomedical Sciences\*

\*Special topics may include:

- Skills for Success
- Cellular and Molecular Neuroscience
- Tumour Immunology and Immunotherapy
- Nutrition
- Advanced Biomedical Research Methods
- Current Genomics

- b) BIOM-8970. Thesis Research

Students will have to register in the thesis course (BIOM-8970) every semester of their degree.

**PhD in Biomedical Sciences**

Degree requirements:

**Total courses:** 2 graduate courses + dissertation

- a) Select 2 Graduate Courses from  
BIOM-8009. Special Topics in Biomedical Sciences\*

\*Special topics may include:

- Skills for Success
- Cellular and Molecular Neuroscience
- Tumour Immunology and Immunotherapy
- Nutrition
- Advanced Biomedical Research
- Current Genomics

- b) BIOM-9980. Dissertation Research

Students will have to register in the dissertation course (BIOM-9980) every semester of their degree.

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

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

N/A

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

No

**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).*

Not applicable. See the above section for details of the curriculum.

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

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

The Biomedical Sciences MSc and PhD Programs are research-based thesis projects in which students are trained in the scientific process, including theoretical/background concepts, communication skills (writing of a proposal & thesis, presentation of posters and abstracts for conferences, presenting oral seminars), development of research hypotheses and experimental paradigms to test these, and hands-on laboratory skills. In the first year of their studies, students complete two graduate courses that address theoretical/background and communication training. The bulk of the program, however, consists of focused research in the supervisor's laboratory. There, students are taught the basics of how a hypothesis guides experimental work and complete a proposal that provides structure for their project. The students apply their knowledge over the course of two years of a degree, during which experiments are completed that thoroughly test a hypothesis. This forms the basis of a thesis which must be presented to an audience and successfully defended. A committee of Faculty members, as defined by the Graduate Calendar will oversee this portion of the program. This is a standard format that has been used in the shared Biological Sciences MSc Program, and our new Biomedical Sciences MSc Program will continue this same framework. For the PhD, an additional faculty member from outside the department is required.

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

**C.3.1.1 Normal Duration for Completion**

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

**MSc:** Two years. During the two years, students will complete two graduate courses, present a research seminar every year, and write and defend a thesis.

**PhD:** Four years. During the four years, students will complete two graduate courses, present a research seminar every year and write and defend a thesis. In the event a MSc student wants to transfer into a PhD program, the student has to apply to transfer within the first 12 months of the MSc degree and successfully complete a transfer exam. Courses taken as an MSc student can be used to satisfy the course requirements in the PhD program.

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**C.3.1.2 Program Research Requirements**

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

**MSc program:** Every student will have a graduate committee consisting of their supervisor (and if applicable, a co-supervisor) along with two additional readers from the Department or one reader from the Department and another (external) from another Department. Students will plan and circulate a proposal, outlining the background and research question(s), the hypothesis to be tested, and a detailed plan with milestones for completing these tests. The committee will approve the proposal at the first MSc committee meeting. Following this, the committee will oversee the student's research progress and make recommendations over the two years. Typically, students will have a committee meeting within the first year of the program and another meeting just prior to completing the thesis and defence, but meetings can be more often as needed (every 6 months).

**PhD program:** Every student will have a graduate committee consisting of their supervisor (and if applicable, a co-supervisor) along with two additional readers from the Department and one member from outside of the Department (external). Students will plan and circulate a proposal, outlining the background and research question(s), the hypothesis to be tested, and a detailed plan with milestones for completing these tests. The committee will approve the proposal at the first PhD committee meeting. Following this, the committee will oversee the student's research progress and make recommendations for the student's comprehensive exam within their first 18 months of the program. Typically, students will have a committee meeting within the first year of the program and a meeting just prior to their comprehensive exam and usually annually after successful completion of the comprehensive exam, just prior to completing the thesis and defence, but meetings can be more often as needed (every 6 months). In terms of the comprehensive exam, its purpose is to test the student's understanding of their research field, along with their analytical expertise and experimental design of their current research program. Successful completion of the comprehensive examination within the first 18 months is required to continue in the program. If the committee determines the student has not passed their comprehensive exam, they will be allowed to have a subsequent exam held within the next 6 months.

**C.3.1.3 Fields in a Graduate Program (optional)**

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

N/A

**C.3.2 For All Program Proposals**

**C.3.2.1 Standing Required for Continuation in Program**

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

As defined in Graduate Calendar – Minimum 70% average required to be considered in "good standing". Successful completion of the graduate courses and progression in their research project(s) as deemed by the MSc or PhD thesis committee. Committee meetings will be held at least once a year to assess students' progress and to provide feedback to ensure the timely completion of the degree. The MSc or PhD thesis committee will evaluate and approve continuing standing in the program during these meetings. Students are also required to participate in all Departmental Seminars that are held (usually 5-10 per year), to broaden their knowledge of the field.

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**C.3.2.2 Standing Required for Graduation**

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

70% cumulative average in coursework for both MSc and PhD programs.

**C.4 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.*

**MSc. Master’s Program**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute. At the end of this program, the successful student will know and be able to:</i>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
A. Evaluate the state of their field, highlight unsolved problems, and integrate information into the evolving landscape of their field.	A. the acquisition, application, and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. Generate a research proposal that is supported by literature, which justifies the research objectives they chose to pursue.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Identify relevant knowledge gaps in biomedicine and conceive of approaches to resolve these challenges. (Also relevant to H and I)	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
		3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Critically evaluate scientific literature, data analysis and presentation of research projects.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Adhere to ethical standards of their field, including the experimental design, execution and reporting.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits
F. Effectively communicate concepts, techniques, and results in written and oral formats to field specialists and lay audiences.	F. interpersonal and communication skills	5. Level of Communication Skills
G Work effectively as a team member, contributing to larger team-based projects.  Professionally interact with team members as a collaborator and in a leadership role.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Design and execute informative experiments that bridge knowledge gaps (also relevant to C and I).	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Apply knowledge of their field to biomedical sciences.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

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**Ph.D. Doctoral Program**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
<p>A. Evaluate the state of their field, highlight unsolved problems, and integrate information into the evolving landscape of their field.</p> <p>Comprehensively communicate a broad background of knowledge and understanding of the field at an advanced level.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>B. Generate a research proposal that is supported by literature, which justifies the research objectives they chose to pursue.</p>	<p>B. research skills, including the ability to define problems and access, retrieve, and evaluate information (information literacy)</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>C. Identify relevant knowledge gaps in biomedicine and conceive of approaches to resolve these challenges. (Also relevant to H and I)</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>D. Critically evaluate scientific literature, data analysis and presentation of research projects.</p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship 5. Level of Communication Skills</p>
<p>E. Adhere to ethical standards of the chosen field, including the experimental design, execution and reporting.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits</p>
<p>F. Disseminate their knowledge to peers and leaders in their field at an advanced level, as well as in lay terms to the general public.</p>	<p>F. interpersonal and communication skills</p>	<p>5. Level of Communication Skills</p>
<p>G Work effectively as a team member, contributing to larger team-based projects. Independently lead a research program.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Professional Capacity/Autonomy 5. Level of Communication Skills</p>
<p>H. Design and execute novel informative experiments that bridge knowledge gaps (also relevant to C and I).</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
I. Apply knowledge of their field to Biomedical Sciences.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

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

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

The MSc Program will be delivered in-person unless medical or safety needs require delivery of content by online means. This would be agreed upon by the MSc Thesis Committee membership.

The PhD Program will be delivered in-person, unless medical or safety needs require the delivery of content by online means. This would be agreed upon by the PhD Thesis Committee membership.

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

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

Student achievement in the program will be evaluated using course-embedded assessments that are linked to both course learning outcomes and program learning outcomes. Generally, for laboratory evaluation, the research data obtained by the student during their degree will be assessed by the examination committee, which includes research manuscripts, presentations at conferences, coursework, and other types of academic progress (e.g. seminars). Plans for monitoring are included in Section D.1.

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

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

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

Student outcomes and research productivity will be monitored to evaluate the program's success. Student outcomes will include achievement within the program and will be assessed by such means as committee evaluations, conference presentations, community outreach, and awards. Student outcomes following graduation will be measured by alignment between desired and actual student outcomes, in other words, whether the training advanced the students towards their goals. Student outcomes and perceptions will be monitored through surveys given while students are active in the program and by exit surveys. Student scholarly activity will be measured by contributions, including written, oral, and social media efforts to increase public awareness, as well as community engagement through event planning and publications. This information will be aggregated across the department and used as an

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objective measure of department-wide progress. Generally, strong student productivity (in terms of research publications) is required for successful completion of a PhD degree.

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

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

N/A

**APPENDIX A**

**FACULTY CURRICULA VITAE (QAF)**

*[Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program. Faculty CVs should be in a standardized format –contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils]*

*The faculty CVs are available for viewing in the University Secretariat.*

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**APPENDIX B – 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)

**PLEASE NOTE:** The Department of Biomedical Sciences is proposing two new graduate programs: MSc and PhD. The budget included here represents the combination of the MSc and PhD programs as it may be difficult to predict the switch between graduate students from the current Biological Sciences program into the new Biomedical Sciences program.

<b>Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)</b>						
<b>Year</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>2028/29</b>	<b>2029/30</b>	<b>Total</b>
<b>Revenue</b>						
Tuition income*	\$257,520	\$267,687	\$315,119	\$337,682	\$361,034	<b>\$1,539,042</b>
Potential Provincial funding**	\$ 157,960	\$ 165,140	\$183,090	\$ 201,692	\$ 220,965	<b>\$928,847</b>
Other sources of funding ( <i>please list</i> )						
<b>Total Revenue</b>	<b>\$415,480</b>	<b>\$432,827</b>	<b>\$498,209</b>	<b>\$539,374</b>	<b>\$581,999</b>	<b>\$2,467,889</b>
<b>Expenses</b>						
***Sessional Faculty member	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824	\$52,040
***Additional Staff- 1 PT grad secretary	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709	\$234,182
GA/TA	N/A					
External Examiners ( <i>for graduate programs</i> )	N/A					
Library Resources	N/A					
Equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Facilities/Equipment Maintenance	N/A					
Technology/CTL resources	N/A					
Other expenses ( <i>please list</i> )						
<b>Total Expenses</b>	<b>\$58,000</b>	<b>\$59,100</b>	<b>\$60,222</b>	<b>\$61,366</b>	<b>\$62,533</b>	<b>\$301,222</b>
<b>Net Income</b>	<b>\$357,480</b>	<b>\$373,727</b>	<b>\$437,987</b>	<b>\$478,008</b>	<b>\$519,466</b>	<b>\$2,166,667</b>

\* \$7180 per full-time equivalent domestic Master's student; \$24,890 per full-time equivalent international Master's student; \$7180 per full-time equivalent domestic doctoral student; \$24,800 per full-time equivalent international doctoral student. See added calculations in Appendix C below based on Table B.4.2.

\*\* Assume provincial funding =domestic tuition.

\*\*\* Assume 2% annual increase.

**PROGRAM DEVELOPMENT COMMITTEE  
PROPOSAL BRIEF FOR NEW PROGRAMS  
FORM A**

**APPENDIX C : TUITION CALCULATIONS**

	Program Yr	25-26	26-27	27-28	28-29	29-30	
Shown in B.4.2 table	Domestic enrol.	22	23	25	27	29	
	Int'l enrol.	4	4	5	5	5	
	Total enrol	26	27	30	32	34	
	Domestic Tuition/yr	\$ 7,180	\$7,180	\$7,324	\$7,470	\$ 7,619	freeze until 26-27; then 2% annually
	Int'l tuition/yr	\$ 24,890	\$ 25,637	\$26,406	\$27,198	\$28,014	3% increase Yr 1 only
	Domestic Tuition Rev	\$157,960	\$165,140	\$183,090	\$201,692	\$220,965	
	Int'l Tuition Rev	\$99,560	\$102,547	\$132,029	\$135,990	\$ 140,070	
Line 1 of Appendix B	Total	257,520	267,687	315,119	337,682	361,034	

University of Windsor  
Program Development Committee

\*5.5.1            **Biomedical Sciences (Graduate) – New Course Proposals (PDC Form D)**

Item for:        **Approval**

Forwarded by: **Faculty of Graduate Studies**

**Motion and Rationale:** see PDC260416-5.5

This package contains the follow new course proposals:

BIOM-8009. Special Topics in Biomedical Sciences

BIOM-8970. Thesis Research

BIOM-9980. Dissertation Research

*See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	MSc Biomedical Sciences, PhD Biomedical Sciences
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Biomedical Sciences
<b>FACULTY(IES):</b>	Science

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

**Course # and Title:** BIOM-8009. Special Topics in Biomedical Sciences

**A.1 Calendar Description**

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

Selected topics of current interest in the fields of Biomedical Sciences which may vary from year to year. (May be repeated for credit only if content changes). (This is an experiential learning course).

**A.2 Experiential Learning Categories**

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

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

**A.3 Other Course Information**

*Please complete the following tables.*

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning	Other
3	36	X			0	Explain:

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

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

Pre-requisites	Co-requisites	Anti-requisites	<a href="#">Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):</a>	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.**

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

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

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

No

If yes, list all programs for which this course will be required: MSc and PhD in Biomedical Sciences (Form 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.*

Special topics courses provide detailed expertise in theory and/or techniques in areas of researchers' expertise that are especially relevant to students' thesis research. The scope of these courses extends beyond that provided at the undergraduate level. These courses may involve a combination of lectures, discussion, readings and/or student presentations under the guidance of the instructor. A Special Topics course will have an explicit subtitle indicating the theme of a particular offering. Some Special Topics courses will be offered each year. The themes will vary among years to reflect the expertise of the instructors available and the current needs of the graduate students.

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

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

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

The 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 Kecheho 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 Kecheho 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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

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](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.*

<b>BIOM-8009. Special Topics in Biomedical Sciences</b> <b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and describe a wide range of Biomedical Sciences concepts including (but not limited to): new biomedical and healthcare technology, innovative biomedical techniques and healthcare practices, public health strategies, and social determinants of healthcare.	A. the acquisition, application and integration of knowledge
B. . Collect, read, analyze, synthesize, and evaluate information related to subject areas in biomedical sciences and translational health sciences in reference books and primary research publications.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Solve problems through application of scientific methods, analysis, and knowledge of biomedical and healthcare technologies and topics.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Analyze and reflect on social determinants of health and produce innovative strategies to resolving disparities and informing public healthcare policies	E. responsible behaviour to self, others and society
F. Clearly and accurately communicate biomedical and human healthcare concepts orally and in writing.	F. interpersonal and communications skills

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

<p><b>BIOM-8009. Special Topics in Biomedical Sciences</b>  <b>Course Learning Outcomes</b>  <i>This is a sentence completion exercise.</i>          At the end of this course, the successful student will know and be able to:</p>	<p style="text-align: center;"><b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>G. Training in how to create an effective organizational culture; develop and sustaining an effective leadership style; lead organizational teams and community in strategic planning, identify specific competencies of team members and assigning responsibilities that optimize efficiency. Actively seek out diverse perspectives so that all team members feel empowered to contribute to decision making.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Identify and describe aspects of subjects in biomedical and healthcare sciences that are relevant for personal reasons and/or research, academic and professional goals, and responsibilities.</p>	<p>I. the ability and desire for continuous learning</p>

**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
	5-10	5-10	5-10	5-10	5-10

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

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

N/A

**C. RESOURCES**

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

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

See MSc and PhD new program proposal, PDC Form A.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

**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 Department of Biomedical Sciences has 10 tenured or tenured track Faculty. All are capable of teaching this course. No Adjuncts, Limited-term or Sessional Faculty are needed.

**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.*

Our tenured or tenured track Faculty have expertise in neuroscience, physiology, cancer biology, cell biology, and genetics. The topic of the special topics course will reflect the expertise of the Faculty member teaching the course.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

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

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

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

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

**Course # and Title: BIOM-8970. Thesis Research**

**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.*

An original research project embodied into a concisely written thesis which conforms to the style and format of a recognized journal in the field of specialization. The student should register for this course during each term (including Summer) of residency at the University; however, this course may not be used for credit toward fulfilling the course requirements in the Master's program. (This is an experiential learning course).

**A.2 Experiential Learning Categories**

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

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

**A.3 Other Course Information**

*Please complete the following tables.*

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

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

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

Pre-requisites	Co-requisites	Anti-requisites	<a href="#">Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):</a>	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.**

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

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

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

No

If yes, list all programs for which this course will be required: MSc in Biomedical Sciences

**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.*

Student should conduct original research and write a thesis for their MSc.

**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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

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 Kehego 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 Kehego 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

# PROGRAM DEVELOPMENT COMMITTEE

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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](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.*

BIOM-8970. Thesis Research Course Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify and describe a wide range of biomedical including (but not limited to): new biomedical and healthcare technology, innovative biomedical techniques and healthcare practices, public health strategies, and social determinants of healthcare.	B. the acquisition, application and integration of knowledge
B. Collect, read, analyze, synthesize, and evaluate information related to subject areas in biomedical sciences and translational health sciences in reference books and primary research publications.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Solve problems through application of scientific methods, analysis, and knowledge of biomedical and healthcare technologies and topics.	C. critical thinking and problem-solving skills
D. Write a thesis and defend it to a supervisory committee.	D. literacy and numeracy skills
E. Analyze and reflect on social determinants of health and produce innovative strategies to resolving disparities and informing public healthcare policies	E. responsible behaviour to self, others and society
F. Clearly and accurately communicate biomedical and human healthcare concepts orally and in writing.	F. interpersonal and communications skills
G. Training in how to create an effective organizational culture; develop and sustaining an effective leadership style; engage organizational teams and community in strategic planning, continuously improve and implement and sustaining best practices	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

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<p><b>BIOM-8970. Thesis Research Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:</p>	<p style="text-align: center;"><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>I. Identify and describe aspects of subjects based in biomedical and healthcare sciences that are relevant for personal reasons and/or research, academic and professional goals, and responsibilities.</p>	<p>I. the ability and desire for continuous learning</p>

**B.4 Demand for Course**

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

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

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

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

N/A

**C. RESOURCES**

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

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

See MSc and PhD new program proposal, PDC Form 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.*

The Department of Biomedical Sciences has 10 tenured or tenured track Faculty. All are capable of teaching this course. No Adjuncts, Limited-term or Sessional Faculty are needed.

**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.*

# PROGRAM DEVELOPMENT COMMITTEE

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Our tenured or tenured track Faculty have expertise in neuroscience, physiology, cancer biology, cell biology, and genetics. These Faculty will supervise graduate students in the MSc program.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

*If not applicable, write n/a.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	PhD Biomedical Sciences
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Biomedical Sciences
<b>FACULTY(IES):</b>	Science

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

**Course # and Title: BIOM-9980. Dissertation Research**

**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.*

An original research investigation the results of which will be embodied in a concisely written dissertation conforming in style and format to a recognized journal in the field of specialization. The final paper should be of the highest quality possible and suitable for publication. The doctoral student should register for this course commencing the summer term of the first year of residency and subsequently for each term during which dissertation research will be carried out. In no case, however, may this course be used for credit toward fulfilling the course requirements in the PhD. program. (This is an experiential learning course.)

**A.2 Experiential Learning Categories**

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

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

**A.3 Other Course Information**

*Please complete the following tables.*

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

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

**PROGRAM DEVELOPMENT COMMITTEE  
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Pre-requisites	Co-requisites	Anti-requisites	<a href="#">Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):</a>	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.**

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

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

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

No

If yes, list all programs for which this course will be required: PhD in Biomedical Sciences

**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.*

Student should conduct original research and write a thesis for their PhD. Research findings should be suitable for publication.

**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?*

# PROGRAM DEVELOPMENT COMMITTEE

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### FORM D

- *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 Kecheho 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 Kecheho 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.

# PROGRAM DEVELOPMENT COMMITTEE

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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 Indigenous 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](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.*

BIOM-9980. Dissertation Research Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and describe a wide range of biomedical including (but not limited to): new biomedical and healthcare technology, innovative biomedical techniques and healthcare practices, public health strategies, and social determinants of healthcare.	C. the acquisition, application and integration of knowledge
B. Collect, read, analyze, synthesize, and evaluate information related to subject areas in biomedical sciences and translational health sciences in reference books and primary research publications.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Solve problems through application of scientific methods, analysis, and knowledge of biomedical and healthcare technologies and topics.	C. critical thinking and problem-solving skills
D. Write a thesis and defend it to a supervisory committee.	D. literacy and numeracy skills
E. Analyze and reflect on social determinants of health and produce innovative strategies to resolving disparities and informing public healthcare policies	E. responsible behaviour to self, others and society
F. Clearly and accurately communicate biomedical and human healthcare concepts orally and in writing.	F. interpersonal and communications skills

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<p><b>BIOM-9980. Dissertation Research</b>  <b>Course Learning Outcomes</b>  <i>This is a sentence completion exercise.</i>          At the end of this course, the successful student will know and be able to:</p>	<p style="text-align: center;"><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>G. Training in how to create an effective organizational culture; develop and sustaining an effective leadership style; engage organizational teams and community in strategic planning, continuously improve and implement and sustaining best practices</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Identify and describe aspects of subjects based in biomedical and healthcare sciences that are relevant for personal reasons and/or research, academic and professional goals, and responsibilities.</p>	<p>I. the ability and desire for continuous learning</p>

**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
	10-20	10-20	10-20	10-20	10-20

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

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

N/A

**C. RESOURCES**

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

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

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

See MSc and PhD new program proposal, PDC Form A.

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**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 Department of Biomedical Sciences has 10 tenured or tenured track Faculty. All are capable of teaching this course. No Adjuncts, Limited-term or Sessional Faculty are needed.

**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.*

Our tenured or tenured track Faculty have expertise in neuroscience, physiology, cancer biology, cell biology, and genetics. These Faculty will supervise graduate students in the PhD program.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

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

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

**University of Windsor  
Program Development Committee**

\*5.5.2: **Biomedical Sciences (Graduate) – Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Graduate Studies**

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

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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

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

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

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

**BIOM-8008. Special Topics in ~~Biomedical and~~ Translational Health Science**

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

**A.1 Experiential Learning Categories**

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

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

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

**PROGRAM DEVELOPMENT COMMITTEE  
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES  
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creative performance or exhibit ( <i>for visual and performing arts</i> )	<input type="checkbox"/>	<input type="checkbox"/>
Entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

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

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

X No

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

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

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

**LEARNING OUTCOMES TABLE**

<b>COURSE NUMBER AND TITLE: BIOM-8008. Special Topics in Translational Health Science</b>	
<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and describe a wide range of biomedical including (but not limited to): new biomedical and healthcare technology, innovative biomedical techniques and healthcare practices, public health strategies, and social determinants of healthcare.	A. the acquisition, application and integration of knowledge

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B. . Collect, read, analyze, synthesize, and evaluate information related to subject areas in biomedical sciences and translational health sciences in reference books and primary research publications.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Solve problems through application of scientific methods, analysis, and knowledge of biomedical and healthcare technologies and topics.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Analyze and reflect on social determinants of health and produce innovative strategies to resolving disparities and informing public healthcare policies	E. responsible behaviour to self, others and society
F. Clearly and accurately communicate biomedical and human healthcare concepts orally and in writing.	F. interpersonal and communications skills
G. Training in how to create an effective organizational culture; develop and sustaining an effective leadership style; engage organizational teams and community in strategic planning, continuously improve and implement and sustaining best practices	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Identify and describe aspects of subjects based in biomedical and healthcare sciences that are relevant for personal reasons and/or research, academic and professional goals, and responsibilities.	I. the ability and desire for continuous learning

University of Windsor  
Program Development Committee

\*5.6:           **Nursing – Minor Program Changes (Form C)**

Item for:       **Approval**

Forwarded by: **Faculty of Nursing**

**MOTION:**       **That the program regulations for the Honours Bachelor of Science in Nursing Program be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Honours Bachelor of Science in Nursing Program
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Nursing
<b>FACULTY(IES):</b>	Faculty of Nursing

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

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

No

If yes, list all new courses:

**A.1 PROGRAM REQUIREMENT CHANGES**

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

**Honours Bachelor of Science in Nursing**

[...]

**Program Regulations**

2) Students who fail, drop, ~~or~~ voluntarily withdraw **from** a clinical course may require remediation in a lab or clinical setting prior to re-taking the course to ensure competence for safe practice at the expected level. Clinical courses in the nursing program require the application of theory to practice. Students who fail, drop, voluntarily withdraw, or are required to withdraw from a clinical course due to patient safety reasons and/or other performance issues impacting patients must complete remediation in a lab or clinical setting prior to retaking the course to ensure competence for safe practice at the expected level. Therefore, a student who fails, drops, or voluntary withdraws a required theory course may be advised to repeat its paired clinical course and experiential learning lab course to ensure continuing safe clinical practice. Students who voluntarily withdraw from the same clinical course and experiential learning lab course more than once will be required to withdraw from the Nursing Program. In exceptional circumstances, the Dean (or designate) may grant exemptions to this policy.

**17) In instances where a student experienced challenges and issues related to patient safety in their previous clinical placement, the Faculty of Nursing may disclose such information to their clinical instructor or faculty advisor for the purpose of supporting student success while ensuring the learner's ability to provide safe, competent, and quality care to the public.**

~~17~~**18) Students who wish to return to the Nursing Program after an absence of more than one year may be readmitted with special permission from the Dean's Office. Each case will be assessed on an individual basis. Students will be required to demonstrate continued competency in specific nursing courses, which may include any combination of OSCE and/or skill testing, challenge exams, and/or re-taking specified courses. Students will be charged a fee for this assessment. Students must follow the same process and deadlines as described in Regulation ~~17~~ **16** (above).**

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Students wishing to take a clinical course after being out of the clinical setting for more than one year will be required to demonstrate continued competency in specific clinical nursing courses, which may include any combination of OSCE and/or skill testing, challenge exams, and/or re-taking specified courses. Students will be charged a fee for this assessment. Students must follow the same process and deadlines as described in Regulation ~~17~~ 16 (above).

~~18~~ 19) Students with disabilities who require academic accommodations in any nursing course must contact an Advisor in Student Accessibility Services (SAS) to complete SAS registration and receive the necessary Letters of Accommodation. After registering with SAS, students must present their Letter of Accommodation and discuss their needs with their professor(s) as early in the term as possible. Deadlines for submission of documentation and completed forms to SAS are available on the website: <http://www.uwindsor.ca/studentaccessibility/>.

~~19~~ 20) Students of the Faculty of Nursing are required to demonstrate behaviours consistent with the University of Windsor standards of acceptable behaviour (see Senate Bylaw 31); the College of Nurses of Ontario's Code of Conduct, Entry-to-Practice Competencies for Registered Nurses, Practice Standards and Practice Guidelines of the College of Nurses of Ontario. (<http://www.cno.org/en/learn-about-standards-guidelines/standards-andguidelines/>); and of the academic policies of the University of Windsor.

Failure of any Nursing student to conform to the principles of these documents may result in dismissal from any of the Faculty of Nursing programs.

The Faculty of Nursing reserves the right to remove a nursing student from the clinical placement in instances where the instructor has reason to believe that the student is rendering unsafe and/or unprofessional and/or unethical nursing care, or that the student's safety is at risk. A student who is removed from a clinical placement course due to rendering unsafe and/or unprofessional and/or unethical nursing care may attempt to retake the same course only once. Students will be required to withdraw from the nursing program if they are removed from the same or any other clinical placement course for a second time due to rendering unsafe and/or unprofessional and/or unethical nursing care.

Note: The College of Nurses of Ontario requires that in order to obtain permission to write Nurse Registration Examinations and/or apply for Nurse Registration in Ontario, a person must provide a declaration of one's status regarding:

- (a) any conviction of a criminal offense under the Narcotic Control Act and the Food and Drugs Act;
- (b) being a subject of proceedings with respect to professional misconduct, incompetence, or incapacity in Ontario in another health profession or in another jurisdiction in nursing or in another health profession;
- (c) any mental or physical disorder which makes it desirable in the public interest that the person not practice;
- (d) a current police clearance within six months of examinations.

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

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

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

N/A

#### B. RATIONALE

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

**PROGRAM DEVELOPMENT COMMITTEE  
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1. Regulation #2: We noticed some typographical and grammatical errors.
2. We are proposing a new Regulation #17 in order to ensure that we can support students who have experienced challenges in their previous clinical placement, while ensuring the learner's ability to provide safe, competent, and quality care to the public. This will also require the renumbering of the subsequent regulations.
3. There was a typo in the *original* Regulation #17 (Regulation #18 in the proposed change) where it states, "...as described in Regulation 17".

**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

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

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

N/A

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

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

N/A

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

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

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

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

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

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

**D.1 Form History** (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

**University of Windsor  
Program Development Committee**

\*5.7: **Languages, Literatures, and Cultures – Minor Program Changes (Form C)**

Item for: **Approval**

**MOTION:** That the Honours Modern Languages and Second Language Education be renamed *Honours Bachelor of Arts in Second Language Education* and that the degree requirements be changed in accordance with the program/course change forms.^

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Honours Modern Languages and Second Language Education
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Department of Languages, Literatures, and Cultures
<b>FACULTY(IES):</b>	Faculty of Arts, Humanities, and Social Sciences

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

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

No

If yes, list all new courses:

**A.1 PROGRAM REQUIREMENT CHANGES**

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

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

Honours ~~Bachelor of Arts in Modern Languages and~~ Second Language Education

\*NOTE: Students who complete the requirements for the ~~Certificate~~ **Certificate** in Second Language Education as part of the successful completion of this degree are eligible for the Certificate in Second Language Education upon application at graduation. In order to ensure that the Certificate is granted alongside their degree, students should add it through UWinsite Student using the 'Add/Change an Option' button prior to graduation.

For the Honours ~~Bachelor of Arts in Modern Languages and~~ Second Language Education, the Co-op option is only available for students in the Spanish stream.

Degree Requirements

Total courses: forty (Plus three work terms for students in the Spanish Stream Co-op program).

- (a) **Five courses in Linguistics and Second Language Education:** LING-2200; LING-2210; LING-3200; LING-3210; LING-4200;
- (b) **Four courses in Comparative Literature:** INCS-1370; INCS-2370; INCS-3370; INCS-4370
- (c) **Complete the Language Training requirements (a minimum of four courses and a maximum of six courses) and the Culture and Civilization requirements (two courses) for one of the four language options: French, German, Italian, or Spanish**
  - (i) **FRENCH\*\***  
Up to six language training courses: FREN-1210, FREN-1220, FREN-2210, FREN-2220, FREN-2150, FREN-3150, FREN-3250  
Two culture and civilization courses: FREN-2600, FREN-2700, FREN-2810, FREN-2830

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OR

**(ii) GERMAN**

**Up to six language training courses: GRMN-1020 (6-credit course), GRMN-2020 (6-credit course), GRMN-3000, GRMN-3010**

**Two culture and civilization courses: GRMN-2600; GRMN-2610**

OR

**(iii) ITALIAN**

**Up to six language training courses: ITLN-1020 (6-credit course), ITLN-2020 (6-credit course), ITLN-3000, ITLN-3010**

**Two culture and civilization courses: ITLN-2600; ITLN-2610**

OR

**(iv) SPANISH**

**Up to six language training courses: SPAN-1020 (6-credit course), SPAN-2020 (6-credit course), SPAN-3000, SPAN-3010**

**Two culture and civilization courses: SPAN-2600; SPAN-2610**

- (d) Complete four to six additional Culture and Civilization courses (students who complete four instead of six Language Training requirements under (c) are required to take six additional Culture and Civilization courses under (d)) : ARAB-2610, ARAB-2620; ASIA-2620, ASIA-2640; FREN-2600, FREN-2700, FREN-2810, FREN-2830; GRMN-2480, GRMN-2600, GRMN-2610; ITLN-2480, ITLN-2600, ITLN-2610; SPAN-2480, SPAN-2600, SPAN-2610**

**(b) 17 course equivalents from the Language Stream or 18 course equivalents from the Intercultural Stream:**

**Language Stream**

**(i) six language training courses in one language option area from the following: GRMN 1020 (6.0 credits), GRMN 2020 (6.0 credits), GRMN 3000, GRMN 3010, GRMN 4000, GRMN 4010; or ITLN 1020 (6.0 credits), ITLN 2020 (6.0 credits), ITLN 3000, ITLN 3010, SPAN 1020 (6.0 credits), SPAN 2020 (6.0 credits), SPAN 3000, SPAN 3010, SPAN 4010. (The level of required courses depends on a placement test. The 3000 level language training courses are compulsory for all students.)**

**(ii) two of the following culture and civilization courses in the chosen language option area: GRMN 2600 and GRMN 2610; or ITLN 2600 and ITLN 2610; or SPAN 2600 and SPAN 2610**

**(iii) three additional courses from: INCS 2020, INCS 2030, INCS 2350, GRMN 2480, GRMN 2600, GRMN 2610, ITLN 2480, ITLN 2600, ITLN 2610, ITLN 3560, SPAN 2480, SPAN 2600, SPAN 2610**

**(iv) INCS 1370; INCS 2370; INCS 3370; INCS 4370.**

**Intercultural stream**

**(i) GRMN 2600 or ASIA 2620; GRMN 2610; ITLN 2600 or ASIA 2640; ITLN 2610; SPAN 2600; SPAN 2610; ARAB 2610; ARAB 2620; GRMN 2480; ITLN 2480; SPAN 2480; INCS 4990 (6.0 credits); plus one of the following language pairs: GRMN 1020 (6.0 credits) and GRMN 2020 (6.0 credits); or ITLN 1020 (6.0 credits) and ITLN 2020 (6.0 credits); or SPAN 1020 (6.0 credits) and SPAN 2020 (6.0 credits).**

**(c) two courses from Arts or Science;**

**(d) two courses from Social Sciences;**

**(e) two courses from any area of study, excluding Arts; ;**

**(f) ENGL-1010 (students with 80% or higher in Grade 12 ENG4U (or equivalent) are exempt from this course**

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requirement and will substitute it with an additional course from any area of study-);

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

(h) **six courses from any area of study, including French Studies and Modern Languages;** ~~Language stream: five more courses from any area of study, including Modern Languages;~~ OR

~~Intercultural stream: four more courses from any area of study, including Modern Languages;~~

(i) five courses from any area of study, excluding **French Studies and Modern Languages.**

**\*\*Students who choose the French language option are required to have Grade 12U French.**

~~\*\* Students beginning the program at an advanced level must adhere to the following sequence of priorities in selecting their courses to replace the standard 6 language training course requirement.~~

~~(i) Complete all available courses taught in the target language.~~

~~(ii) Complete two courses in another language offered by Languages, Literatures and Cultures in which the student has not had prior university level training including: Arabic, French, German, Italian, and Spanish;~~

~~(iii) Complete additional courses in the chosen language option area.~~

~~(iv) Complete additional courses in Modern Languages~~

~~All courses must be selected in consultation with the program advisor.~~

Co-op Students (Spanish Stream): GART-2980 (Co-op Work Term I), GART-3980 (Co-op Work Term II), GART 4980 (Co-op Work Term III).

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

#### B. RATIONALE

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

The proposed changes to the calendar description have multiple aims:

1. The title change from *Honours Modern Languages and Second Language Education* to *Honours Bachelor of Arts in Second Language Education* aims to standardize the title of this program with that of the *Concurrent General Bachelor of Arts with Second Language Education / Bachelor of Education* also offered by the Department of Languages, Literatures, and Cultures in collaboration with the Faculty of Education. The new title is more transparent and immediately draws attention to the intent of this pre-professional program, which is to prepare those who aspire to become teachers for a career teaching at the primary/junior level in particular. In today's elementary schools, the student body is diverse; the language of instruction used in the classroom, be it English or French, often does not correspond to that spoken at home by the students. In this environment, teachers need to be culturally competent, understand second language acquisition and be sensitive to the needs of second language learners.
2. The remaining changes aim mainly to simplify the description of the program and to correct mistakes concerning the number of courses to be taken in the major. The original description made the distinction between a 'Language stream' and an 'Intercultural stream', attributing a different number of courses to each: '17 course equivalents' for the 'Language stream' and '18 course equivalents' for the 'Intercultural stream'. However, the number of available courses under the 'Language stream' totaled 15 instead of 17, while the number of available courses under the 'Intercultural stream' totaled 17 instead of 18. This discrepancy made student advising rather challenging. The new description no longer refers to a 'language stream' and to an 'intercultural stream', as these were fairly similar and were composed mostly of the same courses. Instead, it allows students to complete either 4 or 6 language training courses. Students who complete the maximum number of language training courses, i.e. 6, under (c), take 4, instead of 6, culture and civilization courses under (d).

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3. The proposed changes also clean up the calendar description by removing from the description courses that are no longer regularly offered, often due to budgetary pressures, or are no longer listed in the Undergraduate Calendar. Examples are INCS-2350, INCS-4990 (6-credit course), GRMN-4000, GRMN-4010, SPAN-4010 (deleted from the calendar). The removal of these courses is needed to ensure that students can satisfy course requirements in a timely manner.
4. The removed courses are replaced with FREN- courses in French language training and French and francophone culture. These courses are readily available to students, on the condition that they have completed Grade 12U French. Note that LLC majors generally have Grade 12U French [core French; immersion French; full French].
5. The new undergraduate description aligns better with the students' Academic Advisement Report. This should also facilitate academic advising, and render the comparison of the description in the Undergraduate Calendar and the AAR on UWINSite Student less confusing, both for academic advisors and students registered in the 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 changes outlined above do not necessitate new resources.

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

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

As was previously the case, the program will continue to be offered by full-time faculty members housed in the Department of Languages, Literatures, and Cultures, as well as by two permanent sessional lecturers. By removing courses that we can no longer offer regularly without the support of sessional instructors (see B. Rationale), the program's need for sessional instructors has been addressed.

**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

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**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.)*

By including FREN- courses in the revised program, we are internally reallocating French Studies resources to support programming in Modern Languages.

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

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

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

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

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

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

**D.1 Form History** *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

Date of Modification	Approval Body Modifying	Reason for Modification

**University of Windsor  
Program Development Committee**

5.8: **Kinesiology – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Faculty of Human Kinetics**

**MOTION: That the Bachelor of Science (Kinesiology and Health Studies) (degree completion with Mohawk College Occupational Therapist Assistant/Physiotherapist Assistant program) be approved. ^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal been approved by the Faculty of Human Kinetics Council and the Provost delegate.
- Provost Comments: The Provost delegate expressed strong support for this initiative, noting that it aligns well with the development of pathways to attract new students and reinforces the four-pillar framework. It also facilitates student enrollment in the two-year programs, where growth is particularly needed.
- In consultation with the Provost, consideration should be given to creating standardized flexible template for Kinesiology agreements to allow for more efficient development and revision of similar agreements. For example, the number of courses required for the degree completion could range between 20-30 depending on the diploma held and the program into which the student in entering.
- *See attached.*

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**A. Basic Program Information**

<b>Faculty(ies)</b>	Human Kinetics
<b>Department(s)/School(s)</b>	Kinesiology
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Bachelor of Science (Kinesiology and Health Studies)(degree completion with Mohawk College Occupational Therapist Assistant/Physiotherapist Assistant program)
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2026
<b>Mode of Delivery:</b>	In person
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	3
<b>Normal Duration for Completion:</b>	3 years (6 terms)
<b>Will the program run on a cost-recovery basis?</b>	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](http://www.uwindsor.ca/president))*

Our Home and Mission

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

The demand for degrees in Kinesiology and Health Studies remain steady as students graduate with a unique combination of knowledge and skills that touch both the science of the human body and the broader systems that shape health. Our students go into a wide variety of careers such as teachers, physicians, chiropractors, physiotherapists, exercise consultants, sport and exercise psychology consultants, sports therapist, athletic trainers, ergonomic specialists, and human performance specialists. Our program is accredited through the Canadian Council of Physical Education and Kinesiology Administrators (CCUPEKA), is recognized by the College of Kinesiologists of Ontario (CKO) and the Ontario Kinesiology Association (OKA) and has been approved by the National Strength and Conditioning Association (NSCA) as a recognized program.

With a diploma in Occupational Therapist Assistant/Physiotherapist Assistant from Mohawk College, students are provided with hands-on experiences and skills related to working within the rehabilitation industry. Combined with the theoretical, foundational, and practical knowledge attained in the Honours Bachelor of Science in Kinesiology and Health Studies (BSc-KHS) degree, this degree completion pathway is a natural partnership for student success.

Moreover, Human Kinetics' long-standing degree completion programs with Lambton, Durham, and St. Clair Colleges, have resulted in a handful of transfer students each year. This proposal aims to create a relationship with the OT/PTA program at Mohawk College to bring in a few students each year, thus helping to increase our intake of domestic 105

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students. The Associate Vice President Academic (W. Lawson), the Associate Dean of the Department of Allied Health (A DePape), and the Program and Clinical Program Coordinator and Professor (P Illman) are excited to see this relationship get off the ground (see support letters in appendix).

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

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

The degree completion program with our Honours BSc-KHS is not new, but rather we are adding an additional program (OT/PTA) from Mohawk College. There are some differences (e.g., required courses based on previous coursework), but for the most part, this degree completion program is similar to our others already in place.

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

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

The degree completion program with our Honours BSc-KHS is not new, but rather we are adding an additional program (OT/PTA) from Mohawk College. We have already had several students begin a second diploma/degree with us after the completion of an OT/PTA program and they have been successful. This pathway will help make the transition more seamless for those interested students.

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

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

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

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

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

From a program- and faculty-wide perspective:

- We introduced new program learning outcomes (senate approved: May 9, 2024) for the BSML and BSckHS undergraduate degree programs:

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- 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, introduced a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority and now includes teachings 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:
  - Recreational Services provided support for the Turtle Island March Break Camps in 2024 and 2025, including sport activities, fitness classes, and the challenge course.
  - Recreational Services provided support for the Turtle Island Summer Camps in 2024 and 2025, including aquatic activities, sport activities, and the challenge course.
  - Recreational Services continues to honour an agreement with the Can-Am Friendship Centre for TLC memberships to use the indoor walking track.
  - 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 Zhupkoom 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.
  - A Pow Wow is currently being planned/scheduled in the Toldo Lancer Centre for May 1 & 2, 2026 (being organized by the Aboriginal Outreach and Retention Coordinator). The last Pow Wow held in the TLC was May 11-13, 2023.
- Drs. Dixon and Eddy are currently co-editing a textbook that will likely be used in future iterations of KINE-1200 and KINE-1500 (working title of Fundamentals of Sport Management in Canada). Within the text, Dr. Christine O’Bonsawin, and Indigenous scholar from University of Victoria, was asked to join the editorial team to ensure that, where applicable and appropriate, the text is responding to the Truth and Reconciliation Commission of Canada’s Call to Action 87 (greater public education on Indigenous sport history) by ensuring that our contributing authors present Indigenous content in as many chapters as possible. Drs. Gee, Millar, and Morrison have all contributed chapters to this textbook, as well as at least eight (8) SML alumni.
- Ms. Danielle Matias is an active board member for the CUBE, in which she provides culturally relevant resources, mentorship, and opportunities specifically designed for Indigenous students to thrive in the educational pursuits.
- 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\\_\(Fall\\_2017\)](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>

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- 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.
  - See above re Fundamentals of Sport Management in Canada textbook currently being co-edited by Drs. Dixon and Eddy.
  - 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 Learning Specialist, Indigenization 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.

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- 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 a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

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

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

The degree name hasn't changed; we are simply adding a new degree completion pathway for graduates with a diploma in Occupational Therapy Assistant/Physiotherapy Assistant from Mohawk College.

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

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

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

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

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

We have not completed any formal student or market demand assessments. For the past 2 years (Fall 2024 and 2025), approximately 15 students (each year) entered our undergraduate degree programs after completing a college diploma/certificate. Based on our current degree completion pathways and the sizes of graduating classes, we expect 2-3 students/year from the OT/PTA program at Mohawk College.

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

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

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	1		4		7		9		9	

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<i>In the co-op/ experiential learning stream (if applicable)</i>										
---------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--

We expect approximately 1-4 students will be interested each year (and qualify for admissions), which would lead to a steady state enrolment of 9 students at all times (once the program is up and running).

**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*

This is not a new program at UWindsor, but rather a new degree completion program with Mohawk College. That said, our Honours BSc-KHS has been growing since our direct entry program began in the Fall of 2021. In Fall 2025, we had an enrolment target for 105s set at 20 students (both BSc-KHS and BSML combined), yet we fell just short of that goal, so this will be another way to reach our 105 goals in the future.

**B.5 RESOURCES**

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

**B.5.1 Resources Available**

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

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

This type of degree completion program has been running for several years with Fanshawe College and St. Clair College (Health and Fitness Promotion Programs), and as such, there are no new resources needed. All courses are offered as part of our Honours BSc-KHS degree.

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

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

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

The Department of Kinesiology boasts a distinguished faculty whose expertise spans the major disciplines in kinesiology, health studies, sport management, and leadership. This breadth of knowledge ensures that students receive a comprehensive education, grounded in both theoretical and applied aspects, within our undergraduate and graduate programs and certificates. Faculty members play a pivotal role in delivering the curriculum and facilitating experiential learning opportunities, ensuring the course content remains current and reflective of the latest research and industry trends.

Specific to those that teach/research within the Kinesiology and Health Studies program, we have 10 full Professors (including the Vice President Research and Innovation, Dean of the Faculty of Graduate Studies, and Dean of Human Kinetics), 7 Associate Professors, 3 Assistant Professors, and 2 Ancillary Academic Staff. Faculty members have a diverse range of research interests, which when combined provide a unique and innovative way of studying Kinesiology and Health Studies, and their related sub-disciplines. Equally diverse are the research methods employed to collect and analyze research data (e.g., qualitative interviews, secondary data analysis, focus groups, questionnaires, document analysis, laboratory-based data acquisition). The innovation continues in the state-of-the-art research facilities we have and their academic productivity. Faculty members have also been very active within their professional associations organizing and hosting academic conferences and serving as journal editors. Many of our faculty members have had tremendous success in publishing articles within high-quality, peer-reviewed journals and/or other peer-reviewed outlets. The success with research over the most recent years is attributed to the individual and collective excellence of our faculty, expansion of our doctoral program, and the overall enhancement of our research culture.

Several of our KHS faculty members have recently won Internal research awards, including:

- Excellence in Research Award, University of Windsor Vice-President Office of Research and Innovation, 2023 (Dr. F. Biondi)
- University of Windsor Human Kinetics Research Award, 2023 (Dr. F. Biondi)
- Excellence in Research Award (Mid-Career Scholar), University of Windsor Vice-President Office of Research and Innovation, 2021 (Dr. S. Woodruff)
- Excellence in Research Award (Mid-Career Scholar), University of Windsor Vice-President Office of Research and Innovation, 2020 (Dr. C. McGowan)
- Excellence in Research Award (Mid-Career Scholar), University of Windsor Vice-President Office of Research and Innovation, 2018 (Dr. S. Horton)

And several KHS faculty have won internal and external teaching awards, including:

Faculty-Level (Internal)

- Wayne Marino Faculty of Human Kinetics Teaching Award, 2023 (Dr. D. Andrews)
- Faculty of Human Kinetics Mentorship Award, 2023 (Dr. K. Chandler)
- Wayne Marino Faculty of Human Kinetics Teaching Award, 2020 (Dr. S. Horton)
- Faculty of Human Kinetics Mentorship Award, 2020 (Dr. T. Loughead)
- Wayne Marino Faculty of Human Kinetics Teaching Award, 2018 (Dr. K. Milne)

University-Level (Internal)

- University of Windsor Alumni Award for Distinguished Contributions to University Teaching Award, 2024 (Dr. K. Milne)
- University of Windsor Educational Leadership Award, 2023 (Dr. D. Andrews)
- University of Windsor Alumni Excellence in Mentoring, 2021 (Dr. T. Loughead)
- Golden Apple (Teaching and Service), 2020 Langara College (Dr. A. Perrotta)

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External

- 3M National Teaching Fellowship, 2020 (Dr. D. Andrews)
- Council of Fellows (3M), 2020 (Dr. D. Andrews)
- Minister of Colleges and Universities (Ontario) Award of Excellence, 2020 (Prof. A. Duquette)

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

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

There will be no difference in how our current Honours BSc-KHS is delivered.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

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

**C. Program Details**

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

*Describe new or changes to*

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

A student may enter the Honours BSc-KHS degree after completing the two-year Diploma in Occupational Therapy Assistant/Physiotherapy Assistant with a cumulative average equivalent to 70% (3.0) or better.

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

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

Students enrolled in the OT/PTA program at Mohawk College take 2 terms of foundational courses, followed by 2 terms of intensive lab/hands-on training and field experience. Upon graduation, students:

- will be able to assist in the implementation of therapeutic plans and programs
- will be able to assist in enabling a client’s optimal performance, and help them effectively cope with limitations to function, activities of daily living, leisure, and work
- will have completed clinical placements within a variety of work settings including hospitals, private clinics, long-term care facilities, and children’s treatment centres

Therefore, students who graduate from the OT/PTA program at Mohawk College with a minimum of 70% (3.0) will be sufficiently prepared for the Honours BSc-KHS.

**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 Science (Kinesiology and Health Studies) (degree completion with Mohawk College Occupational Therapist Assistant/Physiotherapist Assistant program)**

**Total courses:** 30

**Degree requirements:** Students will have to complete the following courses in order to fulfill the requirements of the BSc-KHS degree program.

(a) Human Kinetics Core Courses (TAKE ALL):

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- o KINE-1000. Health and Wellness
- o KINE-2250. Ethics in Sport and Physical Activity
- o KINE-2690. Measurement and Evaluation
- o KINE-2700. Research Design

b) Required Kinesiology and Health Studies Courses (TAKE ALL):

- o KINE-1110. Principles of Mental Skills Training
- o KINE-1650. Functional Anatomy I
- o KINE-1660. Functional Anatomy II
- o KINE-1800. Fundamental Mechanics of Human Motion
- o KINE-2040. Sport Nutrition
- o KINE-2100. Human Performance
- o KINE-2240. Physical Ergonomics and Injury Prevention
- o KINE-2600. Physiology of Human Performance
- o KINE-2850. Human Growth and Development

Kinesiology and Health Studies Course (SELECT 6 COURSES):

- o KINE-2620. Human Factors and Performance
- o KINE-3010. Use and Abuse of Drugs
- o KINE-3020. Exercise Psychology
- o KINE-3030. Imagery Effects on Performance
- o KINE-3060. Obesity and Eating Disorders
- o KINE-3100. Motor Learning and Control
- o KINE-3330. Applied Sport Psychology
- o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
- o KINE-3600. Respiratory Physiology
- o KINE-3610. Musculoskeletal Physiology
- o KINE-3630. Cognitive Ergonomics
- o KINE-3150. Scientific Principles of Strength and Conditioning
- o KINE-3770. Sport Tactics and Strategies
- o KINE-3800. Global Perspectives in Human Kinetics
- o KINE-4000. Human Movement and Aging
- o KINE-4040. Population Health
- o KINE-4080. Dynamics of Skill Acquisition
- o KINE-4100. Adapted Physical Activity
- o KINE-4150. Fundamentals and Application of Sport Science
- o KINE-4330. Selected Topics in Sport Leadership
- o KINE-4530. Perceptual Motor Development
- o KINE-4580. The Endocrine System in Sport, Exercise and Health
- o KINE-4600. Cardiovascular Physiology
- o KINE-4610. Clinical Exercise Rehabilitation
- o KINE-4620. Exercise in Extreme Environments
- o KINE-4630. Applied Neurophysiology
- o KINE-4640. The Pathophysiology of Pain
- o KINE-4650. Advanced Physical Ergonomics and Injury Prevention
- o KINE-4660. Cardiac Rehabilitation
- o KINE-4670. User Experience
- o KINE-4710. Sports Therapy
- o KINE-4760. Principles of Coaching
- o KINE-4770. Outdoor Recreation
- o KINE-4780. Undergraduate Thesis\* (6 credits)
- o KINE-4800. Advanced Biomechanics

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- o KINE-4850. Group Dynamics in Sport
- o KINE-4900. Special Topics in Kinesiology and Health Studies
- o KINE-4980. Internship (4 months)

Kinesiology and Health Studies Labs (SELECT 2 COURSES):

- o KINE-4920. Laboratory Experiences in Kinesiology I
- o KINE-4930. Laboratory Experiences in Kinesiology II

(c) four courses (at the 2000 level or above) from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

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

\*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only 5 of the Kinesiology and Health Studies elective courses listed in section (b).

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

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

**Courses used to calculate the major average are:** all of the above

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

**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)]
- 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?**

No

**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).*

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Year 1

- KINE-1000 – Health and Wellness (F)
- KINE-1110 – Principles of Mental Skills Training (F)
- KINE-1650 – Functional Anatomy I (F)
- KINE-2250 – Ethics in Sport and Physical Activity (F)
- KINE-1800 – Fundamental Mechanics of Human Motion (W)
- KINE-2100 – Human Performance (W)
- KINE-1660 – Functional Anatomy II (W)
- + 3 electives

Year 2

- KINE-2240 – Physical Ergonomics and Injury Prevention (F)
- KINE-2600 – Physiology of Human Performance (F)
- KINE-2700 – Research Design (F)
- KINE-2690 – Measurement and Evaluation (W)
- KINE-2040 – Sport Nutrition (W)
- KINE-2850 – Human Growth and Development (W)
- +2 3rd and 4th year major courses
- +2 electives

Year 3

- KINE-4920 (Laboratory Experiences in Kinesiology I) (F)
- KINE-4930 (Laboratory Experiences in Kinesiology II) (W)
- 4 3rd and 4th year major courses
- 4 electives

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

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

Students completing this degree completion program will obtain the same program learning outcomes as the Honours BSc-KHS (Senate approval May 24, 2024). The courses chosen for this degree completion program have been chosen based on the requirements and courses that students will have taken at Mohawk College.

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

**C.3.1.1 Normal Duration for Completion**

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

N/A

**C.3.1.2 Program Research Requirements**

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

N/A

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

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

N/A

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**C.3.2 For All Program Proposals**

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

*Minimum average requirements for continuation in the program. Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*

*Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

There are no changes to the current Honours BSc-KHS degree for continuation in the program.

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

*Minimum average requirement to graduate in the program.*

*Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*

*Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

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

Therefore, students must achieve the 30 credits with a minimum average of 60% to graduate with the Honours BSc-KHS degree.

**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.*

There are no changes to the current learning outcomes for the Honours BSc-KHS. (See attached)

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

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

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

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

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

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

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

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

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

Application, admission, and graduation rates will be monitored annually. Moreover, student grades will be monitored after each semester. Based on our other degree completion programs already in place that are similar in nature (e.g., St. Clair College, Durham College, Lambton College), most students have done well, and a few have even carried on into our graduate program.

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

N/A

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

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

N/A

**E.2 Knowledge and Skills Brought to the Workplace**

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

N/A

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

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

N/A

**E.4 Supervision of Placements (QAF section 2.1.2.6)**

*If required, explain the provision of supervision of new or revised experiential learning opportunities.*

N/A

**E.5 Fees Associated with Experiential Learning Component**

*Provide information on the fees associated with the new or revised experiential learning component, if applicable. NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.*

N/A

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

*Please obtain signatures for the following statement for new/revise co-op programs.*

N/A

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

Final Overview:

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

N/A

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APPENDIX A – BUDGET SUMMARY SHEET**

Contact the Office of Quality Assurance for assistance in completing this form.

Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

<b>Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)</b>						
<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Revenue</b>						
Tuition income*	5,972	23,888	41,803	53,747	53,747	<b>179,157</b>
Potential Provincial funding**	5,740	22,960	40,181	105,407	105,407	<b>279,695</b>
Other sources of funding <i>(please list)</i>						
<b>Total Revenue</b>	<b>11,712</b>	<b>46,848</b>	<b>81,984</b>	<b>159,154</b>	<b>159,154</b>	<b>458,8852</b>
<b>Expenses</b>						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners <i>(for graduate programs)</i>						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses <i>(please list)</i>						
<b>Total Expenses</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Net Income</b>	<b>11,712</b>	<b>46,848</b>	<b>81,984</b>	<b>159,154</b>	<b>159,154</b>	<b>458,8852</b>

\*Estimate \$5,971.90 per full-time equivalent domestic undergraduate student (\$2,985.90/term). Year 1 (2026) would have 1 student intake, and each subsequent year would have an intake of 3 students (thus, 4 total students in YR2, 7 students in YR3, and 9 students thereafter).

\*\*Estimate \$3,021.14 per full-time equivalent domestic undergraduate student \* 1.9WGU

**Honours Bachelor of Science (Kinesiology and Health Studies)**

**Program Learning Outcomes**

Last Updated: May 10, 2024

S240510-99

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>Identify and describe current concepts and issues in Kinesiology and Health Studies.</p> <hr/> <p>Identify, measure and evaluate appropriate movement patterns and functioning across multiple settings including: the workplace, sport, health, and rehabilitation.</p> <hr/> <p>Explain the importance of Kinesiology and Health Studies research and the application of knowledge gained from such inquiry.</p> <hr/> <p>For CO-OP: apply Kinesiology and Health Studies concepts in a practical context.</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Knowledge of methodologies</li> <li>3. Application of knowledge</li> <li>5. Awareness of limits of knowledge</li> </ol>
<p>Locate research through library databases.</p> <hr/> <p>Appraise, interpret and summarize Kinesiology and Health Studies research, relating the findings to relevant literature and industry practice.</p> <hr/> <p>Define research questions relevant to the study of human movement.</p> <hr/> <p>Utilize applicable laboratory equipment, software and scientific principles to collect and report research data.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Knowledge of methodologies</li> <li>3. Application of knowledge</li> <li>5. Awareness of limits of knowledge</li> </ol>

<p>Identify and apply appropriate Kinesiology and Health Studies concepts, theories and methodologies to improve human functioning and well-being.</p> <hr/> <p>Utilize academic knowledge and critical thinking skills to analyze problems within the field of Kinesiology and Health Studies.</p> <hr/> <p>For CO-OP: utilize academic knowledge to solve practical problems relevant to Kinesiology and Health Studies.</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Knowledge of methodologies</li> <li>3. Application of knowledge</li> <li>5. Awareness of limits of knowledge</li> </ol>
<p>Use appropriate statistical analysis techniques as required by the research design.</p> <hr/> <p>Interpret quantitative and qualitative data to solve questions related to the description and cause of human movement.</p>	<p><b>D.</b> literacy and numeracy skills</p>	<ol style="list-style-type: none"> <li>4. Communication skills</li> <li>5. Awareness of limits of knowledge</li> </ol>
<p>Recognize and follow the University of Windsor ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <hr/> <p>For CO-OP: recognize and follow professional etiquette standards specific to the workplace.</p> <hr/> <p>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, learn, live, and play.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> <li>5. Awareness of limits of knowledge</li> <li>6. Autonomy and professional capacity</li> </ol>
<p>Communicate Kinesiology and Health Studies concepts, methods and research effectively, in both oral and written formats.</p> <hr/> <p>For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.</p>	<p><b>F.</b> interpersonal and communications skills</p>	<ol style="list-style-type: none"> <li>4. Communication skills</li> <li>6. Autonomy and professional capacity</li> </ol>

<p>Work successfully and respectfully with peers, university personnel and community organizations, both independently and as a team member.</p>	<p><b>G.</b> teamwork, and personal and group leadership skills</p>	<p>4. Communication skills 6. Autonomy and professional capacity</p>
<p>Identify and apply innovative solutions to current Kinesiology and Health Studies issues.</p> <hr/> <p>Recognize and assess human movement patterns and development across the lifespan and within different settings, including the workplace, sport, and rehabilitation.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies 3. Application of knowledge 6. Autonomy and professional capacity</p>
<p>Identify relevant academic and non-academic sources to remain current with research and popular trends in Kinesiology and Health Studies.</p>	<p><b>I.</b> the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>

February 11, 2026

Dear Dr. Sarah Woodruff, Associate Dean, Academic Programs

The Mohawk College Occupational Therapist/Physiotherapist (OTA/PTA) program is excited to collaborate with the University of Windsor in the development of a pathway to an undergraduate degree in Kinesiology and Health Studies. This pathway will offer our students the opportunity for a degree completion which may open up further academic pursuits towards established professional roles within a multitude of Health Care Settings.

Mohawk College's OTA/PTA Program is a unique program as students are educated in two professions within one program. Core courses in the OTA/PTA program are taught with an interprofessional course delivery model by both a Registered Occupational Therapist and a Registered Physiotherapist. Students are taught within the professional lens and practice theories of both professions.

Core OTA/PTA course curriculum builds and progresses from foundational knowledge in Semester One to musculoskeletal content in Semester Two, cognitive-neurological systems in Semester Three, and complex medical populations in Semester Four. Across all semesters, learning is scaffolded through our OTA/PTA in Health Care Delivery courses, where students work in small groups to build research skills, apply profession-specific theoretical frameworks, and use case-based learning to apply and understand the OTA/PTA role in various practice environments.

Throughout the program our students participate in skills labs in each discipline specific area supported by lab instructors who are current practicing clinicians bringing current and best practices to our skills labs. In all semesters experiential learning is an integral part of the curriculum delivery. This may include working with our Center for Healthcare Simulation and Research (CHSR) with various simulation activities incorporating Artificial intelligence (AI), Virtual Reality (VR) and real live simulated patients. In addition, fieldtrips to various clinical sites provide the OTA/PTA students with environmental context to their role.

The OTA/PTA program is accredited by the OTA/PTA Education Accreditation Program (EAP), a national accrediting body rooted within the national professional associations for both Occupational Therapy and Physiotherapy. As required by the EAP, within our curriculum all core OTA/PTA courses are mapped to the OTA and PTA national competency profiles as external standards. Another key accreditation requirement is the completion of clinical placement hours. Our students exceed the minimum requirements with over 500 hours across OTA and PTA practice areas during two clinical placement blocks in Semesters 3 and 4.

I look forward to working together to support our students in their continuing educational pursuits. Please feel free to contact me directly at anytime should you require further clarification about the Mohawk College OTA/PTA program.

With thanks,

A handwritten signature in cursive script that reads "Patricia Illman".

Patricia Illman, OT Reg. (Ont.)  
Program & Clinical Coordinator and Professor  
OTA/PTA Program  
School of Health  
Mohawk College, IAHS  
Email: [patricia.illman@mohawkcollege.ca](mailto:patricia.illman@mohawkcollege.ca)

February 6, 2026

Dear Dr. Sarah Woodruff, Associate Dean, Academic Programs

Mohawk College is thrilled to be partnering with the University of Windsor by offering in-demand learning pathways. The pathway from our diploma program in Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA) program at Mohawk College to the undergraduate degree in Kinesiology and Health Studies at the University of Windsor will provide students with the opportunity to expand their learning in Health Sciences.

Our OTA/PTA program uses an inter-professional course delivery with occupational therapy (OT) and physiotherapy (PT) faculty and industry experts teaching collaboratively. The curriculum is offered through a variety of settings including virtual classrooms, in-person laboratory environments and clinical fieldwork placements. Students complete their coursework at Mohawk College's Institute for Applied Health Sciences (IAHS), which is located at McMaster University.

The OTA/PTA program at Mohawk College has been accredited by the Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP) in collaboration with Physiotherapy Education Accreditation Canada (PEAC) and the Canadian Association of Occupational Therapists (CAOT). The status of Accreditation was awarded to the program on April 30, 2025 for the period until April 30, 2031.

We look forward to working together to support our students wishing to pursue careers in the Health Sciences across different regions of Ontario. If you have any questions about our OTA/PTA program, please do not hesitate to contact us.

Sincerely,



Wendy Lawson MAppSc, CRGS, CRVS, FSC  
Associate Vice President Academic  
Dean, School of Health  
Mohawk College, IAHS  
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**University of Windsor  
Program Development Committee**

5.9            **Kinesiology – Major Program Changes (Form B)**

Item for:        **Approval**

Forwarded by: **Faculty of Human Kinetics**

**MOTION:**        **That the Bachelor of Sport Management and Leadership (degree completion with Georgian College Sport Administration program be approved. ^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal been approved by the Faculty of Human Kinetics Council and the Provost delegate.
- The Provost delegate expressed strong support for this initiative, highlighting its alignment with efforts to develop new student pathways and strengthen the four-pillar framework.
- *See attached.*

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**A. Basic Program Information**

<b>Faculty(ies)</b>	Human Kinetics
<b>Department(s)/School(s)</b>	Kinesiology
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Bachelor of Sport Management and Leadership (degree completion with Georgian College Sport Administration program)
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2026
<b>Mode of Delivery:</b>	In person
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	3
<b>Normal Duration for Completion:</b>	3 years (6 terms)
<b>Will the program run on a cost-recovery basis?</b>	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](http://www.uwindsor.ca/president))*

Our Home and Mission

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

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

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

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

Moreover, our long-standing degree completion programs with Lambton, Durham, and St. Clair Colleges, have resulted in a handful of transfer students each year. This proposal builds upon a recent MOU for collaboration between Georgian Bay and the University of Windsor (Dated November 3, 2025) and aims to facilitate students wanting to continue their studies into a bachelor's program. Indeed, the coordinator of this diploma program (a past MHK-SML graduate) is excited to see this relationship get off the ground (*see support letter in appendix*).

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

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

The degree completion program with our Honours BSML is not new, but rather we are adding an additional program (Business Administration) from Georgian College. There are some differences (e.g., required courses based on previous coursework), but for the most part, this degree completion program is similar to our others already in place.

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

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

The degree completion program with our Honours BSML is not new, but rather we are adding an additional program (Business Administration) from Georgian College. We regularly accept several students through various pathways and they have been successful. This pathway will help make the transition more seamless for those interested students.

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

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

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

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

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

From a program- and faculty-wide perspective:

- We introduced new program learning outcomes (senate approved: May 9, 2024) for the BSML and BScKHS undergraduate degree programs:

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- 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, introduced a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority *and now includes teachings 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:
  - Recreational Services provided support for the Turtle Island March Break Camps in 2024 and 2025, including sport activities, fitness classes, and the challenge course.
  - Recreational Services provided support for the Turtle Island Summer Camps in 2024 and 2025, including aquatic activities, sport activities, and the challenge course.
  - Recreational Services continues to honour an agreement with the Can-Am Friendship Centre for TLC memberships to use the indoor walking track.
  - 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.
  - A Pow Wow is currently being planned/scheduled in the Toldo Lancer Centre for May 1 & 2, 2026 (being organized by the Aboriginal Outreach and Retention Coordinator). The last Pow Wow held in the TLC was May 11-13, 2023.
- Drs. Dixon and Eddy are currently co-editing a textbook that will likely be used in future iterations of KINE-1200 and KINE-1500 (working title of Fundamentals of Sport Management in Canada). Within the text, Dr. Christine O’Bonsawin, and Indigenous scholar from University of Victoria, was asked to join the editorial team to ensure that, where applicable and appropriate, the text is responding to the Truth and Reconciliation Commission of Canada’s Call to Action 87 (greater public education on Indigenous sport history) by ensuring that our contributing authors present Indigenous content in as many chapters as possible. Drs. Gee, Millar, and Morrison have all contributed chapters to this textbook, as well as at least eight (8) SML alumni.
- Ms. Danielle Matias is an active board member for the CUBE, in which she provides culturally relevant resources, mentorship, and opportunities specifically designed for Indigenous students to thrive in the educational pursuits.
- 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\\_\(Fall\\_2017\)](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>

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- 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.
  - See above re Fundamentals of Sport Management in Canada textbook currently being co-edited by Drs. Dixon and Eddy.
  - 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 Learning Specialist, Indigenization 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.

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- 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 a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

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

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

The degree name hasn't changed; we are simply adding a new degree completion pathway for graduates with a diploma in Business Administration from Georgian College.

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

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

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

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

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

We have not completed any formal student or market demand assessments. For the past 2 years (Fall 2025 and 2026), approximately 15 students (each year) entered our undergraduate degree programs after completing a college diploma/certificate. Based on our current degree completion pathways and the sizes of graduating classes, we expect 2-3 students/year from the Business Administration program at Georgian College.

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

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

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	1		4		7		9		9	

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<i>In the co-op/ experiential learning stream (if applicable)</i>										
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We expect approximately 1-4 students will be interested each year (and qualify for admissions), which would lead to a steady state enrolment of 9 students at all times (once the program is up and running).

**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*

This is not a new program at UWindsor, but rather a new degree completion program with Georgian College. That said, our Honours BSML has been growing since our direct entry program began in the Fall of 2021. In Fall 2025, we had an enrolment target for 105s set at 20 students (both BSc-KHS and BSML combined), yet we fell just short of that goal, so this will be another way to reach our 105 goals in the future.

**B.5 RESOURCES**

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

**B.5.1 Resources Available**

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

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

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

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

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

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

The Department of Kinesiology boasts a distinguished faculty whose expertise spans the major disciplines in sport management, leadership, kinesiology, and health studies. This breadth of knowledge ensures that students receive a comprehensive education, grounded in both theoretical and applied aspects, within our undergraduate and graduate programs and certificates. Faculty members play a pivotal role in delivering the curriculum and facilitating experiential learning opportunities, ensuring the course content remains current and reflective of the latest research and industry trends.

Specific to those that teach/research within the Sport Management and Leadership program, we have 2 full Professors, 4 Associate Professors, and 1 Assistant Professor. Faculty members have a diverse range of research interests, which when combined provide a unique and innovative way of studying Sport Management and Leadership, and their related sub-disciplines. Equally diverse are the research methods employed to collect and analyze research data (e.g., qualitative interviews, secondary data analysis, focus groups, questionnaires, document analysis, and real-time data acquisition). Faculty members have also been very active within their professional associations organizing and hosting academic conferences and serving as journal editors. Many of our faculty members have had tremendous success in publishing articles within high-quality, peer-reviewed journals and/or other peer-reviewed outlets. The success with research over the most recent years is attributed to the individual and collective excellence of our faculty, expansion of our doctoral program, and the overall enhancement of our research culture.

Several of our KHS faculty members have recently won Internal and external research awards or recognitions, including:

- University of Windsor Excellence in Research, Scholarship, and Creative Activity: Research Safety, 2023 (Dr. S. Martyn)
- University of Windsor Excellence in Research, Scholarship, and Creative Activity: Research Ethics Board, 2017-2023 (Dr. S. Martyn)
- Best article of the year, Journal of Sport History (NASSH), 2020 (Dr. C. Greenham)

And several KHS faculty have won internal and external teaching awards, including:

Faculty-Level (Internal)

- Wayne Marino Faculty of Human Kinetics Teaching Award, 2021 (Dr. P. Millar)
- Faculty of Human Kinetics Mentorship Award, 2021 (Dr. V. Paraschak, Professor Emerita)
- Wayne Marino Faculty of Human Kinetics Teaching Award, 2019 (Dr. J. Dixon)

University-Level (Internal)

- University of Windsor Alumni Award for Distinguished Teaching Excellence Award, 2021 (Dr. P. Millar)
- Special Certificate for Exceptional Teaching, Celebration of Teaching Excellence, 2017 (Dr. S. Martyn)

External

- Distinguished Educator Award, North American Society for Sport Management (NASSM), 2024 (Dr. J. Dixon)
- Special Certificate for Exceptional Teaching, Beijing Sport University, 2017 (Dr. S. Martyn)

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

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

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

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

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

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**C. Program Details**

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

*Describe new or changes to*

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

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

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

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

Students enrolled in the Business Administration program at Georgian College take 4 terms of coursework, including engaging in community leadership and field placements. The Sport Administration program provides the knowledge, skills and experience students need to undertake professional roles in the sport and recreation industry. Students are introduced to the fundamentals of business administration through courses in accounting, marketing, technology, research, and entrepreneurship, and they strengthen their ability to improve organizational outcomes using data leverage in a sports analytics course. Furthermore, operations in sports organization are developed through specialized courses in program planning, tournament and league scheduling, sponsorship, fundraising, fitness operations, and facility management. Therefore, students who graduate from the Business Administration program at Georgian College with a minimum of 70% (3.0) will be sufficiently prepared for the Honours Bachelor of Sport Management and Leadership.

**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 Sport Management and Leadership (degree completion with Georgian College Sport Administration program)**

**Total courses:** 25

**Degree requirements:** Students will have to complete the following courses in order to fulfill the requirements of the BSML degree program.

(a) Human Kinetics Core Courses (TAKE ALL):

- KINE-2690 Measurement and Eval
- KINE-2700 Research Design

b) Required Sport Management and Leadership Courses (TAKE ALL):

- KINE-1330 Intro to Sport Leadership
- KINE-1400 Historical Perspectives on Physical Activity and Sport in Western Civilization

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- KINE-2300 Sociology of Sport
- KINE-2450 Sport Marketing
- KINE-2520 Sport Finance
- KINE-3400 History of the Modern Olympic Movement
- KINE-4050 Gender Issues in Sport
- KINE-4330 Selected Topics in Sport Leadership
- KINE-4500 Human Resources in Sport Management
- KINE-4510 Sport and the Law
- KINE4590 Sport Media

(c) Sport Management and Leadership Courses (SELECT 2 COURSES):

- KINE-3330 Applied Sport Psychology
- KINE-3501 Practical Strategies for Social Change: Intervening and Prevent Sexual Violence
- KINE-3550 Socio-Economics Aspects of Sport and Leisure
- KINE-3570 Community Sport
- KINE-3770 Sport Tactics and Strategies
- KINE-3800 Global Perspectives in Human Kinetics
- KINE-4040 Population Health
- KINE-4400 History of Sport in Canada
- KINE-4410 Sport in America
- KINE-4430 Social Responsibility in Sport
- KINE -4440 Consumer Behaviour
- KINE-4520 Sport Policy and Governance
- KINE-4550 Global Issues in Sport Management
- KINE-4560 Sport Communication
- KINE-4570 Hockey in Canada
- KINE-4730 Social Construction of Leisure
- KINE-4750 Ind. Studies
- KINE-4760 Principles of Coaching
- KINE-4770 Outdoor Recreation
- KINE-4780 Undergrad Thesis
- KINE-4850 Group Dynamics in Sport

(d) four courses (at the 2000 level or above) from the Faculty of Arts, Humanities, and Social Sciences, the Odette School of Business, and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

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

(f) 1 course from any area of study, including 1000 or 2000 level KINE courses.

\*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take none of the Sport Management and Leadership elective courses listed in section (c).

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

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

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

**Courses used to calculate the major average are:** all of the above

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

**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)]

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?**

No

**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).*

Year 1

- KINE-1400 - Historical Perspectives on Physical Activity and Sport in Western Civilization
- KINE-2520 – Sport Finance
- KINE-2700 - Research Design
- KINE-1330 - Introduction to Sport Leadership
- KINE-2300 – Sociology of Sport
- KINE-2450 – Sport Marketing
- KINE-2690 - Measurement and Evaluation
- + 3 electives

Year 2

- KINE-3400 - History of the Modern Olympic Movement
- KINE-4050 – Gender Issues in Sport
- KINE-4330 - Selected Topics in Sport Leadership
- KINE-4500 - Human Resources in Sport Management
- KINE-4510 - Sport and the Law
- KINE-4590 - Sport Media
- +4 electives

Year 3

- 2 3rd and 4th year major courses
- 3 electives

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

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

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

Students completing this degree completion program will obtain the same program learning outcomes as the Honours BSML (Senate approval May 24, 2024). The courses chosen for this degree completion program have been chosen based on the requirements and courses that students will have taken at Georgian College.

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

**C.3.1.1 Normal Duration for Completion**

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

N/A

**C.3.1.2 Program Research Requirements**

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

N/A

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

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

N/A

**C.3.2 For All Program Proposals**

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

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

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

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

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

There are no changes to the current Honours BSML degree for graduation. As such, students must maintain a cumulative average >60% to remain in good standing. If a student does not meet this requirement at the end of any semester, they will be placed on probation. If at the end of the probation semester the average of 60% has not been met, they will be required to withdraw for a minimum of 12 months. Therefore, students must achieve the 25 credits with a minimum average of 60% to graduate with the Honours BSML degree.

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

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

**COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows.*

*A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.*

*Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).*

***For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

There are no changes to the current learning outcomes for the Honours BSc-KHS. (see attached)

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

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

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

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

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

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

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

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

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

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

Application, admission, and graduation rates will be monitored annually. Moreover, student grades will be monitored after each semester. Based on our other degree completion programs already in place that are similar in nature (e.g., St. Clair College, Durham College, Lambton College), most students have done well, and a few have even carried on into our graduate program.

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

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

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

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

N/A

**E.2 Knowledge and Skills Brought to the Workplace**

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

N/A

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

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

N/A

**E.4 Supervision of Placements (QAF section 2.1.2.6)**

*If required, explain the provision of supervision of new or revised experiential learning opportunities.*

N/A

**E.5 Fees Associated with Experiential Learning Component**

*Provide information on the fees associated with the new or revised experiential learning component, if applicable. NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.*

N/A

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

*Please obtain signatures for the following statement for new/revised co-op programs.*

N/A

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

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

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)

<b>Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)</b>						
<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Revenue</b>						
Tuition income*	5,972	23,888	41,803	53,747	53,747	<b>179,157</b>
Potential Provincial funding**	5,740	22,960	40,181	105,407	105,407	<b>279,695</b>
Other sources of funding <i>(please list)</i>						
<b>Total Revenue</b>	<b>11,712</b>	<b>46,848</b>	<b>81,984</b>	<b>159,154</b>	<b>159,154</b>	<b>458,8852</b>
<b>Expenses</b>						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners <i>(for graduate programs)</i>						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses <i>(please list)</i>						
<b>Total Expenses</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Net Income</b>	<b>11,712</b>	<b>46,848</b>	<b>81,984</b>	<b>159,154</b>	<b>159,154</b>	<b>458,8852</b>

\*Estimate \$5,971.90 per full-time equivalent domestic undergraduate student (\$2,985.90/term). Year 1 (2026) would have 1 student intake, and each subsequent year would have an intake of 3 students (thus, 4 total students in YR2, 7 students in YR3, and 9 students thereafter).

\*\*Estimate \$3,021.14 per full-time equivalent domestic undergraduate student \* 1.9WGU

**Honours Bachelor of Sport Management and Leadership**

**Program Learning Outcomes**

Last Updated: May 10, 2024

S240510-99

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>Identify and describe current concepts and issues in Sport Management and Leadership.</p> <hr/> <p>Identify, measure and evaluate effective management practices across multiple sport and recreation settings.</p> <hr/> <p>Explain the importance of Sport Management and Leadership research and the application of knowledge gained from such inquiry.</p> <hr/> <p>For CO-OP: Apply Sport Management and Leadership research and the application of knowledge gained from such inquiry.</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Knowledge of methodologies</li> <li>3. Application of knowledge</li> <li>5. Awareness of limits of knowledge</li> </ol>
<p>Locate research through library databases.</p> <hr/> <p>Appraise, interpret and summarize Sport Management and Leadership research, relating the findings to relevant literature and industry practice.</p> <hr/> <p>Utilize applicable software and scientific principles to collect and report research data.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Knowledge of methodologies</li> <li>3. Application of knowledge</li> <li>5. Awareness of limits of knowledge</li> </ol>

<p>Identify and apply appropriate Sport Management and Leadership concepts, theories and methodologies to improve organizational functioning.</p> <hr/> <p>Utilize academic knowledge and critical thinking skills to analyze problems within the field of Sport Management and Leadership.</p> <hr/> <p>For CO-OP: Utilize academic knowledge to solve practical problems relevant to Sport Management and Leadership.</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Knowledge of methodologies</li> <li>3. Application of knowledge</li> <li>5. Awareness of limits of knowledge</li> </ol>
<p>Use clear, concise written work to describe problems and solutions in Sport Management and Leadership.</p> <hr/> <p>Use appropriate statistical analysis techniques as required by the research design.</p>	<p><b>D.</b> literacy and numeracy skills</p>	<ol style="list-style-type: none"> <li>4. Communication skills</li> <li>5. Awareness of limits of knowledge</li> </ol>
<p>Interpret quantitative and qualitative data to solve questions related to the functioning of sport-related organizations.</p> <hr/> <p>Recognize and follow the University of Windsor ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <hr/> <p>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, learn, live and play.</p> <hr/> <p>For CO-OP: recognize and follow professional etiquette standards specific to the workplace.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> <li>5. Awareness of limits of knowledge</li> <li>6. Autonomy and professional capacity</li> </ol>
<p>Communicate Sport Management and Leadership concepts, methods and research effectively, in both oral and written formats.</p> <hr/> <p>For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.</p>	<p><b>F.</b> interpersonal and communications skills</p>	<ol style="list-style-type: none"> <li>4. Communication skills</li> <li>6. Autonomy and professional capacity</li> </ol>

<p>Work successfully and respectfully with peers, university personnel and community organizations, both independently and as a team member.</p>	<p><b>G.</b> teamwork, and personal and group leadership skills</p>	<p>4. Communication skills 6. Autonomy and professional capacity</p>
<p>Identify and apply innovative solutions to current Sport Management and Leadership issues.</p> <hr/> <p>Recognize and assess Sport Management and Leadership practices within and across sport related settings.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies 3. Application of knowledge 6. Autonomy and professional capacity</p>
<p>Identify relevant academic and non-academic sources to remain current with research and popular trends in Sport Management and Leadership.</p>	<p><b>I.</b> the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>

Friday, March 20, 2026

Dr. Sarah Woodruff  
Associate Dean – Academic Programs & Professor  
Faculty of Human Kinetics  
University of Windsor  
401 Sunset Avenue  
Windsor, ON N9B 3P4

Dear Dr. Woodruff,

I am writing to express our support for obtaining the necessary approvals at the University of Windsor to establish an articulation agreement between the Georgian College Sport Administration program and the University of Windsor.

This agreement will create a pathway for Georgian College Sport Administration graduates to continue their education and pursue a Sport Management and Leadership 4-Year Honours Degree program at the University of Windsor. Georgian College will provide guidance to students to ensure a smooth and successful transfer process to the University of Windsor.

If you require any additional information, please feel free to contact me at 705-728-1968 or via email at [bryan.hunt@georgiancollege.ca](mailto:bryan.hunt@georgiancollege.ca).

Thank you for your attention, and I look forward to continuing our collaborative efforts.

Sincerely,



Bryan Hunt  
Dean, Business, Hospitality and Tourism  
Georgian College

**University of Windsor  
Program Development Committee**

\*5.10 **Civil and Environmental Engineering - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Engineering**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

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

**Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date\* [Fall, Winter, Spring, 20XX].** Undergraduate  
 \*(subject to timely and clear submission) **These changes require no new resources.** 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](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: CHEM-1001. University Senates – ~~Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. (Also offered as BIOC 1001.) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week****

CIVL-4920. Advanced Topics in Structural Design  
 Design of plate girders and composite structures. Introduction to prestressed concrete and wood design.  
 (Prerequisite: CIVL-3610 and CIVL-3640.) (3 lecture, 2 tutorial hours a week.)

**A.1 Experiential Learning Categories**

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

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

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

\_\_\_ No

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

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

**N/A**

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

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

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

CIVL-4920. Advanced Topics in Structural Design – Learning Outcomes were last updated March 16, 2020.

**University of Windsor  
Program Development Committee**

5.11: **Bachelor of Arts General Economics – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

**MOTION:** That the Bachelor of Arts General Economics major program change, and the following new course proposals be approved.^:  
**ECON-1060-Quantitative Methods in Economics I**  
**ECON-2661-Behavioural Economics**  
**ECON-3140 Financial Econometrics**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The major program change has been approved by the Department of Economics and SPDC (as delegated by the Faculty of Science Council) and the Provost delegate with strong support.
- Provost Comments: The Provost is in support of the major program changes and noted that consideration should be given to having students enter directly into the honours program, with the option to revert to a three-year program as needed as this approach encourages more students to pursue honours degrees and helps maximize reporting to the Ministry, while still maintaining the three-year degree as a flexible fallback option.
- *See attached.*

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

**A. Basic Program Information**

<b>Faculty(ies)</b>	Science
<b>Department(s)/School(s)</b>	Department of Economics
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Bachelor of Arts General Economics
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
<b>Mode of Delivery:</b>	Classroom
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	30
<b>Normal Duration for Completion:</b>	3 years (Full time)
<b>Will the program run on a cost-recovery basis?</b>	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](http://www.uwindsor.ca/president))*

The Bachelor of Arts General in Economics provides a flexible, accessible foundation in economic reasoning and policy awareness, preparing students for a wide range of careers and further study. The proposed revisions to the Bachelor of Arts General in Economics clarify the program's role as the Department's foundational and most accessible pathway, while strengthening its relevance in an increasingly data-informed and policy-oriented economic environment. The revised program is designed to provide students with a broad and coherent introduction to economic thinking, while ensuring that graduates develop the analytical and data awareness skills expected in today's labour market.

A central objective of the revision is to position the BA General as a flexible program that accommodates students with diverse academic backgrounds and career goals. The program emphasizes core competencies in economic reasoning, policy analysis, and problem-solving, while maintaining an appropriate level of quantitative training for students who may not pursue advanced technical specialization. In doing so, the program serves both as a stand-alone degree and as a foundation for students who may wish to pursue further studies in economics, business, public policy, or related fields.

The revised program also reflects the growing importance of data literacy and evidence-based decision-making across a wide range of sectors. Graduates are expected to develop the ability to interpret data, understand economic relationships, and apply economic concepts to real-world issues. These skills are increasingly valued in government, business, and non-profit organizations, and are essential for informed participation in economic and policy discussions.

Another key objective is to improve the overall student experience by providing a clearer and more transparent program structure - exceeding the previous minimum of five courses. By establishing a common core of required courses, the program will foster a stronger cohort experience. The revisions support more predictable progression through the degree, facilitate academic advising, and help students complete prerequisites in a timely manner. At the same time, the program maintains flexibility, allowing students to pursue interdisciplinary interests and combine Economics with other areas of study. In particular, the revised structure creates a clearer and more efficient pathway for students who later choose to pursue an Honours degree (BA Honours or BSc Honours Economics), enabling them to transition and complete the Honours requirements within one additional year rather than two.

Overall, the revised BA General in Economics enhances academic quality while preserving accessibility and flexibility. It prepares students for a broad range of employment opportunities and for further study, while supporting the

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development of critical thinking, analytical reasoning, and data literacy skills. The revisions are consistent with the University of Windsor’s strategic priorities, particularly its commitment to student success, experiential and interdisciplinary learning, and the preparation of graduates who can adapt to a rapidly changing economic and policy environment.

	<b>Current BA General</b>	<b>Proposed BA General</b>
ECON-1060. Quantitative Methods in Economics I (New Course)		X
ECON-1100. Introduction to Economics I	X	X
ECON-1110 Introduction to Economics II	X	X
COMP-1047. Computer Concepts for End-Users		X
ECON-2120 Intermediate Statistical Methods	X	X
ECON-2210 Intermediate Microeconomics I	X	X
ECON-2220 Intermediate Microeconomics II		X
ECON-2310 Intermediate Macroeconomics I	X	X
ECON-2320 Intermediate Macroeconomics II		X
COMP-2067 Programming for Beginners		X
STAT-2910. Statistics for the Sciences	X	X

**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 revised curriculum modernizes the BA General Economics program by strengthening foundational training, improving curricular progression, and incorporating quantitative and computational skills consistent with current practices in undergraduate economics education.

The previous program structure required five core Economics courses and six upper-level electives. The revised program expands and clarifies the core by introducing ECON-1060, ECON-2220, and ECON-2320, as outlined in the program requirements. These additions strengthen the introductory and intermediate sequence, ensuring that students develop a more structured understanding of microeconomic and macroeconomic reasoning, along with exposure to basic quantitative tools. This approach aligns with current disciplinary standards, where early integration of theory and quantitative reasoning is increasingly emphasized.

The introduction of ECON-1060 addresses the need for a smoother transition from high school to university-level quantitative work, ensuring that students enter upper-level courses with a common set of skills. At the intermediate level, ECON 2220 and ECON 2320 integrate economic theory with quantitative applications, reflecting the growing importance of data interpretation and empirical reasoning in the discipline.

In addition, the inclusion of COMP 1047 and COMP 2067 introduce students to basic programming and data management. These changes respond to well-documented shifts in the discipline toward data-driven analysis, computational methods, and applied empirical work. The revised curriculum therefore reflects the current state of economics as a field that increasingly relies on quantitative tools and data literacy, even at the undergraduate level. These changes better prepare students for upper-level coursework and ensure that graduates develop the analytical, quantitative, and data literacy skills expected in today’s economic and policy environments.

The balance between core requirements and electives ensures that students receive a solid foundation in economics while retaining the ability to pursue interdisciplinary interests across the Arts and Sciences. The revised structure also facilitates progression within the Department’s undergraduate programs. By aligning core and supporting course requirements across the BA General, BA Honours, and BSc Honours programs, the curriculum allows students to transition more easily from the three-year BA General into four-year Honours programs, should they choose to pursue additional specialization.

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

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

The revised BA General Economics program introduces curricular elements that distinguish it from traditional General BA Economics programs by integrating economic reasoning with data literacy and computational skills. The program strengthens applied learning by linking economic theory to real-world analysis. Courses incorporate data-driven assignments and policy-oriented applications, reflecting current pedagogical practices in economics and the increasing importance of empirical skills.

A key innovation is the structured inclusion of computational training through COMP 1047 and COMP 2067, alongside enhanced quantitative economics in ECON 2220 and ECON 2320. By embedding programming, data handling, and empirical reasoning within the core curriculum - rather than treating them as optional - the program ensures that all students develop foundational competencies in data analysis and evidence-based reasoning.

**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 Department of Economics is committed to advancing the Indigenization of its curriculum in a thoughtful and discipline-appropriate manner. The Department of Economics recognizes that traditional economics curricula have historically been centered on Western market-based frameworks while giving limited attention to Indigenous economic systems, values, and ways of knowing. Led by Dr. Sang-Chul Suh (Professor, Department of Economics) and as part of an ongoing process of learning, reflection, and curriculum development, the Department of Economics has engaged in discussions with Jaimie Kecheho (Learning Specialist, Indigenization) and reviewed relevant materials on Indigenous and market-based economic perspectives. As for faculty participation in this process, Dr. Sang-Chul Suh, Dr. Jay Rhee, and Dr. Marcelo Arbex have taken the 'Pulling Together- Foundations series' taught by Jaimie Kecheho. This series examines 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. We strongly encourage our faculty to

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engage in these types of initiatives/courses/workshops to better incorporate Indigenous ways of knowing into their courses.

A key component of this approach is the integration of Indigenous economic perspectives into ECON 1100 – Principles of Economics I (microeconomics), a required course for all Economics programs and a foundational course taken by a large and diverse student population. Introducing Indigenous perspectives at the introductory level ensures that all Economics students are exposed early to alternative economic worldviews and to critical reflection on the assumptions underlying standard economic models.

In ECON 1100/1110 instructors use the *Principles of Microeconomics (Canadian Edition)* and *Principles of Macroeconomics (Canadian Edition)*, by Kevin Milligan; Philip Oreopoulos; Betsey Stevenson; Justin Wolfers. We were recently informed by the publisher that the authors will add indigenous examples throughout the 2<sup>nd</sup> edition of the textbooks. For example, examples featuring the Innu People, Head-Smashed-In Buffalo Jump and the skills of the Plains peoples, gains from trade, and discussions about indigenous property rights will be incorporated. Dr. Chen (ECON 1100 Leading Instructor) is in contact with the publisher for more information and updates.

Drawing on materials such as *Indigenous Economics (Addendum I)* and *Indigenous Economics vs. Market Economics (Addendum II)*, both prepared by Dr. Suh in consultation with Jaimie Kecheho and Russell Nahdee – see references below, students in ECON 1100 will be introduced to Indigenous economic principles including interconnectedness, reciprocity, collective responsibility, sustainability, and long-term (intergenerational) decision-making. These perspectives are presented in contrast to core features of market economics such as individualism, profit maximization, private ownership, and short-term efficiency. Students may engage with these materials through assigned readings, videos (see reference below), guided discussion, and short written or reflective exercises that encourage comparison between Indigenous and mainstream economic frameworks

The department's approach to Indigenization in Economics includes the following strategies:

**1. Incorporation of Indigenous Economic Perspectives**

Where appropriate, courses - particularly foundational courses such as ECON 1100 - include discussion of Indigenous economic systems and values to highlight how economic behaviour, resource use, and decision-making are shaped by culture, history, and institutions.

- Concrete Next Step: Engage in discussion and prepare materials to introduce Indigenous content into ECON 1110 – Principles of Economics II (Fall/2027), which focus on macroeconomic concepts and policy.

**2. Classroom Discussion and Critical Reflection**

Students are encouraged to engage critically with Indigenous and market-based economic models, reflecting on the limits of standard economic assumptions and the implications of colonization for economic institutions and outcomes.

- Concrete Next Step: In ECON 1100 (starting in the Fall/2026), dedicate a structured class discussion or tutorial segment to compare Indigenous and market-based economic frameworks, supported by guided discussion questions or a short-written reflection. Where feasible, the department will invite Indigenous community members to participate through guest talks to support student learning and discussion.

**3. Use of Disciplinary-Relevant Materials**

Indigenous content is introduced through economics-relevant materials that focus on economic organization, sustainability, distribution, and decision-making, rather than as add-on or stand-alone content.

- Concrete Next Step: Commit to ongoing review and updating of course materials, including relevant readings, multimedia resources, and economics-focused case examples, informed where appropriate by dialogue with Indigenous community members and Jaimie Kecheho (Learning Specialist, Indigenization).

**4. Curriculum Review and Development**

The department views Indigenization as an ongoing process and will continue to review and refine course

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content to identify additional opportunities for meaningful and appropriate integration across the curriculum.

- Concrete Next Step: Beyond the introduction of Indigenous content in first-year Economics courses, the Department of Economics plans to develop (Winter/2027) a dedicated second-year ECON course in Indigenous Economics, with particular focus on Canada. Development of this course will take place in consultation and ongoing dialogue with Jaimie Kecheho (Learning Specialist, Indigenization) and Indigenous community members. It will examine Indigenous economic systems emphasizing community, sustainability, and relationships, as well as Indigenous-led enterprises, land and resource stewardship, governance, and economic reconciliation in contrast to Western economic models.

**5. Faculty Awareness and Development**

Economics faculty has engaged and will continue to engage in learning opportunities related to Indigenization, including workshops and discussions facilitated by Indigenous learning specialists, and are encouraged to continue building capacity to incorporate Indigenous perspectives responsibly.

- Concrete Next Step: Encourage faculty to further educate themselves about Indigenous histories, economic perspectives, and ways of knowing, and to participate in workshops, training sessions, and related professional development activities offered by the University of Windsor.

**6. Interdisciplinary Awareness**

The department recognizes that Indigenous economic perspectives intersect with fields such as sustainability, governance, public policy, and social justice, creating opportunities for interdisciplinary dialogue within the social sciences.

- Concrete Next Step: Where appropriate, highlight connections between Indigenous economic perspectives and related themes in other social science disciplines through examples, readings, or discussion in Economics courses.

**7. Student Engagement and Inclusivity**

Introducing Indigenous perspectives in required Economics courses helps foster an inclusive learning environment and supports student awareness of diverse economic experiences and ways of knowing.

- Concrete Next Step: Encourage students to attend workshops, training sessions, and related learning opportunities offered by the University of Windsor that promote awareness of Indigenous perspectives and ways of knowing.

While not all Economics courses include explicit Indigenous learning outcomes, the department's strategy emphasizes early exposure, critical engagement, and gradual expansion of Indigenous perspectives throughout the curriculum. This approach aligns with the Truth and Reconciliation Commission's Calls to Action related to education and with the University of Windsor's principles on Indigenous education, while remaining appropriate to the disciplinary context of Economics.

References:

1. [Indigenous Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
2. [Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
3. [Video Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh and Gavin Bayn, Economics major student, Department of Economics, University of Windsor \(2025\)](#)
4. 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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
5. 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/>

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**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*

N/A

**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 revisions respond to evolving student demand and labour market expectations, particularly the increasing importance of analytical, quantitative, and data literacy skills across a wide range of occupations. This assessment is informed by labour market information from Canadian and Ontario sources (e.g., Statistics Canada, Job Bank. See also [Job prospects Economist in Ontario](#)) and observed student interest in data-oriented, applied coursework (informal conversations and focus group with current and past BAG students).

While demand for the specific occupation of economist is moderate, there is sustained demand for graduates who can apply economic reasoning alongside quantitative and data analysis skills in areas such as policy analysis, business analytics, finance, and public administration. Employers increasingly value the ability to interpret data, evaluate evidence, and support decision-making in data-driven environments. The societal need for these competencies is broad and persistent at the local, provincial, and national levels. Data-informed decision-making is widely recognized as a valuable skill for labour market success. Labour market information—including trends, employment projections, and skills data—helps individuals plan education and career pathways and align their skills with employer needs, improving their ability to make strategic decisions about training and work opportunities. For example, Canadian labour market resources emphasize the importance of such information in guiding career planning and job search decision-making. Labour market statistics also show that individuals with bachelor's degrees tend to experience stronger employment growth compared with less-educated workers, underscoring the value of postsecondary education and analytical skills in the current economy (see, e.g., [Canadian employment trends in the era of generative artificial intelligence: Early evidence](#) and [Labour market information](#)).

The BA General is distinct from the BA Honours and BSc Honours programs. As a three-year degree, it provides a broad and accessible pathway focused on economic reasoning and applied skills, without the level of specialization or technical intensity required in the Honours programs. The proposed changes were also informed by student feedback and advising experience, which indicated a need for greater program structure and clearer progression pathways. In particular, BA students transferring to Honours have often required two additional years to complete the degree, prompting the strengthened core and revised course sequencing. The revisions strengthen this pathway by ensuring that graduates complete the program with a foundation in data literacy and quantitative analysis, positioning them more competitively in the labour market. In particular, the revised BA General Economics program responds to these needs by embedding computational and statistical training (COMP 1047, COMP 2067, STAT 2910) and strengthening applied quantitative economics (ECON 2220 and ECON 2320). These additions ensure that graduates develop practical, transferable skills that enhance employability.

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

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

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	25	5	25	5	25	5	25	5	25	5
<i>In the co-op/ experiential learning stream (if applicable)</i>										

Projected enrolments for the first five years are provided in the accompanying table. The Department anticipates stable or modestly increased enrolments following the revisions. The updated program offers a clearer structure, improved first-year entry points, and a stronger emphasis on analytical and data literacy skills, while maintaining the flexibility of a three-year BA degree. These changes are expected to support both recruitment and retention. The long-term steady-state target of approximately 30 students is realistic and sustainable under the revised program structure.

**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.*

The revised BA Economics (General) program is not a new area of study, but a modernization of an existing program. While most Ontario universities offer four-year BA degrees in Economics, three-year General BA programs are less common (e.g., McMaster, Guelph). Maintaining this program at the University of Windsor is therefore an important asset, as it provides an accessible and flexible pathway for students seeking a three-year degree, while also allowing progression into Honours programs for those who wish to pursue further specialization.

While similar BA programs exist across the province, the revised program is differentiated by its structured integration of computational and data literacy skills within a flexible three-year framework. The inclusion of COMP 1047, COMP 2067, alongside strengthened quantitative economics (ECON 2220 and ECON 2320), ensures that students develop applied analytical skills that are not consistently embedded in comparable General BA programs.

The program also serves a distinct role within the Department's offerings. It provides a broad and accessible pathway focused on economic reasoning and applied skills, complementing the more specialized BA Honours and BSc Honours programs and supporting diverse student goals.

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**B.5 RESOURCES**

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

**B.5.1 Resources Available**

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

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

The revised program can be implemented within current resources and is expected to operate in a sustainable manner while maintaining the quality of instruction and student support. The Department of Economics has sufficient faculty, administrative, and support resources to deliver the revised BA General Economics program. Most required courses, including introductory and intermediate theory, are already part of the regular teaching rotation. The revisions primarily reorganize and sequence existing offerings rather than introducing significant new instructional demands.

The addition of ECON 1060, ECON 2220 (intermediate Microeconomics II), and ECON 2320 (intermediate Macroeconomics II), will be accommodated through existing teaching capacity and modest adjustments to elective offerings. As these changes largely replace, rather than expand, upper-level electives, overall teaching loads are expected to remain stable.

The program will continue to rely on existing university infrastructure, including library resources, computer labs, advising services, and IT support. Required supporting courses in Computer Science and Statistics (COMP 1047, COMP 2067, STAT 2910) will be delivered in coordination with the respective departments (see email exchange attached), with no anticipated additional resource requirements.

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

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

*Include:*

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

The Department of Economics has sufficient faculty expertise to support the delivery of the revised BA Economics (General) program. The Department currently consists of 10 full-time faculty members, with coverage across core

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areas of the discipline, including microeconomics (3 faculty), macroeconomics (4 faculty), econometrics (2 faculty), and applied microeconomics (1 faculty).

This distribution ensures that all core components of the program - including introductory and intermediate theory, quantitative methods, and applied courses - can be delivered on a regular basis. The new and added courses (ECON 1060 Quantitative Methods in Economics I (See Form D), ECON 2220, and ECON 2320) fall within existing areas of faculty expertise and will be staffed using current resources. Faculty in the Department are actively engaged in research and teaching across a range of applied and quantitative fields, supporting the program's emphasis on economic analysis, data literacy, and policy applications.

**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 Department of Economics does not anticipate reliance on Adjunct, Limited-term, or Sessional faculty to deliver the revised program.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

The revised curriculum creates opportunities for internal reallocation and improved efficiency. A more focused set of core and elective offerings allows faculty effort to be concentrated in key courses, while clearer sequencing reduces duplication and supports more sustainable scheduling. Improved alignment across courses also facilitates advising and reduces administrative demands. These changes are consistent with the form's expectation of identifying efficiencies through program restructuring. No negative impacts on other units are anticipated.

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

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

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

No additional faculty or GA/TA resources are required to deliver the revised BA General Economics program. However, the Department of Economics currently shares its Administrative Secretary position (50% in Economics and 50% in another department). Given the size and complexity of the Economics programs, and the proposed revisions to the BA General Economics program, the department anticipates the need for a full-time, fully dedicated Administrative Secretary to adequately support students and program administration.

This need is consistent with the most recent IQAP Review report, which stated:

*Recommendation #9: The Secretary to the Head should be a full-time position to adequately support Economics students. Response: We strongly agree with the reviewers' assessment that the current level of administrative support is inadequate for a department of our size and complexity.*

The request for a full-time Administrative Secretary aligns with this recommendation and reflects the administrative demands associated with supporting undergraduate program delivery.

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

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

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

The revised program does not require additional institutional resources beyond those already available. Required services - including library resources, advising, information technology support, and classroom facilities - are adequately provided through existing university structures.

**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.*

The revisions to the BA Economics program do not introduce changes to the University of Windsor's general admission requirements for entry into the BA General Economics degree. Admission remains governed by the existing

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Senate-approved standards for undergraduate entry. Students entering the revised program will continue to be admitted under the standard BA General Economics admission model and are expected to have appropriate high-school preparation to succeed in introductory economics, statistics, and computing courses. The addition of structured first-year economics course (ECON 1060) supports students with varied academic backgrounds by introducing quantitative methods and mathematical techniques used in economic analysis and facilitating the transition from high-school to university learning.

**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 to the BA General Economics program follows University of Windsor requirements, with ENG4U as the primary prerequisite. These requirements are appropriate for a program designed to be accessible to students from diverse academic backgrounds. The revised curriculum and sequencing of courses will allow students to progress through the degree program and meet the intended program learning outcomes. Courses such as ECON 1060, ECON 1100, ECON 1110, COMP 1047, COMP 2067, and STAT 2910 provide structured training in economic reasoning, numeracy, and computational literacy, supporting a smooth transition to university-level work.

**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 Arts General Economics**

**Degree Requirements**

Total courses: thirty.

- (a) **ECON-1060**, ECON-1100, ECON-1110, ECON-2120, ECON-2210, **ECON-2220**, ECON-2310, **ECON-2320**; and ~~six~~ **three** 2XXX, 3XXX or 4XXX level courses. (With the approval of a program advisor, equivalent statistics courses may be substituted for ECON-2120.)
- (b) **COMP-1047**, **COMP-2067**, and ~~STAT-2920~~, or ~~STAT-2910~~ (**STAT-2910** or **STAT-2920**)
- (c) eight courses from outside Social Sciences with at least two from Arts/Languages and two from Sciences;
- (d) four courses from any area of study including Economics
- (e) ~~six~~ **four** courses from any area of study excluding Economics

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

**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)]

No

If yes, list all new courses: **ECON1060 Quantitative Methods in Economics**

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

**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).*

**Recommended Course Sequencing**

Year 1

Fall: **ECON-1060**, ECON-1100, **COMP-1047** plus **two** courses

Winter: ECON-1110, **COMP-2067** plus **three** courses

Year 2

Fall: ECON-2210\*, **ECON-2120**, ECON-2310, STAT-2910 (or STAT-2920), **one** courses

Winter: **ECON-2220**, **ECON-2320**, two economics courses, **one** other course

Year 3

Fall: **three** economics courses, **two** other courses

Winter: two economics courses, three other courses

Notes: STAT-2920 is recommended. If STAT-2920 is chosen instead of STAT-2910, MATH-1730 is required and should be taken in Year 1.

A student who had successfully completed ECON-1100 could take ECON-2210 in the Winter of Year 1, rather than in Winter of Year 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 revised program provides a coherent framework that enables students to achieve the intended learning outcomes and degree-level expectations. The structure and requirements of the revised BA General Economics program are designed to support the attainment of program-level learning outcomes through a clear and progressive sequence of courses. Foundational courses introduce core economic concepts and quantitative skills, while intermediate and upper-level courses reinforce and apply these skills in analytical and policy contexts. The inclusion of computational and statistical training further supports the development of data literacy and evidence-based reasoning.

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

**C.3.2 For All Program Proposals**

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

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

N/A

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

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

N/A

**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)  
COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

**Bachelor of Arts General Economics**

Learning outcomes were last updated May 26, 2017. These are revised learning outcomes.

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Explain economic concepts, problems and solutions.  Integrate knowledge of economics with <b>quantitative and computational methods</b> in order to <b>quantify</b> economic models.	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
Retrieve and evaluate data from a wide range of public data sources.	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
Compare the impacts of different assumptions on a theoretical model and <b>quantify</b> their effects on its conclusions.  Apply economic analysis to everyday problems in real world situations.  Describe current economic events and evaluate specific policy proposals.	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 DEVELOPMENT COMMITTEE  
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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Organize and interpret a range of economic data on both descriptive and analytical levels.  <b>Use statistical, computational, and mathematical tools to analyze economic problems.</b>	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
Articulate the philosophical basis of economic problems as well as give appropriate remedies.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
Convey technical information, ideas and arguments to target audiences clearly and persuasively in written form.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
Formulate findings and recommendations on economic problems in a precise and concise manner.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
Demonstrate independent and critical thinking that is required for continuing professional development.	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 program is delivered primarily through in-person, classroom-based instruction, including lectures, seminars, tutorials, and computer-based learning sessions. This approach aligns with the program's emphasis on analytical reasoning, quantitative methods, computational skill development, and effective communication.

**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.*

Student achievement in the revised BA General Economics program will be assessed through a combination of assignments, problem sets, exams, and applied projects. The introduction of ECON 1060, ECON 2220, and ECON 2320 strengthens the assessment of core economic reasoning and quantitative skills, while COMP 1047, COMP 2067, and STAT 2910 provide additional opportunities to evaluate computational and data analysis skills.

**PROGRAM DEVELOPMENT COMMITTEE  
MAJOR PROGRAM CHANGES  
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These courses incorporate practical exercises and data-based assignments that allow students to demonstrate their ability to apply economic concepts and interpret quantitative evidence. In addition to course-based evaluation, the Undergraduate Director and the Department's curriculum committee will actively monitor the program. This will include early feedback mechanisms, such as student surveys after the first semester, periodic focus groups, and ongoing consultation with students. This approach supports continuous improvement and ensures that the program remains aligned with its intended learning outcomes.

**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 Department of Economics will establish a process to document and review program outcomes, student performance, and overall program quality. Information will be collected from multiple sources, including course outcomes, student progression and completion data, and feedback gathered through course evaluations and departmental consultations.

This information will be reviewed regularly by the Undergraduate Director and the Department to assess whether the program is meeting its objectives and whether students are achieving the intended learning outcomes. Particular attention will be given to course sequencing, workload, and student progression through the program.

Findings will be documented through departmental records and incorporated into annual reporting and the cyclical program review process. The results will be used to inform adjustments to course offerings, sequencing, and advising, ensuring ongoing alignment between program design, student experience, and learning outcomes.

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

N/A

**APPENDIX A – BUDGET SUMMARY SHEET**

Not applicable – This is an existing program with predominantly cost savings-oriented changes. The Department anticipates stable or modestly increased enrolments following the revisions. No additional funds or expenses are required for the program change.

University of Windsor  
Program Development Committee

\*5.11.1: **Economics – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

**Motion and Rationale:** see PDC260416-5.11

Attached please find the following new course proposals:

- ECON-1060. Quantitative Methods in Economics I
- ECON-2661. Behavioural Economics
- ECON-3140. Financial Econometrics

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	BA Economics General, BA Economics Honours, BSc Economics Honours
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Economics
<b>FACULTY(IES):</b>	Science

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	FALL 2026
------------------------------------------------------------------------------------------------------------------------	-----------

**A. NEW COURSE PROFILE**

**Course # and Title: ECON-1060. Quantitative Methods in Economics I**

**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 explore quantitative methods and mathematical techniques used in economic analysis. It prepares students for higher-level economics courses by covering essential topics in equations, functions, algebra, and introductory calculus. Economic applications are used throughout the course to connect quantitative tools with real-world economic problems. The course is structured to bridge the gap between high-school mathematics and university-level quantitative analysis, with a focus on developing problem-solving skills and mathematical intuition in an economic context.

**A.2 Experiential Learning Categories**

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

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

**A.3 Other Course Information**

*Please complete the following tables.*

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/ Tutorial	Online	Co-op/practicum/ experiential learning	Other
3	36	3				Explain:

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

<u>Course Modality</u> (Delivery format)							
In-person	Fully Online - Asynchronous	Fully Online - Synchronous	Remote asynchronous online	Remote synchronous online	Hybrid	Hyflex	Bimodal
3							

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]
None				Yes	

**\*\*\*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.**

<b>Will students be able to obtain credit for the new course and the course(s) that it is replacing?</b>	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: BA Economics General, BA Economics Honours, BSc Economics Honours, BComm Bus/Econ

**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 goal of this course is to develop students' quantitative reasoning skills in an economic context. By introducing core quantitative tools and mathematical techniques, the course bridges the gap between high-school mathematics and university-level analysis, enabling students to engage with economic models and data. As a required foundational course for the BA Economics General, BA Economics Honours, and BSc Economics Honours programs, it ensures that students with diverse quantitative backgrounds acquire a common set of analytical skills. Recognizing that economics is not widely offered at the high-school level, the course provides a structured transition that prepares all students to meet the quantitative / mathematical demands of second-year and more advanced coursework in the program.

**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?*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

- 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 Economics is committed to advancing the Indigenization of its curriculum in a thoughtful and discipline-appropriate manner. The Department of Economics recognizes that traditional economics curricula have historically been centered on Western market-based frameworks while giving limited attention to Indigenous economic systems, values, and ways of knowing. Led by Dr. Sang-Chul Suh (Professor, Department of Economics) and as part of an ongoing process of learning, reflection, and curriculum development, the Department of Economics has engaged in discussions with Jaimie Kecheho (Learning Specialist, Indigenization) and reviewed relevant materials on Indigenous and market-based economic perspectives. As for faculty participation in this process, Dr. Sang-Chul Suh, Dr. Jay Rhee, and Dr. Marcelo Arbex have taken the 'Pulling Together- Foundations series' taught by Jaimie Kecheho. This series examines 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. We strongly encourage our faculty to engage in these types of initiatives/courses/workshops to better incorporate Indigenous ways of knowing into their courses.

A key component of this approach is the integration of Indigenous economic perspectives into ECON 1100 – Principles of Economics I (microeconomics), a required course for all Economics programs and a foundational course taken by a large and diverse student population. Introducing Indigenous perspectives at the introductory level ensures that all Economics students are exposed early to alternative economic worldviews and to critical reflection on the assumptions underlying standard economic models.

In ECON 1100/1110 instructors use the *Principles of Microeconomics (Canadian Edition)* and *Principles of Macroeconomics (Canadian Edition)*, by Kevin Milligan; Philip Oreopoulos; Betsey Stevenson; Justin Wolfers. We were recently informed by the publisher that the authors will add indigenous examples throughout the 2<sup>nd</sup> edition of the textbooks. For example, examples featuring the Innu People, Head-Smashed-In Buffalo Jump and the skills of the Plains peoples, gains from trade, and discussions about indigenous property rights will be incorporated. Dr. Chen (ECON 1100 Leading Instructor) is in contact with the publisher for more information and updates.

Drawing on materials such as *Indigenous Economics (Addendum I)* and *Indigenous Economics vs. Market Economics (Addendum II)*, both prepared by Dr. Suh in consultation with Jaimie Kecheho and Russell Nahdee – see references below, students in ECON 1100 will be introduced to Indigenous economic principles including interconnectedness, reciprocity, collective responsibility, sustainability, and long-term (intergenerational) decision-making. These perspectives are presented in contrast to core features of market economics such as individualism, profit maximization, private ownership, and short-term efficiency. Students may engage with these materials through assigned readings, videos (see reference below), guided discussion, and short written or reflective exercises that encourage comparison between Indigenous and mainstream economic frameworks (see Addendum III - ECON 1100 – Principles of Economics I course outline (draft) – Fall/2026)

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

The department's approach to Indigenization in Economics includes the following strategies:

- **Incorporation of Indigenous Economic Perspectives**

Where appropriate, courses - particularly foundational courses such as ECON 1100 - include discussion of Indigenous economic systems and values to highlight how economic behaviour, resource use, and decision-making are shaped by culture, history, and institutions.

  - Concrete Next Step: Engage in discussion and prepare materials to introduce Indigenous content into ECON 1110 – Principles of Economics II (Fall/2027), which focus on macroeconomic concepts and policy.
- **Classroom Discussion and Critical Reflection**
  - Students are encouraged to engage critically with Indigenous and market-based economic models, reflecting on the limits of standard economic assumptions and the implications of colonization for economic institutions and outcomes.
  - Concrete Next Step: In ECON 1100 (starting in the Fall/2026), dedicate a structured class discussion or tutorial segment to compare Indigenous and market-based economic frameworks, supported by guided discussion questions or a short-written reflection. Where feasible, the department will invite Indigenous community members to participate through guest talks to support student learning and discussion.
- **Use of Disciplinary-Relevant Materials**
  - Indigenous content is introduced through economics-relevant materials that focus on economic organization, sustainability, distribution, and decision-making, rather than as add-on or stand-alone content.
  - Concrete Next Step: Commit to ongoing review and updating of course materials, including relevant readings, multimedia resources, and economics-focused case examples, informed where appropriate by dialogue with Indigenous community members and Jaimie Kechego (Learning Specialist, Indigenization).
- **Curriculum Review and Development**

The department views Indigenization as an ongoing process and will continue to review and refine course content to identify additional opportunities for meaningful and appropriate integration across the curriculum.

  - Concrete Next Step: Beyond the introduction of Indigenous content in first-year Economics courses, the Department of Economics plans to develop (Winter/2027) a dedicated second-year ECON course in Indigenous Economics, with particular focus on Canada. Development of this course will take place in consultation and ongoing dialogue with Jaimie Kechego (Learning Specialist, Indigenization) and Indigenous community members. It will examine Indigenous economic systems emphasizing community, sustainability, and relationships, as well as Indigenous-led enterprises, land and resource stewardship, governance, and economic reconciliation in contrast to Western economic models.
- **Faculty Awareness and Development**

Economics faculty has engaged and will continue to engage in learning opportunities related to Indigenization, including workshops and discussions facilitated by Indigenous learning specialists, and are encouraged to continue building capacity to incorporate Indigenous perspectives responsibly.

  - Concrete Next Step: Encourage faculty to further educate themselves about Indigenous histories, economic perspectives, and ways of knowing, and to participate in workshops, training sessions, and related professional development activities offered by the University of Windsor.
- **Interdisciplinary Awareness**

The department recognizes that Indigenous economic perspectives intersect with fields such as sustainability, governance, public policy, and social justice, creating opportunities for interdisciplinary dialogue within the social sciences.

  - Concrete Next Step: Where appropriate, highlight connections between Indigenous economic perspectives and related themes in other social science disciplines through examples, readings, or discussion in Economics courses.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

○ **Student Engagement and Inclusivity**

Introducing Indigenous perspectives in required Economics courses helps foster an inclusive learning environment and supports student awareness of diverse economic experiences and ways of knowing.

- Concrete Next Step: Encourage students to attend workshops, training sessions, and related learning opportunities offered by the University of Windsor that promote awareness of Indigenous perspectives and ways of knowing.

While not all Economics courses include explicit Indigenous learning outcomes, the department’s strategy emphasizes early exposure, critical engagement, and gradual expansion of Indigenous perspectives throughout the curriculum. This approach aligns with the Truth and Reconciliation Commission’s Calls to Action related to education and with the University of Windsor’s principles on Indigenous education, while remaining appropriate to the disciplinary context of Economics.

References:

1. [Indigenous Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
2. [Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
3. [Video Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh and Gavin Bayn, Economics major student, Department of Economics, University of Windsor \(2025\)](#)
4. 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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
5. 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.*

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Apply arithmetic and algebraic tools - including operations, functions, and equations - to analyze economic problems.  Integrate mathematical concepts such as summation notation, price indexes, systems of equations, and optimization into economic reasoning and applications.	A. the acquisition, application and integration of knowledge
B. Identify quantitative problems in economics and select appropriate mathematical methods - algebraic, graphical, or calculus-based - to analyze them.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Retrieve and evaluate numerical or functional information to construct models such as linear functions, quadratic relationships, and production functions.	
C. Solve linear and nonlinear equations, simultaneous systems, and optimization problems using structured reasoning. Interpret graphs and mathematical models to assess economic behavior (e.g., budget constraints, marginal concepts).	C. critical thinking and problem-solving skills
D. Communicate quantitative findings clearly through equations, symbolic notation, and graphical representations.	D. literacy and numeracy skills
E. Apply quantitative reasoning to interpret economic information responsibly, recognizing the societal implications of data-driven decisions (e.g., price indexes, cost and revenue functions).	E. responsible behaviour to self, others and society
F. Present mathematical reasoning and economic interpretations clearly in written form.  Solve quantitative problems and explain solutions using logical arguments.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
H. Evaluate mathematical models (linear, quadratic, exponential) creatively to represent real-world economic behavior.	H. creativity and aesthetic appreciation
	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	

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

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

N/A

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

**C. RESOURCES**

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

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

The Department of Economics has faculty members qualified to teach ECON-1060. 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.*

In exceptional circumstances (e.g., sabbatical leaves) a qualified sessional instructor might be needed to deliver 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

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

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

N/A

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

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

N/A

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

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

N/A

**PROGRAM DEVELOPMENT COMMITTEE  
NEW COURSE PROPOSALS  
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**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)**

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

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	1-2 TA/GAs 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.*

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

**D.1 Form History** *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

<b>Date of Modification</b>	<b>Approval Body Modifying</b>	<b>Reason for Modification</b>

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

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

**Course # and Title: ECON-2661. Behavioural Economics**

**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 explore behavioural economics, integrating insights from psychology and neuroscience into economic decision-making. The course contrasts the standard model of rational choice with experimental and empirical evidence on predictable deviations from rationality. Topics include utility and rationality, choice under certainty and uncertainty, loss aversion, anchoring, beliefs and biases, intertemporal choice, and behavioural game theory. (Pre-requisites: ECON-1100)

**A.2 Experiential Learning Categories**

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

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

**A.3 Other Course Information**

*Please complete the following tables.*

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/ Tutorial	Online	Co-op/practicum/ experiential learning	Other
3	36	3				Explain:

<u>Course Modality</u> (Delivery format)							
In-person	Fully Online - Asynchronous	Fully Online - Synchronous	Remote asynchronous online	Remote synchronous online	Hybrid	Hyflex	Bimodal
3							

**PROGRAM DEVELOPMENT COMMITTEE  
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Pre-requisites	Co-requisites	Anti-requisites	<a href="#">Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):</a>	Required course?	Replacing old course*** [provide old course number]
ECON 1100					

**\*\*\*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?**

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.*

The purpose of this second-year course is to introduce students to behavioural economics as an extension of the principles of microeconomics. Building on the standard model of rational choice introduced in introductory microeconomics, the course examines how psychological, social, and cognitive factors systematically influence economic decision-making and lead to predictable deviations from traditional economic assumptions. As a second-year elective within the Economics program, the course strengthens students' analytical and critical thinking skills while providing an applied perspective on individual behaviour and public policy. The course is also designed to be accessible and engaging for students in other social science disciplines - such as Psychology, Sociology, Political Science - and Business who are interested in understanding decision-making, behaviour, and incentives in economic and social contexts.

**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?

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

The Department of Economics is committed to advancing the Indigenization of its curriculum in a thoughtful and discipline-appropriate manner. The Department of Economics recognizes that traditional economics curricula have historically been centered on Western market-based frameworks while giving limited attention to Indigenous economic systems, values, and ways of knowing. Led by Dr. Sang-Chul Suh (Professor, Department of Economics) and as part of an ongoing process of learning, reflection, and curriculum development, the Department of Economics has engaged in discussions with Jaimie Kecheho (Learning Specialist, Indigenization) and reviewed relevant materials on Indigenous and market-based economic perspectives. As for faculty participation in this process, Dr. Sang-Chul Suh, Dr. Jay Rhee, and Dr. Marcelo Arbex have taken the 'Pulling Together- Foundations series' taught by Jaimie Kecheho. This series examines 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. We strongly encourage our faculty to engage in these types of initiatives/courses/workshops to better incorporate Indigenous ways of knowing into their courses.

A key component of this approach is the integration of Indigenous economic perspectives into ECON 1100 – Principles of Economics I (microeconomics), a required course for all Economics programs and a foundational course taken by a large and diverse student population. Introducing Indigenous perspectives at the introductory level ensures that all Economics students are exposed early to alternative economic worldviews and to critical reflection on the assumptions underlying standard economic models.

In ECON 1100/1110 instructors use the *Principles of Microeconomics (Canadian Edition)* and *Principles of Macroeconomics (Canadian Edition)*, by Kevin Milligan; Philip Oreopoulos; Betsey Stevenson; Justin Wolfers. We were recently informed by the publisher that the authors will add indigenous examples throughout the 2<sup>nd</sup> edition of the textbooks. For example, examples featuring the Innu People, Head-Smashed-In Buffalo Jump and the skills of the Plains peoples, gains from trade, and discussions about indigenous property rights will be incorporated. Dr. Chen (ECON 1100 Leading Instructor) is in contact with the publisher for more information and updates.

Drawing on materials such as *Indigenous Economics* (Addendum I) and *Indigenous Economics vs. Market Economics* (Addendum II), both prepared by Dr. Suh in consultation with Jaimie Kecheho and Russell Nahdee – see references below, students in ECON 1100 will be introduced to Indigenous economic principles including interconnectedness, reciprocity, collective responsibility, sustainability, and long-term (intergenerational) decision-making. These perspectives are presented in contrast to core features of market economics such as individualism, profit maximization, private ownership, and short-term efficiency. Students may engage with these materials through assigned readings, videos (see reference below), guided discussion, and short written or reflective exercises that encourage comparison between Indigenous and mainstream economic frameworks (see Addendum III - ECON 1100 – Principles of Economics I course outline (draft) – Fall/2026)

The department's approach to Indigenization in Economics includes the following strategies:

- **Incorporation of Indigenous Economic Perspectives**  
Where appropriate, courses - particularly foundational courses such as ECON 1100 - include discussion of Indigenous economic systems and values to highlight how economic behaviour, resource use, and decision-making are shaped by culture, history, and institutions.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

- Concrete Next Step: Engage in discussion and prepare materials to introduce Indigenous content into ECON 1110 – Principles of Economics II (Fall/2027), which focus on macroeconomic concepts and policy.

#### ○ **Classroom Discussion and Critical Reflection**

Students are encouraged to engage critically with Indigenous and market-based economic models, reflecting on the limits of standard economic assumptions and the implications of colonization for economic institutions and outcomes.

- Concrete Next Step: In ECON 1100 (starting in the Fall/2026), dedicate a structured class discussion or tutorial segment to compare Indigenous and market-based economic frameworks, supported by guided discussion questions or a short-written reflection. Where feasible, the department will invite Indigenous community members to participate through guest talks to support student learning and discussion.

#### ○ **Use of Disciplinary-Relevant Materials**

Indigenous content is introduced through economics-relevant materials that focus on economic organization, sustainability, distribution, and decision-making, rather than as add-on or stand-alone content.

- Concrete Next Step: Commit to ongoing review and updating of course materials, including relevant readings, multimedia resources, and economics-focused case examples, informed where appropriate by dialogue with Indigenous community members and Jaimie Kechego (Learning Specialist, Indigenization).

#### ○ **Curriculum Review and Development**

The department views Indigenization as an ongoing process and will continue to review and refine course content to identify additional opportunities for meaningful and appropriate integration across the curriculum.

- Concrete Next Step: Beyond the introduction of Indigenous content in first-year Economics courses, the Department of Economics plans to develop (Winter/2027) a dedicated second-year ECON course in Indigenous Economics, with particular focus on Canada. Development of this course will take place in consultation and ongoing dialogue with Jaimie Kechego (Learning Specialist, Indigenization) and Indigenous community members. It will examine Indigenous economic systems emphasizing community, sustainability, and relationships, as well as Indigenous-led enterprises, land and resource stewardship, governance, and economic reconciliation in contrast to Western economic models.

#### ○ **Faculty Awareness and Development**

Economics faculty has engaged and will continue to engage in learning opportunities related to Indigenization, including workshops and discussions facilitated by Indigenous learning specialists, and are encouraged to continue building capacity to incorporate Indigenous perspectives responsibly.

- Concrete Next Step: Encourage faculty to further educate themselves about Indigenous histories, economic perspectives, and ways of knowing, and to participate in workshops, training sessions, and related professional development activities offered by the University of Windsor.

#### ○ **Interdisciplinary Awareness**

The department recognizes that Indigenous economic perspectives intersect with fields such as sustainability, governance, public policy, and social justice, creating opportunities for interdisciplinary dialogue within the social sciences.

- Concrete Next Step: Where appropriate, highlight connections between Indigenous economic perspectives and related themes in other social science disciplines through examples, readings, or discussion in Economics courses.

#### ○ **Student Engagement and Inclusivity**

Introducing Indigenous perspectives in required Economics courses helps foster an inclusive learning environment and supports student awareness of diverse economic experiences and ways of knowing.

- Concrete Next Step: Encourage students to attend workshops, training sessions, and related learning opportunities offered by the University of Windsor that promote awareness of Indigenous perspectives and ways of knowing.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

While not all Economics courses include explicit Indigenous learning outcomes, the department’s strategy emphasizes early exposure, critical engagement, and gradual expansion of Indigenous perspectives throughout the curriculum. This approach aligns with the Truth and Reconciliation Commission’s Calls to Action related to education and with the University of Windsor’s principles on Indigenous education, while remaining appropriate to the disciplinary context of Economics.

References:

1. [Indigenous Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
2. [Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
3. [Video Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh and Gavin Bayn, Economics major student, Department of Economics, University of Windsor \(2025\)](#)
4. 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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
5. 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 <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate
A. Explain the core assumptions of the standard microeconomic model of rational choice and integrate behavioural economic concepts that relax these assumptions to better understand observed economic behaviour.	A U of Windsor graduate will have the ability to demonstrate: A. the acquisition, application and integration of knowledge
B. Access, interpret, and evaluate experimental and empirical evidence from behavioural economics to assess claims about decision-making and economic behaviour.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically analyze economic problems by identifying when standard economic models are insufficient. Apply appropriate behavioural insights to improve explanation and policy relevance.	C. critical thinking and problem-solving skills
D. Interpret graphical, numerical, and verbal representations of behavioural economic concepts and communicate economic reasoning clearly and accurately.	D. literacy and numeracy skills

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
E. Recognize the implications of behavioural biases for individual well-being, public policy, and societal outcomes, including issues related to consumer protection and ethical policy design.	E. responsible behaviour to self, others and society
F. Clearly communicate behavioural economic concepts and arguments in written and oral form.	F. interpersonal and communications skills
G. Collaborate respectfully with peers regarding experiments, discussions, and problem-solving activities related to behavioural decision-making.	G. teamwork, and personal and group leadership skills
H. Apply behavioural economic concepts to solve decision-making problems in experimental scenarios and to develop economic explanations or policy applications.	H. creativity and aesthetic appreciation
I. Identify how behavioural economics extends traditional models and outline potential directions for further economic inquiry.	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
	30	30	30	30	30

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

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

There are currently limited elective options available to students at the ECON 2000 level. This course was successfully offered in Fall 2025 under the title *ECON 2660 – Selected Issues in Economics* and attracted strong student interest (34 students, F25). Formalizing the course with a clear and descriptive title is expected to improve visibility and further enhance enrolment by making the course content more transparent to students. The introduction of this course is not anticipated to have a negative impact on enrolment in existing Economics courses and is expected to complement, rather than substitute for, other second- and upper-year electives in the 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*

# PROGRAM DEVELOPMENT COMMITTEE

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### FORM D

*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 Economics has two faculty members qualified to teach ECON 2661. 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.*

This course was successfully developed and delivered by a sessional instructor in Fall 2025. While the Department of Economics has qualified faculty who can teach ECON 2661, delivery of the course may, depending on overall teaching assignments, continue to involve a sessional instructor. The department has experience supporting sessional instruction at the second-year level and does not anticipate any adverse impact on course quality or the student experience.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

<b>Faculty:</b>	None
<b>Staff:</b>	None
<b>GA/TAs:</b>	1 TA / 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)**

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

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

**D.1 Form History** *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

<b>Date of Modification</b>	<b>Approval Body Modifying</b>	<b>Reason for Modification</b>

**PROGRAM DEVELOPMENT COMMITTEE  
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FORM D**

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

**A. NEW COURSE PROFILE**

**Course # and Title: ECON 3140. Financial Econometrics**

**A.1 Calendar Description**

<i>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.</i>
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Students will be introduced to applied econometric methods for analyzing financial data, with a focus on modeling and forecasting asset returns and volatility. Using real-world datasets, students examine the dynamic behaviour of financial markets and develop tools to evaluate risk and predict outcomes. Topics may include financial time series properties, regression models, autoregressive processes, volatility models (ARCH/GARCH), and hypothesis testing in financial applications. Students will use econometric software to estimate, interpret, and assess financial models. (Prerequisites: (a) ECON-2120 or STAT 2950; (b) one of MATH-1250, MATH-1260 or MATH-1270; Corequisite ECON-3130)

**A.2 Experiential Learning Categories**

<i>Does the course include experiential learning? Check all that apply. For definitions go to: <a href="https://www.uwindsor.ca/cces/1423/experiential-learning-definitions">https://www.uwindsor.ca/cces/1423/experiential-learning-definitions</a></i>
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- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> applied research<br><input type="checkbox"/> capstone<br><input type="checkbox"/> clinic<br><input type="checkbox"/> co-op<br><input type="checkbox"/> community service learning<br><input type="checkbox"/> creative performance or exhibit <i>(for visual and performing arts)</i><br><input type="checkbox"/> entrepreneurship<br><input type="checkbox"/> field experience or site visit<br><input type="checkbox"/> labs<br><input checked="" type="checkbox"/> No experiential learning in this course | <input type="checkbox"/> field work<br><input type="checkbox"/> industry/community consulting project<br><input type="checkbox"/> interactive simulations<br><input type="checkbox"/> internship – full-time<br><input type="checkbox"/> internship – part-time<br><input type="checkbox"/> professional practicum<br><input type="checkbox"/> research project<br><input type="checkbox"/> study abroad |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**A.3 Other Course Information**

<i>Please complete the following tables.</i>
----------------------------------------------

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/ Tutorial	Online	Co-op/practicum/ experiential learning	Other
3	36	3				Explain:

<u>Course Modality</u> (Delivery format)							
In-person	Fully Online - Asynchronous	Fully Online - Synchronous	Remote asynchronous online	Remote synchronous online	Hybrid	Hyflex	Bimodal
3							

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Pre-requisites	Co-requisites	Anti-requisites	<u>Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):</u>	Required course?	Replacing old course*** [provide old course number]
(a) ECON-2120 or STAT-2950; (b) one of MATH-1250, MATH-1260 or MATH-1270	ECON-3130	X	X	No	No

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

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

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

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

No

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

**B. RATIONALE**

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

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

This course provides third-year undergraduate students with applied econometric tools for the analysis of financial data. It emphasizes hands-on modeling, interpretation, and forecasting using real-world datasets. The course enhances students' analytical and data literacy skills and supports the increasing importance of quantitative methods in finance and applied economics. It also supports students pursuing careers in banking, financial analysis, risk management, public policy, and data analytics, and provides preparation for advanced undergraduate electives and graduate study in economics or finance.

**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?

# PROGRAM DEVELOPMENT COMMITTEE

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- 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 Economics is committed to advancing the Indigenization of its curriculum in a thoughtful and discipline-appropriate manner. The Department of Economics recognizes that traditional economics curricula have historically been centered on Western market-based frameworks while giving limited attention to Indigenous economic systems, values, and ways of knowing. Led by Dr. Sang-Chul Suh (Professor, Department of Economics) and as part of an ongoing process of learning, reflection, and curriculum development, the Department of Economics has engaged in discussions with Jaimie Kechego (Learning Specialist, Indigenization) and reviewed relevant materials on Indigenous and market-based economic perspectives. As for faculty participation in this process, Dr. Sang-Chul Suh, Dr. Jay Rhee, and Dr. Marcelo Arbex have taken the 'Pulling Together- Foundations series' taught by Jaimie Kechego. This series examines 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. We strongly encourage our faculty to engage in these types of initiatives/courses/workshops to better incorporate Indigenous ways of knowing into their courses.

A key component of this approach is the integration of Indigenous economic perspectives into ECON 1100 – Principles of Economics I (microeconomics), a required course for all Economics programs and a foundational course taken by a large and diverse student population. Introducing Indigenous perspectives at the introductory level ensures that all Economics students are exposed early to alternative economic worldviews and to critical reflection on the assumptions underlying standard economic models.

In ECON 1100/1110 instructors use the *Principles of Microeconomics (Canadian Edition)* and *Principles of Macroeconomics (Canadian Edition)*, by Kevin Milligan; Philip Oreopoulos; Betsey Stevenson; Justin Wolfers. We were recently informed by the publisher that the authors will add indigenous examples throughout the 2<sup>nd</sup> edition of the textbooks. For example, examples featuring the Innu People, Head-Smashed-In Buffalo Jump and the skills of the Plains peoples, gains from trade, and discussions about indigenous property rights will be incorporated. Dr. Chen (ECON 1100 Leading Instructor) is in contact with the publisher for more information and updates.

Drawing on materials such as *Indigenous Economics (Addendum I)* and *Indigenous Economics vs. Market Economics (Addendum II)*, both prepared by Dr. Suh in consultation with Jaimie Kechego and Russell Nahdee – see references below, students in ECON 1100 will be introduced to Indigenous economic principles including interconnectedness, reciprocity, collective responsibility, sustainability, and long-term (intergenerational) decision-making. These perspectives are presented in contrast to core features of market economics such as individualism, profit maximization, private ownership, and short-term efficiency. Students may engage with these materials through assigned readings, videos (see reference below), guided discussion, and short written or reflective exercises that encourage comparison between Indigenous and mainstream economic frameworks (see Addendum III - ECON 1100 – Principles of Economics I course outline (draft) – Fall/2026)

The department's approach to Indigenization in Economics includes the following strategies:

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- **Incorporation of Indigenous Economic Perspectives**
- Where appropriate, courses - particularly foundational courses such as ECON 1100 - include discussion of Indigenous economic systems and values to highlight how economic behaviour, resource use, and decision-making are shaped by culture, history, and institutions.
  - Concrete Next Step: Engage in discussion and prepare materials to introduce Indigenous content into ECON 1110 – Principles of Economics II (Fall/2027), which focus on macroeconomic concepts and policy.
- **Classroom Discussion and Critical Reflection**
- Students are encouraged to engage critically with Indigenous and market-based economic models, reflecting on the limits of standard economic assumptions and the implications of colonization for economic institutions and outcomes.
  - Concrete Next Step: In ECON 1100 (starting in the Fall/2026), dedicate a structured class discussion or tutorial segment to compare Indigenous and market-based economic frameworks, supported by guided discussion questions or a short-written reflection. Where feasible, the department will invite Indigenous community members to participate through guest talks to support student learning and discussion.
- **Use of Disciplinary-Relevant Materials**
- Indigenous content is introduced through economics-relevant materials that focus on economic organization, sustainability, distribution, and decision-making, rather than as add-on or stand-alone content.
  - Concrete Next Step: Commit to ongoing review and updating of course materials, including relevant readings, multimedia resources, and economics-focused case examples, informed where appropriate by dialogue with Indigenous community members and Jaimie Kehego (Learning Specialist, Indigenization).
  - **Curriculum Review and Development**
- The department views Indigenization as an ongoing process and will continue to review and refine course content to identify additional opportunities for meaningful and appropriate integration across the curriculum.
  - Concrete Next Step: Beyond the introduction of Indigenous content in first-year Economics courses, the Department of Economics plans to develop (Winter/2027) a dedicated second-year ECON course in Indigenous Economics, with particular focus on Canada. Development of this course will take place in consultation and ongoing dialogue with Jaimie Kehego (Learning Specialist, Indigenization) and Indigenous community members. It will examine Indigenous economic systems emphasizing community, sustainability, and relationships, as well as Indigenous-led enterprises, land and resource stewardship, governance, and economic reconciliation in contrast to Western economic models.
  - **Faculty Awareness and Development**
- Economics faculty has engaged and will continue to engage in learning opportunities related to Indigenization, including workshops and discussions facilitated by Indigenous learning specialists, and are encouraged to continue building capacity to incorporate Indigenous perspectives responsibly.
  - Concrete Next Step: Encourage faculty to further educate themselves about Indigenous histories, economic perspectives, and ways of knowing, and to participate in workshops, training sessions, and related professional development activities offered by the University of Windsor.
  - **Interdisciplinary Awareness**
- The department recognizes that Indigenous economic perspectives intersect with fields such as sustainability, governance, public policy, and social justice, creating opportunities for interdisciplinary dialogue within the social sciences.
  - Concrete Next Step: Where appropriate, highlight connections between Indigenous economic perspectives and related themes in other social science disciplines through examples, readings, or discussion in Economics courses.
  - **Student Engagement and Inclusivity**
- Introducing Indigenous perspectives in required Economics courses helps foster an inclusive learning environment and supports student awareness of diverse economic experiences and ways of knowing.

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- Concrete Next Step: Encourage students to attend workshops, training sessions, and related learning opportunities offered by the University of Windsor that promote awareness of Indigenous perspectives and ways of knowing.

While not all Economics courses include explicit Indigenous learning outcomes, the department’s strategy emphasizes early exposure, critical engagement, and gradual expansion of Indigenous perspectives throughout the curriculum. This approach aligns with the Truth and Reconciliation Commission’s Calls to Action related to education and with the University of Windsor’s principles on Indigenous education, while remaining appropriate to the disciplinary context of Economics.

References:

1. [Indigenous Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\)](#).
2. [Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\)](#).
3. [Video Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh and Gavin Bayn, Economics major student, Department of Economics, University of Windsor \(2025\)](#)
4. 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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
5. 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 <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
Analyze the statistical properties of financial time series data.  Apply appropriate econometric methods to study financial markets, linking empirical models to economic theory and real-world contexts.	A the acquisition, application and integration of knowledge
Collect, manage, and analyze financial data using econometric software.  Interpret results to support empirical analysis.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Evaluate econometric results in financial applications, assess model assumptions and limitations.	C. critical thinking and problem-solving skills

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
Interpret findings considering economic and financial theory.	
Communicate empirical results clearly using tables, graphs, and quantitative measures, applying economic reasoning.	D. literacy and numeracy skills
Use empirical evidence from financial data to inform the analysis of market behaviour, risk, and policy-relevant issues.	E. responsible behaviour to self, others and society
Present structured empirical analyses in written format, translating quantitative results into clear and meaningful economic interpretations.	F. interpersonal and communications skills
Collaborate effectively in applied data analysis exercises.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Demonstrate readiness for further study in econometrics, financial economics, or related quantitative fields.	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
	25	30	30	30	30

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

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

There is consistent student interest in applied, finance-oriented electives at the third-year level, particularly in courses that combine economic analysis with data and empirical methods. ECON-3140 expands the Department's upper-year applied offerings and provides a bridge between core econometrics training and more specialized financial applications. The introduction of this course is not expected to negatively affect enrolment in existing econometrics or finance courses. Instead, it is anticipated to complement these offerings by providing a focused applied option that strengthens students' quantitative and empirical skills.

**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*

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*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 Economics has three faculty members qualified to teach Financial Econometrics based on expertise in econometrics and financial economics. No additional staffing, space, or financial resources are required.

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

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

The Department has qualified full-time faculty capable of delivering ECON 3140. Depending on overall teaching assignments and enrolment patterns, the course may also be delivered by qualified sessional instructors with appropriate expertise in econometrics or financial economics. The Department does not anticipate any adverse impact on course quality or the student experience.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

<b>Faculty:</b>	None
<b>Staff:</b>	None
<b>GA/TAs:</b>	1 TA/GA assisting with tutorials and student evaluations

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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.*

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

**D.1 Form History** (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

# **Addendum I**

## Indigenous Economics

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**Introduction**

The arrival of settlers resulted in the destruction of and domination over Indigenous economic values and culture, implementing the current market economy utilized today. The Market Economy raises new issues such as isolation, unsustainability and a lack of connectivity, all counter to values that Indigenous peoples have been practicing for generations. The objective is to explore Indigenous economic values, the erasure of them during colonization, and how the

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<sup>1</sup> I would like to thank Swetha Pulenthiran for her contribution in preparing this document, as she carried out the majority of the work.

inclusion of Indigenous peoples and their values into the economic sphere can improve the current market economy. The research draws upon a synthesis of literature by Indigenous authors, and economic theories that include Indigenous values, in particular “*Indigenomics*” by Carol Anne Hilton, MBA that takes an in depth look into the Indigenous economy pre-colonization and the erasure of it post colonization.<sup>2</sup> Indigenous economic principles offer many values such as equity, growth, cooperation, connectivity, sustainability and a social responsibility.<sup>1</sup> The concept of relationship is prominent within the Indigenous economy and is lacking in the current economy. Recognizing and integrating Indigenous economic principles, such as equity, cooperation, sustainability, and a strong sense of social responsibility, into the current market economy, we can pave the way for a more inclusive, equitable, and sustainable economic future that honors both Indigenous wisdom and contemporary needs.

## Indigenous Values in Economy

The Indigenous economy has thrived for generations, guided by a nuanced set of values that align with the Indigenous worldview and emphasize stewardship of the land. A critical analysis by Anne Hilton’s *Indigenomics* narrows it down to 9 distinctions: spirituality, spirit, nature of reality, connectivity, concept of responsibility, time, wealth, ownership and power.<sup>3</sup>

## Indigenous World View

One of the many driving factors of the Indigenous Economy is spirituality. The Indigenous economy, deeply intertwined with spirituality, presents a compelling contrast to the Western economic model<sup>2</sup>. Rooted in place-based systems, it acknowledges profound relationships with land and community, cultivated through generations.<sup>2</sup> Central to the Indigenous worldview is the integration of spiritual and natural realms, emphasizing reciprocity in economic activities. This is a stark contrast to the Western Economy, which is strictly science based, and facts are based on truth rather than emotional connection to others. The Indigenous peoples have no concept of ownership of the lands and are merely the care takers of it. Ownership is considered a collective responsibility to maintain the land for future generations.<sup>2</sup> The capital economy sees ownership as a concept that is individual based and a measure of wealth. The ownership of property revolves around contract, authority and assigning monetary values to assets.<sup>2</sup> The Indigenous approach to the economy, with its emphasis on spirituality, collective stewardship, and intergenerational responsibility, offers a profound and necessary alternative to the individualistic and materialistic values that dominate the Western economic model. By fostering a deep sense of connectivity to the land and community, the Indigenous economy promotes sustainable practices and highlights the importance of maintaining balance and harmony for future generations.

## Connectivity

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<sup>2</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>3</sup>Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

The most important principle in Indigenous values is connectivity. The central operating point, as described by Hilton, is what makes all living things form an integrated whole that is brought into harmony through mutual respect.<sup>4</sup> The saying "All my relations" embodies a profound principle of interconnectedness, signifying the intricate network of relationships with all beings who share an interest in the land. This core value serves as a guiding force for self-management, decision-making, and community dynamics within Indigenous cultures. It emphasizes the collective responsibility and deep respect for all living entities, fostering a holistic approach to managing and nurturing the land and community.<sup>3</sup> An example of this can be seen in the Cree Peoples livelihood economics model; *Pimâcihowin*.<sup>5</sup> This model is deeply rooted in the traditional Cree standard of living, *Pimâtisiwin*, which encompasses ancient concepts of community, governance and sustainability passed down through generations. *Pimâcihowin* reflects a holistic approach that prioritizes collective well-being, community stewardship, and sustainable resource management, ensuring that the Cree way of life is preserved and respected over time.<sup>4</sup>

## Concepts of Wealth and Money

The Indigenous peoples, in retrospect have no concept of money or monetary value. Unlike the capital economy, which main core value in terms of wealth is to earn a profit, the Indigenous peoples view wealth as a process of distributing resources gathered back into the community, to better it.<sup>6</sup> Ownership is a concept that does not exist in Indigenous economies, and is seen as a collective effort, changing the meaning of having the right to an asset to the responsibility for an asset.<sup>5</sup> The Indigenous Peoples' economies were largely subsistence based, gathering resources from ceremonial practices like hunting, fishing and gathering.<sup>7</sup> Surplus of resources to an individual results in trade among different Indigenous groups, to build allyship and broaden their community.<sup>6</sup> This economic activity of distributing and trading resources between different tribes and nations are held in a sacred ceremonious practice in the Northwest Coast Nations called a potlatch.<sup>6</sup> Potlatches are ceremonial events deeply rooted in the cultural traditions of many Indigenous peoples of the Pacific Northwest Coast. These gatherings are characterized by their focus on giving and generosity, where a rich and powerful person's status is measured by how much they give away<sup>8</sup>. In a potlatch, the more gifts one distributes, the higher their social standing becomes, linking wealth directly to acts of giving rather than accumulation<sup>7</sup>. Potlatches serve several significant purposes: they publicly recognize and

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<sup>4</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>5</sup> Jobin, Shalene Wuttunee. *Upholding Indigenous Economic Relationships: Nehiyawak Narratives*. University of British Columbia Press, 2023.

<sup>6</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>7</sup> 1. Synthescape Art Imaging U'mista Cultural Society, "Tradition Vivante, Le Potlatch Kwakwaka'wakw Sur La Côte Nord-Ouest," Tradition Vivante, Le Potlatch Kwakwaka'wakw sur la Côte Nord-Ouest | Living Tradition, The Kwakwaka'wakw Potlatch on the Northwest Coast, accessed June 19, 2024, <https://umistapotlatch.ca/>.

<sup>8</sup> 1. Synthescape Art Imaging U'mista Cultural Society, "Tradition Vivante, Le Potlatch Kwakwaka'wakw Sur La Côte Nord-Ouest," Tradition Vivante, Le Potlatch Kwakwaka'wakw sur la Côte Nord-Ouest | Living Tradition, The Kwakwaka'wakw Potlatch on the Northwest Coast, accessed June 19, 2024, <https://umistapotlatch.ca/>.

reinforce class structure and status, facilitate the transfer of inheritance, rights, and privileges—such as specific songs, dances, crest designs, and the right to wear regalia—and celebrate major life events like marriages and the passing of chief titles.<sup>7</sup> Additionally, potlatches are a time to give thanks to animal spirits and honor the relationships between people and these spiritual entities.<sup>7</sup> These events can last for weeks, filled with ceremonies, feasts, and the exchange of valuable items. Among the most prized possessions at a potlatch are coppers, which record important events and transactions throughout the life of their owner and sometimes their descendants.<sup>7</sup> The value of a copper is traditionally measured in blankets, with one exceptional copper known to be worth nine thousand blankets.<sup>7</sup> Even more treasured than coppers are songs, which are considered the most valuable gifts one can receive. Songs, often passed down to the eldest son within families, represent great cultural wealth and confer high status in the community.<sup>7</sup> Ultimately, the wealthiest individuals in these societies are those who, through the grand act of giving at a potlatch, demonstrate their ability to provide for others and thereby gain immense respect and honor.<sup>7</sup> Unlike the capital economy, where wealth is defined by the accumulation of assets and profit, Indigenous economies prioritize the collective well-being and distribution of resources. The potlatch, as a ceremonial practice, encapsulates this ethos by celebrating the act of giving as a measure of status and power. These events not only reinforce social structures and cultural heritage but also serve as vital mechanisms for the redistribution of resources within and among communities. Through the potlatch, Indigenous peoples honor their relationships with both the natural world and their fellow human beings, embracing a communal responsibility towards assets rather than individual ownership. This system of wealth, rooted in generosity and community solidarity, underscores the deep-seated values of reciprocity and respect that are integral to Indigenous cultures.<sup>8</sup> Thus, the potlatch stands as a testament to an economic philosophy that values the enrichment of the community over personal gain, fostering strong bonds and mutual support among Indigenous peoples.<sup>9</sup>

## Responsibility and Accountability

Responsibility is seen as an important value in the Indigenous world view and one of the most important principles in the Indigenous world view. Responsibility is heavily intertwined with resources, with resources being viewed as a relation.<sup>10</sup> Responsibility is seen as a way to limit risk and liability in economic activities. Risk management and liability reduction are utilized with the concept of responsibility. **Responsibility to the Indigenous peoples involves reality and the spiritual world**, with decision making relying on spiritual factors.<sup>11</sup> The definition of liability and risk differs from the capital economy, Risk and liability in the capital economy can be reduced using money, and is linked to externalities such as government regulations.<sup>10</sup>

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<sup>9</sup> . Synthescape Art Imaging U'mista Cultural Society, "Tradition Vivante, Le Potlatch Kwakwaka'wakw Sur La Côte Nord-Ouest," Tradition Vivante, Le Potlatch Kwakwaka'wakw sur la Côte Nord-Ouest | Living Tradition, The Kwakwaka'wakw Potlatch on the Northwest Coast, accessed June 19, 2024, <https://umistapotlatch.ca/>.

<sup>10</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>11</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

The idea of risk equates to the lack of care in the Indigenous economy, especially the lack of care toward the land and its resources.<sup>10</sup> Accountability is demonstrated on the different bases that the Indigenous economy is run on. The Indigenous economy operates and is rooted on the basis of place, the future and spirituality which necessitates a strong sense of accountability to the land.<sup>10</sup> Decision making about the use of resources revolves around the long-term impact for seven generations after.<sup>10</sup> The Indigenous world view of time, contrary to the capital economy, is nonlinear.<sup>11</sup> The present is based on thinking of the future, which nurtures accountability of resources to be able to be sustainable.<sup>12</sup> These decisions are made on resources collected in the region. The Indigenous economic practices are based on the place, and the recognition of origin as a relationship to a space and people through the deep and lasting connection to said place.<sup>11</sup> The Indigenous daily economic activities depend on the region, seasonal patterns for food which resulted in the division of labour between Indigenous peoples residing there.<sup>13</sup> The most important and necessary aspect of all Indigenous doctrines, values and economic practices and values is that they are created for the betterment of enhancing the spiritual components of life.<sup>14</sup> There is a reciprocal relationship between economic interactions and modes of subjectivity, often described as "relations to the land" and "relations with the land." The spiritual connection to the land profoundly influences Indigenous identity and the responsibilities that are embraced.<sup>13</sup> In essence, the Indigenous world view intertwines responsibility, spirituality, and deep connections to the land, fostering a sustainable and accountable approach to economic practices that honor both the present and future generations.

## Effect of colonization

### Fur Trade

The fur trade is one of the first activities where Indigenous communities were exposed to monetary value and the concept of money. This was also one of the first methods in which Indigenous peoples were included in the economy and played a major part in it. The fur trade was built upon the foundations of trade networks, commerce, and political systems Indigenous peoples practiced within Canada.<sup>15</sup> Indigenous peoples played a major role in the fur trade by participating as trappers, traders and suppliers and collected product using traditional hunting methods.<sup>15</sup> The fur trade compelled Indigenous peoples to alter their traditional nomadic patterns.<sup>16</sup> The high demand for labor from Indigenous hunters by European settlers left little to no resources for personal use, forcing Indigenous communities to depend on the British for

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<sup>12</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>13</sup> Frank Trovato, "Economic Conditions of Indigenous Peoples in Canada," The Canadian Encyclopedia, September 31, 2022, <https://www.thecanadianencyclopedia.ca/en/article/aboriginal-people-economic-conditions>.

<sup>14</sup> Jobin, Shalene Wuttunee. *Upholding Indigenous Economic Relationships: Nehiyawak Narratives*. University of British Columbia Press, 2023.

<sup>15</sup> Indigenous Economic History and Relations in Canada," Canadian Council for Aboriginal Business, accessed July 15, 2024, <https://www.ccab.com>.

<sup>16</sup>The isabel project, "Alliances, Conflict, and Effects of the Fur Trade," The Aboriginals of Canada, accessed July 15, 2024, <https://isabelaboriginalproject.weebly.com/alliances-conflict-and-effects-of-the-fur-trade.html>.

food.<sup>17</sup> This changed the Indigenous economy to stray away from the community-based economy, to be more focused on profit and individual gain.<sup>16</sup> As the fur trade developed into an economic success, tension arose between the British and the French which resulted in military conflicts. This prompted Indigenous men to join military alliances and support the British in these battles over land.<sup>16</sup> The fur trade was the first gateway to Indigenous economic practices in the capital economy, but it ultimately destroyed the traditional values and led to conflict between Indigenous groups. The fur trade marked a pivotal introduction of Indigenous communities to the capital economy, yet it profoundly disrupted their traditional lifestyles and values, leading to dependency, conflict, and a shift towards profit-driven economic practices.

## Indian Act

The Indian Act is one of the few pieces of legislation enacted by the Canadian government that is solely based on race, specifically targeting Indigenous peoples.<sup>18</sup> In 1867, The Indian Act was established to systematically push Indigenous peoples out of society and the economy. The Indian Act has served as an Economic Apartheid, as Hilton states.<sup>17</sup> This legislation pushed Indigenous Communities off their land and into reserves, which limited Indigenous economic practices drastically.<sup>17</sup> The Indian Act divided Indigenous peoples into status and non-status categories, ultimately undermining their communal values and causing significant economic regression for Indigenous communities.<sup>17</sup> Highly important economic practices such as the Potlatch have been banned, with the purpose of preventing Indigenous peoples from being “civilized”.<sup>19</sup> The ban, which was in effect from the 1800s until it was lifted in the 1950s, resulted in a prolonged period of generational trauma, cultural loss, and the destruction of traditional Indigenous values. This has led Indigenous peoples to being ostracized from the capital economy, being considered to be a part of the negative statistics of the economy.<sup>20</sup> This created a very large socio-economic gap and has pushed Indigenous peoples to be grouped as another percentage in statistics about mental health, drug use, and poverty rates.<sup>19</sup> The legacy of the Indian Act continues to cast a long shadow, perpetuating the socio-economic disparities and marginalization of Indigenous peoples in Canada. Today, Indigenous communities are granted the right to be able to practice traditional hunting and fishing practices, but are restricted from selling the bounty in order to make a living in the capital economy.<sup>19</sup> Addressing these historical injustices requires integrating Indigenous values and practices into the broader economy, paving the way for economic reconciliation and greater inclusion.

## Inclusion of Indigenous Values into the Market Economy

Economic growth in the market economy is drastically different from growth in the Indigenous economy. Growth in the capital economy revolves on the lack of attention to externalities such as the environmental impact, over-consumption and exclusion of minorities

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<sup>17</sup> The Isabel project, “Alliances, Conflict, and Effects of the Fur Trade,” The Aboriginals of Canada, accessed July 15, 2024, <https://isabelaboriginalproject.weebly.com/alliances-conflict-and-effects-of-the-fur-trade.html>.

<sup>18</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>19</sup> Synthescape Art Imaging U'mista Cultural Society, “Tradition Vivante, Le Potlatch Kwakwaka'wakw Sur La Côte Nord-Ouest,” Tradition Vivante, Le Potlatch Kwakwaka'wakw sur la Côte Nord-Ouest | Living Tradition, The Kwakwaka'wakw Potlatch on the Northwest Coast, accessed June 19, 2024, <https://umistapotlatch.ca/>.

<sup>20</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

and vulnerable persons which results in isolation and unsustainability. The inclusion of Indigenous values and Indigenous peoples into economic activities can steer the course of economic growth to a more sustainable economy with a focus on well-being. Drawing upon alternative economic models by Manfred Max Neef's Barefoot Economics and the relational economy, current concerns of the market economy's lack of care for environmental externalities can be addressed. Incorporating Indigenous values and perspectives into economic activities offers a vital path toward sustainable and inclusive growth, aligning economic success with environmental stewardship and the well-being of all communities.

## Reduction of Isolation

The capital economy traditionally emphasizes competition over collaboration. Integrating Indigenous perspectives into this system can fundamentally shift economic growth from being solely profit-driven to focusing on community well-being. Instead of placing Indigenous communities and corporations in adversarial positions, involving Indigenous people in project evaluation and approval processes can lead to more balanced and inclusive decision-making, particularly for complex political issues like pipelines and other major developments.<sup>22</sup> The Indigenous economy is experiencing rapid growth, outpacing the Canadian economy, due to its emphasis on human-centric values such as philanthropy, equitable ownership, social finance, and investments in clean energy technology.<sup>22</sup> In addition to fostering sustainable practices, the Indigenous worldview promotes a sense of interconnectedness and communal responsibility that can help reduce social and economic isolation. By prioritizing relationships and the well-being of the collective over individual gain, Indigenous economic models encourage greater inclusivity and participation across all sectors of society.<sup>22</sup> This holistic approach counters the alienation often found in market-driven economies, where individuals and communities can feel disconnected from the economic processes that affect them. Market citizenship, a concept allowing economic power to determine access to rights and privileges, has inflicted significant harm on Indigenous communities. This model enables rights to be acquired not through legal or communal membership, but by those who can afford to pay the price.<sup>21</sup> Such an approach undermines the notion that citizenship and participation should be based on inherent or state-granted rights. For Indigenous peoples, who seek meaningful self-determination and connection to their land and culture, being forced into a liberal version of citizenship based on market values erodes their traditional ways of life and communal bonds.<sup>22</sup> In contrast, the Indigenous worldview inherently rejects the commodification of rights and privileges. It supports a more inclusive and equitable form of economic participation, where the focus is on collective well-being and stewardship rather than individual wealth accumulation. By embedding Indigenous principles into broader economic frameworks, societies can move toward a more inclusive model that recognizes and values the contributions of all members, regardless of their financial means. This shift can help dismantle barriers to participation and create an economy that supports and uplifts marginalized and vulnerable groups, fostering a more connected and cohesive society.

## Sustainability

Involving Indigenous peoples in the conversation of economic activity is a strategic advantage. Implementing the Indigenous perspective provides a better understanding on the land, resource

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<sup>21</sup> Stephanie J. Nawyn, "Everyday Sociology Blog: Market Citizenship and Occupying Personhood," everyday sociology, 2012, <https://www.everydaysociologyblog.com/2012/01/market-citizenship-and-occupying-personhood.html>.

<sup>22</sup> Jobin, Shalene Wuttunee. *Upholding Indigenous Economic Relationships: Nehiyawak Narratives*. University of British Columbia Press, 2023.

management and the facilitation of collaboration and co-management<sup>23</sup>. Inclusion of Indigenous peoples can help organizations be able to meet the ESG quota. ESG, also known as Environmental, Social and Governance is a framework which showcases how an organization is being sustainable pertaining to the environmental, social, and governance criteria<sup>24</sup>. This takes on a holistic view, one that Indigenous peoples have been practicing for generations. Indigenous communities deeply honor the land and its resources by practicing sustainable use and ensuring they take no more than necessary, in stark contrast to the overconsumption prevalent in the capital economy. Integrating Indigenous perspectives into projects, especially those emphasizing Environmental, Social, and Governance (ESG) considerations, can significantly enhance their outcomes.<sup>25</sup> Indigenous values prioritize environmental stewardship and the balance between economic returns and the ecological impact of a project on land, air, and water.<sup>24</sup> This approach not only fosters more sustainable practices but also ensures that economic activities are aligned with long-term ecological health. Additionally, Indigenous communities emphasize the social impacts of projects, advocating for the well-being of their people and providing robust governance frameworks that safeguard their interests and cultural heritage.<sup>24</sup> This holistic view can guide economies towards more sustainable, inclusive, and responsible growth.<sup>24</sup>

## Indigenous Economy Compared to Alternative Economic Models

The Indigenous economy inspired alternative economic models that address the issues of the capital economy. Models such as Manfred Max-Neef's Barefoot Economics and the Relational Economy draw from Indigenous values to offer more sustainable and equitable approaches. Manfred Max-Neef, a Chilean economist and founder of the Barefoot Economy, outlines five key principles for a more humane economic model.<sup>26</sup> These principles assert that the economy should serve the people; development should focus on human well-being; growth is not synonymous with development; true development does not necessarily require growth; no economy can exist without ecosystem services; and the economy is a subsystem of a larger, finite ecological system.<sup>27</sup> Max Neef's Barefoot Economy came out of his research into economic activities in rural areas in Latin America such as the jungle which is home to many Indigenous groups.<sup>19</sup> The Barefoot Economy is an economy which experiences aspects like poverty and production factors, which Max-Neef calls "outside looking in." He stresses the need for a cultured economist, those who know the history of the people, where they come from and how ideas originated to humanize the economy.<sup>28</sup> This is in line with the Indigenous economy that strives to be collaborative and not build relationships solely based on market interests, but involves holistic decision making. The Indigenous economic values also align with the Relational Economy as it involves the coordination or cooperation of events. Implementing relational transactions is governed by various mechanisms. These can include contracts, norms,

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<sup>23</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>24</sup> CFI. "A Management and Analysis Framework to Understand and Measure How Sustainably an Organization Is Operating." 1 Accessed July 3, 2024. <https://corporatefinanceinstitute.com/resources/knowledge/other/esg-framework/>.

<sup>25</sup> Institute for Sustainable Finance, "ISF - Indigenous Economic Reconciliation," The Institute for Sustainable Finance - Resources - Sustainable Finance Primer Series, accessed July 8, 2024, <https://smith.queensu.ca/centres/isf/resources/primer-series/indigenous-economic-reconciliation.php>.

<sup>26</sup> Olbios, "Barefoot Economics," Olbios, January 5, 2022, <https://olbios.org/barefoot-economics>

<sup>27</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>28</sup> Olbios, "Barefoot Economics," Olbios, January 5, 2022, <https://olbios.org/barefoot-economics>

and informal agreements. Unlike purely market-based transactions, relational transactions often rely on trust and social ties.<sup>29</sup> This approach resonates with Indigenous values, where economic activities are rooted in community relationships and mutual respect.<sup>22</sup> Both coordination and cooperation are integral to relational transactions, highlighting the interaction between parties, a distinction not typically made in standard economics where these concepts are assumed to be identical. From a theoretical standpoint, Relational Economics can be seen as addressing how competitors can solve cooperation problems for the benefit of all parties involved, a concept deeply embedded in Indigenous economic practices.<sup>22</sup> However, there is a risk factor in Relational Economics, as the scope of creating these relationships depends on the actors involved and their willingness and ability to cooperate.<sup>22</sup> Indigenous values inherently promote this willingness and ability, fostering strong community ties and collective well-being. By observing Indigenous values and adopting principles from models like the Barefoot Economy and Relational Economy, we can address the flaws of the capital economy and move towards a system that emphasizes human well-being, environmental sustainability, and collaborative decision-making.

## Economic Reconciliation (Conclusion)

The market economy, in its current form, often excludes Indigenous peoples, whether through neoclassical or socio-economic practices. Despite this, the Indigenous economy is one of the fastest-growing sectors, projected to reach a \$100 billion target—a growth largely overlooked in traditional data collection methods.<sup>30</sup> The Canadian Community Well-Being Index is one of many measures of well-being and happiness that omit certain dimensions of happiness that are sacred to Indigenous peoples such as spirituality. Incorporating Indigenous economic values into the current economy, after generations of economic colonization, is essential. This integration can address significant issues on a human level, fostering a more inclusive and equitable economic system. Economic reconciliation represents a modern approach to this integration, advocating for the inclusion of Indigenous peoples in economic spaces. This process redefines the economy, making it more inclusive and bridging the economic gaps between marginalized groups. In 2020, the Indigenous GDP contributed to 2.2% of the Canadian GDP, an invisible portion of Canada's economy, and to accurately report on economic statistics it is crucial to include Indigenous peoples into the conversation<sup>31</sup>. Hilton defines Indigenous Economics as a platform to connect the GDP, set targets, and support wealth generation within communities.<sup>29</sup> Embracing Indigenous economic principles can pave the way for a more inclusive, sustainable, and human-centric economy. This is not just a moral imperative but a practical one for a thriving, interconnected future. In economics research, it is essential to recognize the value of diverse economic paradigms. Indigenous economic principles offer unique insights into sustainability, community well-being, and equitable growth—areas where traditional economic models often fall short.<sup>29</sup> Researching and integrating these principles can

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<sup>29</sup> Josef Wieland, "Introduction: Relational Economy and Economic Theory," SpringerLink, January 1, 1970, [https://link.springer.com/chapter/10.1007/978-3-030-45112-7\\_1](https://link.springer.com/chapter/10.1007/978-3-030-45112-7_1).

<sup>30</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

<sup>31</sup> Bank Of Canada, "An Overview of the Indigenous Economy in Canada," Bank of Canada, accessed July 17, 2024, <https://www.bankofcanada.ca/wp-content/uploads/2023/10/sdp2023-25.pdf>.

lead to more comprehensive and holistic economic models. It can also enhance understanding of how economies function within different cultural contexts, providing valuable lessons in resilience, adaptability, and interconnectedness. By expanding the economic scope to include Indigenous economic practices, we not only honor the contributions of Indigenous peoples but also enrich our field with innovative approaches to solving contemporary economic challenges.

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## **Addendum II**

### Indigenous Economics vs. Market Economics

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**Introduction**

Indigenous economics reflects the unique worldview, values, and philosophies of Indigenous communities across the world. Rooted in principles of interconnectedness, reciprocity, and sustainability, Indigenous economic systems prioritize the well-being of the community and the environment over individual wealth accumulation. Unlike mainstream market economies, Indigenous economics seeks balance and harmony, recognizing that economic activity is deeply intertwined with cultural, spiritual, and ecological dimensions of life.

At its core, Indigenous economics is guided by the understanding that land, water, and natural resources are not commodities to be owned or exploited, but rather sacred gifts to be cared for and shared collectively. The goal is to ensure that economic practices contribute to the flourishing of the land and the people, fostering resilience for future generations.

This approach to economics is not static; it evolves over time while preserving traditional knowledge and adapting to new challenges. By blending innovation with ancestral wisdom, Indigenous communities continue to build sustainable economic models that reflect their cultural values and respect for nature's limits.

Indigenous economics contrasts sharply with the dominant market economy, which prioritizes profit maximization, competition, and individual gain. Although the market economy has been the major force of driving economic growth globally, its resulting negative impact has reached to a point that threaten the very existence of human civilization.

By exploring these two economic systems, we can better understand how different worldviews shape the way societies interact with their environments and structure their economies. Also, we could find remedies to the problems we are currently facing under the market economic system.

## 1. Core Values and Goals

### **Core Values and Goals of Indigenous Economics**

Indigenous economic systems are deeply rooted in the principles of sustainability, reciprocity, cooperation, and the collective well-being of the community. These values shape how Indigenous communities interact with their environments and manage resources. The core values and goals of Indigenous economics reflect a holistic approach that prioritizes harmony with nature and long-term stewardship over short-term profits.<sup>1</sup>

#### 1. Sustainability and Environmental Stewardship

A cornerstone of Indigenous economics is the belief that the land, water, and natural resources are sacred and must be preserved for future generations. Economic activities are conducted with a focus on maintaining the health of ecosystems, ensuring that natural resources are used responsibly and replenished.

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<sup>1</sup> Hilton, Carol Anne. *Indigenomics: Taking a Seat at the Economic Table*. Gabriola Island, BC: New Society Publishers, 2021

## 2. **Reciprocity and Mutual Exchange**

Reciprocity is a guiding principle in Indigenous economies, where economic exchanges are based on mutual benefit rather than competitive advantage. This creates a cycle of giving and receiving that strengthens community bonds and ensures the equitable distribution of resources. Sharing and generosity are seen as essential to maintaining social harmony.

## 3. **Collective Well-Being and Community Prosperity**

Indigenous economic models emphasize the well-being of the entire community rather than individual wealth accumulation. Prosperity is measured by the strength of relationships, the health of the land, and the ability of all members to thrive. Success is defined by the resilience and prosperity of the collective, with individuals contributing to and benefiting from communal resources.

## 4. **Cultural and Spiritual Connection to the Land**

Economic activities are closely tied to cultural practices and spiritual beliefs that reinforce the connection between people and the land. This cultural framework encourages respect for nature and recognizes the intrinsic value of all living things. Traditional ecological knowledge (TEK) plays a vital role in guiding sustainable practices and land management.

## 5. **Long-Term Perspective**

Indigenous economics operates with a long-term perspective, ensuring that economic decisions are made with future generations in mind. This "Seven Generations" philosophy encourages decision-makers to consider how their actions will impact the environment and community decades into the future, fostering resilience and sustainability.

### **Core Values and Goals of Market Economics**

#### 1. Prioritizes Profit Maximization, Competition, and Individual Gain

In a market economy, profit maximization is the driving force behind most economic activities. Businesses aim to increase revenues and reduce costs, focusing on achieving the highest financial returns. Competition plays a crucial role, pushing firms to innovate, improve efficiency, and provide better goods and services to attract consumers. The system also emphasizes individual gain, motivating entrepreneurs and investors to take risks and pursue opportunities that yield personal financial success.

#### 2. Values Economic Growth, Efficiency, and Productivity

Economic growth is a cornerstone of the market economy, often measured by increased output, consumption, and national income. Efficiency is a key objective, ensuring resources are allocated to their most productive uses with minimal waste. Productivity, which measures the efficiency of labor, capital, and resources, is critical for sustaining long-term growth and maintaining competitive advantages in a globalized economy.

### 3. Wealth Measured by Material Accumulation and GDP

Wealth in a market economy is commonly assessed through material accumulation, including assets, property, and financial capital. Gross Domestic Product (GDP) serves as the primary indicator of economic success, reflecting the total value of goods and services produced within a country. This focus on measurable outputs underscores the system's prioritization of tangible economic growth and wealth generation.

## 2. Resource Management

### Resource Management: Indigenous Economics

#### 1. Views Resources as Sacred and Interconnected

In Indigenous economies, resources like land, water, and wildlife are regarded as sacred and deeply interconnected with all aspects of life. They are seen not merely as commodities but as gifts that carry spiritual significance and responsibilities. This worldview emphasizes the interconnectedness of humans, nature, and the cosmos, fostering a sense of stewardship and care for the environment.

#### 2. Favors Subsistence, Conservation, and Balance Over Exploitation

Indigenous economic practices prioritize subsistence and conservation, focusing on meeting the community's needs without depleting resources. The goal is to maintain balance and harmony with nature, ensuring that economic activities do not disrupt ecological systems or exhaust natural resources. Exploitation for short-term gain is avoided in favor of sustainable practices that support long-term resilience and well-being.

#### 3. Shared Access to Land and Natural Resources

Land and natural resources in Indigenous economies are typically viewed as communal assets rather than private property. Access to these resources is shared within the community, reflecting principles of reciprocity and collective responsibility. This approach ensures equitable distribution and promotes cooperation, strengthening social bonds and fostering a sense of unity and mutual support.

### Resource Management: Market Economics

#### 1. Treats Resources as Commodities for Extraction and Sale

In a market economy, natural resources are primarily viewed as commodities to be extracted, processed, and sold for profit. Their value is determined by market demand, often prioritizing financial gain over ecological or cultural significance. This perspective encourages the commercialization of resources, focusing on their economic potential rather than their intrinsic or environmental worth.

#### 2. Driven by Private Ownership and Resource Control

Private ownership is a fundamental principle in market economies, where individuals or corporations control land, resources, and capital. This system incentivizes resource exploitation, as owners seek to maximize profits from their assets. Resource control is concentrated in the hands of those with capital, creating a competitive environment where access and decision-making are often dictated by market dynamics.

### **3. Often Leads to Overconsumption and Depletion**

The market economy's emphasis on growth and profit can lead to overconsumption and resource depletion. As businesses and consumers pursue short-term economic gains, natural resources are often exploited at unsustainable rates, resulting in environmental degradation and loss of biodiversity. Without regulatory measures, this system can undermine long-term ecological health and the availability of resources for future generations.

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## **3. Decision-Making**

### **Decision-Making: Indigenous Economics:**

#### **1. Decisions Are Often Made by Consensus and with Consultation of Elders and Community Members**

In Indigenous economies, decision-making is typically a collective process that involves input from elders and community members. Elders, as keepers of traditional knowledge and wisdom, play a vital role in guiding discussions and ensuring decisions align with cultural values and practices. This consensus-driven approach fosters inclusivity, strengthens community bonds, and ensures that economic activities reflect the collective interests and well-being of the entire community.

#### **2. Takes into Account Generational Impacts (Seven Generations Principle)**

A key principle in many Indigenous economies is the consideration of long-term impacts, often framed as the "Seven Generations principle." This approach emphasizes making decisions that benefit not only the current generation but also future ones, extending at least seven generations into the future. By prioritizing sustainability and foresight, this principle ensures that economic practices support ecological health, cultural continuity, and community resilience over the long term.<sup>2</sup>

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<sup>2</sup> The Seven Generation stewardship originated from the Great Law of the Iroquois Nation.<sup>1</sup> It calls for humans to live with the seventh generation in the future in mind and make decisions that will benefit the humans to come. Oftentimes, this stewardship refers to the environment, but it can extend to other connections that may increase the welfare of future generations.<sup>2</sup> Being around 175 years in the future, the concept encourages individuals to think

## Decision-Making: Market Economics:

### 1. Decisions Are Made by Individuals, Corporations, or Governments Based on Short-Term Returns and Efficiency

In a market economy, decisions are typically made by individuals, corporations, or governments, with a strong focus on short-term returns and efficiency. Businesses prioritize profitability, aiming to quickly capitalize on market opportunities, while individuals seek personal financial gain. Governments may intervene to regulate or facilitate economic activity, but the overarching goal remains optimizing immediate economic performance. The emphasis on short-term gains often leads to a focus on immediate results rather than long-term sustainability or broader social and environmental considerations.

### 2. Market Forces Like Supply and Demand Drive Choices

Market forces such as supply and demand play a central role in driving economic decisions in a market economy. Prices are determined by the balance between the availability of goods and services (supply) and consumer desire for them (demand). When demand exceeds supply, prices rise, prompting businesses to increase production. Conversely, if supply surpasses demand, prices fall, and businesses may reduce output. This dynamic guides consumer behavior and production decisions, shaping the overall economic landscape.

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## 4. Ownership and Distribution

### Ownership and Distribution: Indigenous Economics:

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about how the present affects the world of future generations. Elise M. Boulding expands the Seven Generation stewardship by emphasizing the connection between the present, future, and past.<sup>3</sup> By considering the oldest person in one's life touching an infant and then that infant growing up to touch another infant, Boulding illustrates how an individual's existence spans a vast timeline, linking multiple generations, both past and future. This principle invites humankind to live intentionally by linking the future to the present.

1 "Iroquois Constitution". *www.indigenouspeople.net*. Retrieved 2019-01-11.

2 Christopher Vecsey; Robert W. Venables, eds. (1 December 1980). "An Iroquois Perspective". *American Indian Environments: Ecological Issues in Native American History*. New York: Syracuse University Press. pp. 173–174. ISBN 9780815622277.

3 Boulding, Elise (1988). *Building a global civic culture : education for an interdependent world*. New York : Teachers College Press. pp. 3–5. ISBN 0-8156-2487-5. OCLC 854687686.

## **1. Emphasizes Collective Ownership and Redistribution of Wealth**

In Indigenous economies, resources and wealth are often viewed as collective assets rather than private property. Land, water, and natural resources are shared within the community, with a strong emphasis on ensuring that wealth is redistributed to support the well-being of all members. This system is rooted in the belief that prosperity should benefit everyone, particularly those who are vulnerable or in need, rather than being concentrated in the hands of a few. This approach fosters social equity and reinforces community ties, as wealth is used to enhance the collective good.

## **2. Practices Gift Economies and Mutual Aid Systems**

Indigenous economies often operate on the principle of gift economies, where goods and services are exchanged based on reciprocity rather than monetary transactions. This system is rooted in the idea that relationships, not profit, are the foundation of economic activity. Gifts are given freely, without expectation of immediate return, creating a cycle of mutual support and shared responsibility. Mutual aid systems further strengthen community resilience, where members help one another in times of need, reinforcing the values of cooperation, solidarity, and collective well-being. This system contrasts with market economies by prioritizing social bonds over individual wealth accumulation.

### **Gift Giving and Potlatch**

The potlatch is a ceremonial event deeply rooted in the cultures of Indigenous peoples along the Pacific Northwest Coast of North America, including the Tlingit, Haida, Tsimshian, Kwakwaka'wakw, and Coast Salish. Central to the potlatch is the practice of gift-giving, which serves as a mechanism for distributing wealth, reinforcing social structures, and fostering economic reciprocity. This unique system challenges conventional Western notions of economics by prioritizing communal well-being, social bonds, and cultural values over individual accumulation of wealth.

Potlatches are grand events involving feasting, dancing, singing, storytelling, and the exchange of gifts. They mark significant life events such as marriages, births, deaths, and the ascension of a new chief. The host, often a leader or a family, organizes the event and gives away wealth in the form of blankets, food, tools, or other valuable items. These gifts are not merely acts of generosity but also affirm the host's status and responsibility within the community.

The scale of a potlatch often reflects the host's wealth and influence. However, the redistribution of goods ensures that resources circulate within the community, reducing economic disparities and strengthening social cohesion.

Gift-giving in the potlatch system operates on principles of reciprocity and obligation. When a host gives a gift, it creates a social bond and an implicit obligation for the recipient to

reciprocate in the future. This cycle of giving and returning fosters interconnectedness and mutual support, aligning economic activities with social relationships and cultural values.

Unlike Western capitalist systems, where economic value is measured by accumulation and market transactions, Indigenous economies emphasize the circulation of goods and the relationships they foster. Wealth is not hoarded but shared, reflecting a worldview that prioritizes collective prosperity and harmony with the environment.

The potlatch is more than an economic institution; it is a cultural and spiritual practice. It reinforces identity, lineage, and the interconnectedness of community members. The ceremonial aspects—such as storytelling and dancing—serve to transmit cultural knowledge, histories, and values across generations.

Colonial authorities, misunderstanding the potlatch's significance, banned it in the late 19th and early 20th centuries in both Canada and the United States, viewing it as wasteful and antithetical to capitalist ideals. This ban disrupted Indigenous economies and cultural practices, but communities continued potlatching covertly. The prohibition was lifted in the mid-20th century, and potlatches have since experienced a revival as a symbol of cultural resilience and sovereignty.

Today, the potlatch continues to be a vital cultural and economic institution in Indigenous communities. It represents an alternative framework for understanding wealth and economics—one rooted in sustainability, reciprocity, and communal well-being. As global interest in alternative economic models grows, the potlatch offers valuable insights into how economies can function to support both human and environmental flourishing.

In essence, the potlatch challenges us to rethink wealth, success, and economic relationships by centering the values of generosity, connection, and shared prosperity.<sup>3</sup>

### **Ownership and Distribution: Market Economics:**

#### **Private Property in Market Economies**

Private property refers to the legal right of individuals or entities to own and control assets, land, capital, and goods. This system incentivizes productivity, innovation, and investment,

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<sup>3</sup> Potlatch: Article by [René R. Gadacz](#) Published Online February 7, 2006 Last Edited June 7, 2024 [https://www.thecanadianencyclopedia.ca/en/article/potlatch?utm\\_source=chatgpt.com](https://www.thecanadianencyclopedia.ca/en/article/potlatch?utm_source=chatgpt.com)

Potlatch, Wikipedia, [https://en.wikipedia.org/wiki/Potlatch?utm\\_source=chatgpt.com](https://en.wikipedia.org/wiki/Potlatch?utm_source=chatgpt.com)

as owners can profit from their assets. The protection of property rights is considered essential for economic growth, fostering competition and driving market efficiency.

However, the accumulation of private property can lead to disparities. As wealth grows, it often enables further acquisition of assets, reinforcing the power of property owners. This dynamic can create barriers for those without capital, perpetuating cycles of poverty and limiting social mobility.

### **Wealth Concentration and Inequality**

Market economies naturally facilitate wealth accumulation among those with initial advantages, leading to uneven wealth distribution. Several factors contribute to this:

- **Capital Accumulation:** Wealth generates returns through investments, rents, and business growth, allowing the wealthy to amass more wealth over time. In contrast, those without capital must rely on wages, which often grow at slower rates than returns on investments.
- **Inheritance and Generational Wealth:** Wealthy families pass down property and financial assets, creating generational advantages that compound over time, while others start from lower economic positions.
- **Market Power and Monopolies:** Larger firms with significant market control can outcompete smaller players, further concentrating wealth.
- **Wage Gaps:** Disparities in wages, driven by education, access to opportunities, discrimination, and labor market conditions, exacerbate wealth inequality.

### **Economic and Social Implications**

Uneven wealth distribution can lead to several adverse effects:

- **Social Unrest and Instability:** High inequality often correlates with social discontent, reduced trust in institutions, and political polarization.
- **Reduced Economic Mobility:** When wealth is concentrated, access to resources like quality education, healthcare, and housing is limited for lower-income populations, restricting upward mobility.
- **Political Influence:** Wealthy individuals and corporations can exert significant influence on political systems, shaping policies that protect their interests, further entrenching inequality.

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## **5. Labor and Work**

## **Labor and Work: Indigenous Economics:**

### **1. Labor is Often Viewed as Community Service, Cultural Duty, or Spiritual Practice**

In Indigenous economies, labor is not merely seen as a means to earn a living or accumulate wealth; it is often considered a form of **community service, cultural duty, or spiritual practice**. Engaging in work is tied to a sense of responsibility to the community, the land, and future generations. For many Indigenous peoples, labor is also connected to maintaining harmony with the natural world and fulfilling spiritual obligations. Whether through hunting, farming, crafting, or other forms of work, individuals contribute to the well-being of their community while honoring traditions and cultural practices.

### **2. Work is Tied to Cultural Preservation and Social Cohesion**

Work in Indigenous economies is deeply intertwined with **cultural preservation** and **social cohesion**. Tasks and roles are often rooted in tradition and are passed down through generations, ensuring that cultural knowledge, skills, and practices are preserved and shared. This connection to cultural identity fosters a sense of unity within the community, as everyone plays a role in sustaining and strengthening cultural practices and social bonds. Work is seen as a collective effort to maintain the integrity of the community and its cultural heritage, reinforcing interconnectedness and shared purpose.

## **Labor and Work: Market Economics:**

### **1. Labor is a Commodity Sold for Wages**

In a market economy, labor is treated as a commodity that is bought and sold in the labor market. Individuals offer their skills, time, and effort in exchange for wages, which are determined by supply and demand. The value of labor is typically based on factors like skill level, education, and market demand for specific jobs. The primary goal for most workers is to earn enough income to support their personal needs and desires, with labor being a key factor in the production of goods and services for the economy.

### **2. Employment is Typically Driven by Competition and Specialization**

Employment in a market economy is often shaped by **competition** and **specialization**. Workers compete for jobs based on their qualifications, experience, and ability to perform specific tasks. Specialization leads to a division of labor, where individuals focus on narrow areas of expertise, increasing productivity and efficiency. This system allows for higher levels of output and innovation, but it can also create job insecurity and inequality, as certain specialized skills are in higher demand than others. Ultimately, the drive for specialization encourages efficiency but may limit opportunities for those without the required expertise or qualifications.

## 7. Social Relationships

### Social Relationships: Indigenous Economics:

#### 1. Prioritizes Kinship, Interdependence, and Reciprocity

In Indigenous economies, **kinship**, **interdependence**, and **reciprocity** are central principles that guide economic activity. Rather than focusing on individual gain, economic practices are rooted in the collective well-being of the community. Kinship ties shape relationships and influence economic decisions, ensuring that resources and support are shared among family and extended community members. Interdependence emphasizes the mutual reliance of individuals, families, and groups on each other for survival and prosperity. Reciprocity is a key practice, where exchanges are made with the understanding that giving and receiving are balanced over time, fostering trust and unity within the community.

#### 2. Economic Activity Reinforces Social Bonds and Spiritual Connections

In Indigenous economies, economic activities are not isolated from social and spiritual life. They are deeply intertwined with cultural practices that reinforce **social bonds** and **spiritual connections**. Work is often communal, with tasks like hunting, gathering, or building performed together, strengthening relationships and cooperation. Economic practices are seen as an extension of spiritual values, with respect for the land, animals, and natural resources forming the foundation of these activities. This interconnectedness ensures that economic actions are not only for material benefit but also for nurturing the community's social fabric and honoring spiritual beliefs.

### Social Relationships: Market Economics:

#### 1. Encourages Selfish Individualism and Transactional Relationships

In a market economy, **selfish individualism** is often encouraged, with individuals primarily motivated by their own financial gain and personal success. Economic decisions are based on the pursuit of self-interest, where people make choices that benefit them directly. Relationships tend to be **transactional**, where interactions are driven by the exchange of goods, services, or money. Rather than focusing on mutual care or collective well-being, the system rewards those who prioritize their own economic advantages, often at the expense of broader social or communal ties.

#### 2. Social Interactions Are Often Secondary to Economic Exchange

In a market-driven society, **economic exchange** typically takes precedence over social interactions. Transactions are often seen as the primary means of interaction, with people engaging with one another primarily for financial or material purposes. Social relationships and

community bonds may be secondary to the pursuit of profit and efficiency, leading to a more transactional approach to human interactions. This can diminish the value placed on cooperation, mutual support, and emotional connections, as economic success becomes the dominant goal in people's lives.

### **Conclusion**

Indigenous economics provides an alternative to the competitive and profit-driven nature of market economies by emphasizing sustainability, reciprocity, and collective prosperity. As global communities face pressing environmental and social challenges, Indigenous economic principles offer valuable insights for creating more balanced and equitable economic systems. By integrating the wisdom of Indigenous economic models, societies can work toward a future that values both people and the planet.

**Courses to Program Outcomes: BA in Economics (all courses)**

Course	A PLO 1	A PLO 2	B PLO 3	C PLO 4	C PLO 5	C PLO 6	D PLO 7	E PLO 8	F PLO 9	G PLO 10	H PLO 11	I PLO 12
ECON-1100	I				I	I	I	I				
ECON-1110	I				I	I	I	I				
ECON-2120		I	I	I	I		I				I	
ECON-2210	R				R		R	R				I
ECON-2310	R				R	R		R				
STAT-2910		I										
STAT-2920		I										

**Legends**

**Courses**

- ECON-1100 Introduction to Economics I
- ECON-1110 Introduction to Economics II
- ECON-2120 Intermediate Statistical Methods
- ECON-2210 Intermediate Microeconomics I
- ECON-2310 Intermediate Macroeconomics I
- STAT-2910 Statistics for the Sciences
- STAT-2920 Introduction to Probability

**Program Learning Outcomes (PLOs)**

- PLO 1 Explain economic concepts, problems and solutions.
- PLO 2 Integrate knowledge of economics with statistics in order to estimate economic models.
- PLO 3 Retrieve and evaluate data from a wide range of public data sources.
- PLO 4 Compare the impacts of different assumptions on a theoretical model and estimate their effects on its conclusions.
- PLO 5 Apply economic analysis to everyday problems in real world situations.
- PLO 6 Describe current economic events and evaluate specific policy proposals.
- PLO 7 Organize and interpret a range of economic data on both descriptive and analytical levels.
- PLO 8 Articulate the philosophical basis of economic problems as well as give appropriate remedies.
- PLO 9 Convey technical information, ideas and arguments to target audiences clearly and persuasively in written form.
- PLO 10 Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.
- PLO 11 Formulate findings and recommendations on economic problems in a precise and concise manner.
- PLO 12 Demonstrate independent and critical thinking that is required for continuing professional development.

**Cell Values**

- I Introduction
- R Reinforcement
- M Mastery

■<sup>A</sup> (superscript) assessments indicated

■<sup>H</sup> (superscript) high-impact assessments indicated

**University Graduate Attributes**

- A the acquisition, application and integration of knowledge
- B research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
- C critical thinking and problem-solving skills
- D literacy and numeracy skills
- E responsible behaviour to self, others and society
- F interpersonal and communications skills
- G teamwork, and personal and group leadership skills
- H creativity and aesthetic appreciation
- I the ability and desire for continuous learning

**University of Windsor  
Program Development Committee**

**\*5.12 Economics– Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Science**

**MOTION: That the degree and admission requirements for the Bachelor of Arts Honours Economics be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposed changes have been approved by the Department of Economics Council and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- The admission requirements are being revised to allow for one of Advanced Functions/MHF4U, Calculus and Vectors/MCV4U, Math of Data Management/MDM4U which will improve accessibility to the BA Honours program.
- *See attached.*

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

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

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

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

**No**

If yes, list all new courses: ECON 1060.Quantitative Methods in Economics I

**A.1 PROGRAM REQUIREMENT CHANGES**

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

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

**Bachelor of Arts Honours Economics**

Admission Requirements:

English/ENG4U. **One or more of Advanced Functions/MHF4U, Calculus and Vectors/MCV4U, Math of Data Management/MDM4U.** ~~Advanced Functions/MHF4U.~~

~~Strongly Recommended: Calculus & Vectors/MCV4U, Math of Data Management/MDM4U~~

**Bachelor of Arts Honours Economics**

Degree Requirements

Total courses: forty.

- (a) **ECON-1060**, ECON-1100, ECON-1110, ECON-2120 (or STAT-2950), ECON-2210, ECON-2220, ECON-2310, ECON-2320, ECON-3060, ECON-3130, ~~ECON-4140~~, ECON-4230, ECON-4330, ECON-4070 and seven additional courses, at least five of which have to be at the **ECON-3XXX** or **ECON-4XXX** level.
- (b) **COMP-1047**, **COMP-2067**, MATH-1250 (or MATH-1260), MATH-1720 (or MATH-1760), and either STAT-2910 or STAT-2920 (if taking STAT-2920, the student must take MATH-1730 as a prerequisite for STAT-2920).
- (c) ~~seventeen~~ **fifteen** courses from any area of study, of which a maximum of ~~two~~ **four** may be from Economics.

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

**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**.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

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

N/A

#### B. RATIONALE

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

The proposed revisions to the BA Honours in Economics modernize the program by strengthening its analytical and quantitative foundations while maintaining its role as the Department's primary honours-level degree. The revised program builds on the BA General by providing a more rigorous and structured pathway for students seeking deeper training in economic theory, empirical analysis, and applied policy work.

A central objective of the revision is to improve coherence and progression within the curriculum. The introduction of ECON 1060 strengthens the first-year foundation and supports the transition from high school to university-level economic reasoning. The introduction of ECON 1060 further supports student success by bridging potential gaps between high-school and university-level quantitative methods and mathematical preparation.

The revised program also strengthens students' analytical and data skills through the inclusion of COMP 1047 and COMP 2067, alongside STAT 2910. These additions reflect the increasing importance of computational methods, data analysis, and empirical work in economics. The program maintains a balanced approach, providing strong quantitative training while remaining accessible to students who may not pursue the more mathematically intensive BSc Honours program.

The revised structure also supports clearer pathways within the Department's programs. Alignment of core and supporting requirements, including a common first-year sequence (ECON 1060, ECON 1100, ECON 1110), facilitates student mobility across programs, including transitions from the BA General into BA Honours or BSc Honours, allowing students to adjust their academic trajectory as their interests and preparation evolve.

#### 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 revised program can be implemented within current resources and is expected to operate in a sustainable manner while maintaining the quality of instruction and student support. The Department of Economics has sufficient faculty, administrative, and support resources to deliver the revised BA Honours Economics program. Most required courses, including introductory and intermediate theory, are already part of the regular teaching rotation. The revisions primarily reorganize and sequence existing offerings rather than introducing significant new instructional demands.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

The addition of ECON-1060 will be accommodated through existing teaching capacity and modest adjustments to elective offerings. The program will continue to rely on existing university infrastructure, including library resources, computer labs, advising services, and IT support. Required supporting courses in Computer Science and Statistics (COMP 1047, COMP 2067, MATH 1250, 1720, STAT 2910) will be delivered in coordination with the respective departments, with no anticipated additional resource requirements.

**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 Department of Economics does not anticipate reliance on Adjunct, Limited-term, or Sessional faculty to deliver the revised program.

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

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

N/A

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

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

N/A

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

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

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.)*

The revised curriculum creates opportunities for internal reallocation and improved efficiency. A more focused set of core and elective offerings allows faculty effort to be concentrated in key courses, while clearer sequencing reduces duplication and supports more sustainable scheduling. Improved alignment across courses also facilitates advising and reduces administrative demands. These changes are consistent with the form's expectation of identifying efficiencies through program restructuring. No negative impacts on other units are anticipated.

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

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

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

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

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No additional faculty or GA/TA resources are required to deliver the revised BA Honours Economics program.

However, the Department of Economics currently shares its Administrative Secretary position (50% in Economics and 50% in another department). Given the size and complexity of the Economics programs, and the proposed revisions to the BA Honours Economics program, the department anticipates the need for a full-time, fully dedicated Administrative Secretary to adequately support students and program administration.

This need is consistent with the most recent IQAP Review report, which stated:

*Recommendation #9: The Secretary to the Head should be a full-time position to adequately support Economics students. Response: We strongly agree with the reviewers' assessment that the current level of administrative support is inadequate for a department of our size and complexity.*

The request for a full-time Administrative Secretary aligns with this recommendation and reflects the administrative demands associated with supporting undergraduate program delivery.

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

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

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

**D.1 Form History** (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

#### APPENDIX 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 Department of Economics is committed to advancing the Indigenization of its curriculum in a thoughtful and discipline-appropriate manner. The Department of Economics recognizes that traditional economics curricula have historically been centered on Western market-based frameworks while giving limited attention to Indigenous economic systems, values, and ways of knowing. Led by Dr. Sang-Chul Suh (Professor, Department of Economics) and as part of an ongoing process of learning, reflection, and curriculum development, the Department of Economics has engaged in discussions with Jaimie Kehego (Learning Specialist, Indigenization) and reviewed relevant materials on Indigenous and market-based economic perspectives. As for faculty participation in this process, Dr. Sang-Chul Suh, Dr. Jay Rhee, and Dr. Marcelo Arbex have taken the 'Pulling Together- Foundations series' taught by Jaimie Kehego. This series examines 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. We strongly encourage our faculty to engage in these types of initiatives/courses/workshops to better incorporate Indigenous ways of knowing into their courses.

A key component of this approach is the integration of Indigenous economic perspectives into ECON 1100 – Principles of Economics I (microeconomics), a required course for all Economics programs and a foundational course taken by a large and diverse student population. Introducing Indigenous perspectives at the introductory level ensures that all Economics students are exposed early to alternative economic worldviews and to critical reflection on the assumptions underlying standard economic models.

In ECON 1100/1110 instructors use the *Principles of Microeconomics (Canadian Edition)* and *Principles of Macroeconomics (Canadian Edition)*, by Kevin Milligan; Philip Oreopoulos; Betsey Stevenson; Justin Wolfers. We were recently informed by the publisher that the authors will add indigenous examples throughout the 2<sup>nd</sup> edition of the textbooks. For example, examples featuring the Innu People, Head-Smashed-In Buffalo Jump and the skills of the

# PROGRAM DEVELOPMENT COMMITTEE

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Plains peoples, gains from trade, and discussions about indigenous property rights will be incorporated. Dr. Chen (ECON 1100 Leading Instructor) is in contact with the publisher for more information and updates.

Drawing on materials such as *Indigenous Economics* (Addendum I) and *Indigenous Economics vs. Market Economics* (Addendum II), both prepared by Dr. Suh in consultation with Jaimie Kechego and Russell Nahdee – see references below, students in ECON 1100 will be introduced to Indigenous economic principles including interconnectedness, reciprocity, collective responsibility, sustainability, and long-term (intergenerational) decision-making. These perspectives are presented in contrast to core features of market economics such as individualism, profit maximization, private ownership, and short-term efficiency. Students may engage with these materials through assigned readings, videos (see reference below), guided discussion, and short written or reflective exercises that encourage comparison between Indigenous and mainstream economic frameworks (see Addendum III - ECON 1100 – Principles of Economics I course outline (draft) – Fall/2026)

The department's approach to Indigenization in Economics includes the following strategies:

#### 1. **Incorporation of Indigenous Economic Perspectives**

Where appropriate, courses - particularly foundational courses such as ECON 1100 - include discussion of Indigenous economic systems and values to highlight how economic behaviour, resource use, and decision-making are shaped by culture, history, and institutions.

- Concrete Next Step: Engage in discussion and prepare materials to introduce Indigenous content into ECON 1110 – Principles of Economics II (Fall/2027), which focus on macroeconomic concepts and policy.

#### 2. **Classroom Discussion and Critical Reflection**

Students are encouraged to engage critically with Indigenous and market-based economic models, reflecting on the limits of standard economic assumptions and the implications of colonization for economic institutions and outcomes.

- Concrete Next Step: In ECON 1100 (starting in the Fall/2026), dedicate a structured class discussion or tutorial segment to compare Indigenous and market-based economic frameworks, supported by guided discussion questions or a short-written reflection. Where feasible, the department will invite Indigenous community members to participate through guest talks to support student learning and discussion.

#### 3. **Use of Disciplinary-Relevant Materials**

Indigenous content is introduced through economics-relevant materials that focus on economic organization, sustainability, distribution, and decision-making, rather than as add-on or stand-alone content.

- Concrete Next Step: Commit to ongoing review and updating of course materials, including relevant readings, multimedia resources, and economics-focused case examples, informed where appropriate by dialogue with Indigenous community members and Jaimie Kechego (Learning Specialist, Indigenization).

#### 4. **Curriculum Review and Development**

The department views Indigenization as an ongoing process and will continue to review and refine course content to identify additional opportunities for meaningful and appropriate integration across the curriculum.

- Concrete Next Step: Beyond the introduction of Indigenous content in first-year Economics courses, the Department of Economics plans to develop (Winter/2027) a dedicated second-year ECON course in Indigenous Economics, with particular focus on Canada. Development of this course will take place in consultation and ongoing dialogue with Jaimie Kechego (Learning Specialist, Indigenization) and Indigenous community members. It will examine Indigenous economic systems emphasizing community, sustainability, and relationships, as well as Indigenous-led enterprises, land and resource stewardship, governance, and economic reconciliation in contrast to Western economic models.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

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#### 5. Faculty Awareness and Development

Economics faculty has engaged and will continue to engage in learning opportunities related to Indigenization, including workshops and discussions facilitated by Indigenous learning specialists, and are encouraged to continue building capacity to incorporate Indigenous perspectives responsibly.

- Concrete Next Step: Encourage faculty to further educate themselves about Indigenous histories, economic perspectives, and ways of knowing, and to participate in workshops, training sessions, and related professional development activities offered by the University of Windsor.

#### 6. Interdisciplinary Awareness

The department recognizes that Indigenous economic perspectives intersect with fields such as sustainability, governance, public policy, and social justice, creating opportunities for interdisciplinary dialogue within the social sciences.

- Concrete Next Step: Where appropriate, highlight connections between Indigenous economic perspectives and related themes in other social science disciplines through examples, readings, or discussion in Economics courses.

#### 7. Student Engagement and Inclusivity

Introducing Indigenous perspectives in required Economics courses helps foster an inclusive learning environment and supports student awareness of diverse economic experiences and ways of knowing.

- Concrete Next Step: Encourage students to attend workshops, training sessions, and related learning opportunities offered by the University of Windsor that promote awareness of Indigenous perspectives and ways of knowing.

While not all Economics courses include explicit Indigenous learning outcomes, the department's strategy emphasizes early exposure, critical engagement, and gradual expansion of Indigenous perspectives throughout the curriculum. This approach aligns with the Truth and Reconciliation Commission's Calls to Action related to education and with the University of Windsor's principles on Indigenous education, while remaining appropriate to the disciplinary context of Economics.

#### References:

1. [Indigenous Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\)](#).
2. [Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\)](#).
3. [Video Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh and Gavin Bayn, Economics major student, Department of Economics, University of Windsor \(2025\)](#)
4. 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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
5. 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/>

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

**Bachelor of Arts Honours Economics  
LEARNING OUTCOMES**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>Explain economic concepts, problems and solutions at a deeper <b>an advanced</b> level.  Integrate knowledge of economics with <b>quantitative and computational methods</b> in order to <b>quantify</b> economic models.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>Describe suitable econometric <b>and quantitative</b> methods to address real world economic problems.  Retrieve and evaluate data from a wide range of public data sources.  Use <b>computational</b> packages in analyzing data.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>Compare the impacts of assumptions on theoretical models and <b>quantify</b> their effects on its conclusions.  Apply economic analysis to everyday problems in real world situations.  Describe current economic events and evaluate specific policy proposals.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>Solve economic problems using basic <b>statistical, computational, and</b> mathematical tools.  Organize and interpret a range of economic data on both descriptive and analytical levels.</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>Articulate the philosophical basis of economic problems as well as give appropriate remedies.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

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

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Convey technical information, ideas and arguments to target audiences clearly and persuasively in both written and spoken form.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
Formulate findings and recommendations on economic problems in a precise and concise manner.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
Demonstrate independent and critical thinking that is required for continuing professional development.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

We are currently updating the curriculum map for this program. The (preliminary) map below is to showcase how these new additions will contribute to the achievement of the program learning outcomes. These courses will offer students additional opportunities to introduce, reinforce, master PLOs.

	A	A	B	C	C	C	D	E	F	G	H	I
Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
ECON 1060	I	I					I					
COMP 1047		I			I		I					
COMP 2067		I					I					

- ECON 1060. Quantitative Methods in Economics I
- COMP 1047. Computer Concepts for End-Users
- COMP 2067. Programming for Beginners

**University of Windsor  
Program Development Committee**

\*5.13            **Economics - Summary of Minor Course and Calendar Changes (Form E)**

Item for:        **Information**

Forwarded by: **Faculty of Science**

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

Date of Modification	Approval Body Modifying	Reason for Modification

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

ALL SECTIONS OF THIS FORM **MUST** BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE 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.      Fall 2026  
 Include the effective date\* [Fall, Winter, Spring, 20XX].  
 \*(subject to timely and clear submission) **These changes require no new resources.**

**A. Proposed Course Calendar Revisions**

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

**ECON-2100. Games and Behaviour**

The course is designed for Arts, Social Science and Business students. It is **Students will be introduced** is intended to introduce them to key concepts and methods in game theory. The application and understanding of behavioral analysis as applied to individual decision making and public policy will be emphasized. The course provides a non-technical and intuitive way for students to master an understanding of real-world problems and decision making. Students will learn about strategies for co-operation, social interaction, voting strategies, individual and business behaviour. (Pre-requisites: ECON-1100, ~~ECON-1110~~) (~~May not be taken for credit in Economics or joint programs with Economics, Science or the Faculty of Engineering.~~)

**ECON-2900. Health Economics**

This course ~~Students~~ **Students** will explore the unique economic features of health care with emphasis on international models of delivery, determinants of the demand and supply of health services, and public versus private health care systems.

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

The Canadian experience will be considered with a focus on demographic patterns and legislation. (Pre-requisites: ECON-1100, ECON-1110; ~~plus any university-level course in statistics.~~)

**A.1 Experiential Learning Categories**

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

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

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

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

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

\_\_x\_\_ No.

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

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

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

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

**LEARNING OUTCOMES TABLE**

<b>COURSE NUMBER AND TITLE: ECON-2100. Games and Behaviour</b>	
Learning outcomes were last updated February 13, 2015. These are revised learning outcomes.	
<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain basic concepts in strategic problem solving, such as cooperative and non-cooperative solutions to conflicts, social dilemmas, and equilibrium.	A. the acquisition, application and integration of knowledge
B. Find and interpret relevant political and economic material in newspapers, the internet and other popular media.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply concepts of rationality and utility-maximizing behavior to individuals, consumers, firms and social and political organizations.	C. critical thinking and problem-solving skills
<del>D. Apply simple calculations, with the use of tree diagrams and flow charts, to economic and social problems in order to determine equilibrium outcomes.</del> Apply basic analytical tools and quantitative reasoning, including simple calculations, tree diagrams, and flow charts, to analyze economic and social problems and identify equilibrium outcomes.	D. literacy and numeracy skills
E. Use the theory of games to explain how economic, social and global problems can affect different members of society in different ways.	E. responsible behaviour to self, others and society
F. Articulate and communicate why individuals and groups behave in the manner they do.	F. interpersonal and communications skills
G. Work individually and collaboratively to find resolutions to economic, political and social conflicts	G. teamwork, and personal and group leadership skills
H. Creatively apply game concepts and methods to explain and solve real world issues, such as business investment decisions and voting strategies.	H. creativity and aesthetic appreciation
I. Interpret current events from a game theoretic perspective.	I. the ability and desire for continuous learning

**LEARNING OUTCOMES TABLE**

<b>COURSE NUMBER AND TITLE: ECON-2900. Health Economics</b>	
Learning outcomes were last updated May 8, 2008. These are revised learning outcomes.	
<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply economic analysis to health care as an economic commodity Evaluate models of health care delivery around the world, with special emphasis on the Canadian system. Explain and evaluate the differences between publicly-funded and privately funded health care systems.	A. the acquisition, application and integration of knowledge

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

Discuss the costs and benefits of health promotion/disease prevention services, and the role of determinants of health. Examine disease-specific cases with respect to policy and funding. Incorporate ethical considerations into the analysis of health spending decisions. (Also applicable to E)	
B. Locate, synthesize, and communicate the findings of peer reviewed research on topics related to health economics.	(B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy))
C. Use health economics and economic models to evaluate critically and to solve problems.	C. critical thinking and problem-solving skills
D. Use economic models of health care <b>and basic statistical methods</b> to identify and analyze relevant data and present solutions.	D. literacy and numeracy skills
E. Assess health care policies and decisions from a social (economic welfare) perspective.	E. responsible behaviour to self, others and society
F. Work with colleagues in the analysis of health economics problems. (also relevant to G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Create solutions by adapting economic models to solve health care problems.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**University of Windsor  
Program Development Committee**

\*5.14: **Economics (Undergraduate/Graduate) Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Graduate Studies**

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

Date of Modification	Approval Body Modifying	Reason for Modification
Feb. 27 2026		Updated corequisites and cross-career courses

**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

<p><b>Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX].</b>                  *(subject to timely and clear submission) <b>These changes require no new resources.</b></p>	Undergraduate Calendar, Fall 2026  Graduate Calendar, 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](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.**

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

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

**ECON-4070. Senior Workshop Research Project in Economic Policy and Seminar**

This course is intended to develop independent research and presentation skills. **Students will develop independent research and presentation skills. With the guidance of the instructor, students will choose a research economic topic, pose a specific question to be addressed and investigate the question. Students will be expected to conduct a formal literature survey which will form the basis for their investigation. The resulting paper can be theoretical,**

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

~~empirical or qualitative in nature. Students will be assessed on the basis of classroom discussions, classroom presentations and written assignment. Students will be assigned a topic (or topics). Students will be expected to conduct a literature survey, collect data, present data in a descriptive format, formulate and carry out formal quantitative and econometric tests. Students will be assessed on the basis of classroom presentations classroom discussion and written assignments. (Prerequisites or corequisite: ECON-3130, ECON-4230 and ECON-4330.) (This course is open to students who are enrolled in an Honours Economics program.) (May be offered as a cross-career course with ECON-8270)~~

**ECON-8270. Research Project in Economic Policy and Seminar**

This course is intended to develop independent research and presentation skills. **Students will develop independent research and presentation skills.** With the guidance of the instructor, students will choose a research economic topic, pose a specific question to be addressed and investigate the question. Students will be expected to conduct a formal literature survey which will form the basis for their investigation. The resulting paper can be theoretical, empirical or qualitative in nature. Students will be assessed on the basis of classroom discussions, classroom presentations and written assignment. (Prerequisites: ECON-8210, ECON-8220, ECON-8250.) **(May be offered as a cross-career course with ECON-4070)**

**A.1 Experiential Learning Categories**

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

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

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

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

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

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

No

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

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

ECON-4070. Senior Research Workshop: Learning outcomes were last updated March 11, 2022.

ECON-8270. Research Project in Economic Policy and Seminar: Learning outcomes were last updated March 13, 2015.

N/A

**University of Windsor  
Program Development Committee**

**\*5.15: Master of Science in Computer Science – Minor Program Changes (Form C)**

**Item for: Approval**

**Forwarded by: Faculty of Graduate Studies**

**MOTION: That the admission requirements Master of Science in Computer Science (MSc) and Master of Science in Computer Science (MSc) (Artificial Intelligence Stream) be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Faculty of Computer Science Council, SPDC (as delegated by the Faculty of Science Council), and the Faculty of Graduate Studies
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Science in Computer Science (MSc) Master of Science in Computer Science (MSc) Artificial Intelligence Stream
DEPARTMENT(S)/SCHOOL(S):	School of Computer Science
FACULTY(IES):	Faculty of Science

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

**Does the minor program change include new courses?:**

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

No If yes, list all new courses:

**A.1 PROGRAM REQUIREMENT CHANGES**

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

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

**Master of Science in Computer Science (MSc)**  
**Master of Science in Computer Science (MSc) Artificial Intelligence Stream**

Admission Requirements

Graduates of the University of Windsor or of other recognized colleges or universities may be admitted to programs leading to the Master's degree. A student with an ~~an~~ **minimum 4-year BSc (Honours) degree** ~~or Bachelor's degree or equivalent with adequate specialization in Computer Science~~ **or equivalent** and with at least a 70% average in the major subject may be admitted to **the program leading to a Master's degree (thesis-based) in Computer Science**, a minimum one-year Master's program (II Master's Candidate). A student with an honors Bachelor's degree in a related subject and with at least a 70% average in the major subject may be admitted to a minimum two-year Master's program (I Master's Qualifying followed by II Master's Candidate) or to a minimum two-year II Master's Candidate program depending upon prior qualifications.

**Applicants must have an overall average of at least 70% or equivalent. Their academic preparation should include the core courses or their equivalent that are part of the BSc Honours program of the School of Computer Science. These include Design and Analysis of Algorithms , Operating Systems, Database Systems, Principles of Programming Languages, and Discrete Mathematics.**

**Strong applicants lacking courses on the topics listed above may be admitted with course conditions as recommended by the admissions committee. Applicants who lack the background preparation are recommended to complete the Bachelor of Computer Science (Honours) degree (the accelerated Bachelor of Computer Science (Honours) for University Graduates is available).** Students with deficiencies in areas of Computer Science may be required to make up those deficiencies by registering in undergraduate courses prior to or as part of their graduate

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### FORM C

program or by following a program of supervised reading. These undergraduate courses will be assigned a “Pass” or “Non-Pass” grade. If a non-pass grade is obtained, the student can take the course a second time. If on the second attempt, the student obtains a non-pass grade they will be required to withdraw from the program.

**Admitted students will be eligible to participate in the co-op education element of the MSc in Computer Science.** Students eligible to participate in the proposed co-op education will have **Applications to the co-op education element are submitted following the successful completion of** successfully completed at least one semester **term** of full-time study, at the master’s level in the School of Computer Science at the University of Windsor, which includes fulfilling the requirement of attending regular departmental seminars.

International applicants to graduate programs in Computer Science must demonstrate English proficiency by meeting or exceeding an IELTS overall score of 6.5 (or equivalent), with no more than one band scores of 6.0, and no band score below 6.0 (or TOEFL overall score of 92 – no band below 23).

**For applicants whose native language is not English, see the Senate Policy on Graduate English Language Proficiency Requirement. The Senate on Graduate English Language Proficiency Requirement can be found online on the Central Policies website: [www.uwindsor.ca/policies](http://www.uwindsor.ca/policies).**

**The program is extremely competitive. While a limited number of qualified applicants are admitted each year, meeting the minimum requirements does not guarantee admission.**

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

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

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

N/A

#### B. RATIONALE

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

The Admissions Requirements in the current Graduate Calendar are rather long and provide unnecessary details. Also, when processing applications, the School admissions committee will have a more standardized scheme to assess the application, specifically on the core computer science topics or courses and skills that the applicants should possess to be admitted to the program. As such, these changes provide more clarity to those who assess applications and also aim to achieve consistency among different reviewers.

#### 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.*

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

*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.*

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

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

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

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

**D.1 Form History** (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

#### APPENDIX A

**IF THE PROPOSAL IS FOR A NEW UNDERGRADUATE CERTIFICATE OR A NEW CONCURRENT PROGRAM OFFERING, PROPOSERS MUST COMPLETE THE INDIGENOUS QUESTION AND THE PROGRAM LEARNING OUTCOMES TABLE.**

**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,*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

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?*

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

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the [Characteristics of a University of Windsor Graduate](#) by listing them in the appropriate rows.*

*A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.*

*Proposers are strongly encouraged to contact the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).*

***For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

**PROGRAM DEVELOPMENT COMMITTEE  
MINOR PROGRAM CHANGES  
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*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.*

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B.	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.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

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

University of Windsor  
Program Development Committee

\*5.16: **School of Creative Arts (Music ) – Minor Program Changes (Form C)**

Item for: **Approval**

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

**MOTION:** That the program regulations for the Bachelor of Music (Honours), BA in Music (Honours and four-year), BA Combined in Music, Concurrent Bachelor of Music Education (General)/Education be changed in accordance with the program/course change forms.^

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

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

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Bachelor of Music (Honours), BA in Music (Honours and four-year), BA Combined in Music, Concurrent Bachelor of Music Education (General)/Education
<b>DEPARTMENT(S)/SCHOOL(S):</b>	School of Creative Arts
<b>FACULTY(IES):</b>	FAHSS

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

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

If yes, list all new courses:

MUSP-2690 Applied Lessons (Classical)

MUSP-2710 Applied Lessons (Jazz/Pop)

**A.1 PROGRAM REQUIREMENT CHANGES**

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

**MUSIC PROGRAM REGULATIONS**

Advanced Standing Examinations: Upon admission to a Music program a student may petition to write advanced standing examinations in MUSC-1120 and MUSC-1130 ~~MUSC-2120, MUSC-2220, MUSC-2230, MUSC-3220, MUSC-3230, and MUSP-1110.~~

Program Approval: BMus students and Concurrent Bachelor of Music **Education (General)/Education** students must have their programs approved by an advisor **on the basis of an audition** prior to registration. All applications for graduation will be subject to approval and such approval will be granted only when the academic program completed is identical with that previously approved by the academic advisor in consultation with the student.

~~Keyboard Proficiency Requirement: Keyboard skill is a valuable tool for learning in all aspects of music, and is an asset for careers in music. Students in the BMus program are required to demonstrate this skill by meeting a keyboard proficiency requirement within core music courses (Basic and Advanced Skills). The requirement includes playing scales, chords, arpeggios; sight reading and keyboard harmony practices.~~

Concert/Recital Viewing Policy: Attendance at a significant number of live musical performances will enrich students' musical experience and contribute to applied musical and academic success. Therefore, a Concert/Recital Viewing Requirement is included in ~~select applied lessons~~ **course** syllabi. This policy applies to all full-time students in ~~BMus~~ **Music** programs during each year of registration.

**AREAS OF STUDY**

Requirements for programs in Music make reference to the following groups of courses:

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

#### Areas of Study-Academic

History and Literature (Musicology): MUSC-1260, MUSC-1270, MUSC-2270, MUSC-2470, MUSC-3170, MUSC-3260, MUSC-3270, MUSC-3460, MUSC-4260, MUSC-4360, MUSC-4370, MUSC-4470, MUSC-4940.

Theory and Composition: MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2220, MUSC-2230, MUSC-2630, MUSC-3220, MUSC-3230, MUSC-4120, MUSC-4320, MUSC-4360, MUSC-4370, MUSC-4470.

Methods and Pedagogy (Music Education): MUSC-2390, MUSC-2480, MUSC-2490, MUSC-2550, MUSC-2690, MUSC-2790, MUSC-2850, MUSC-4580, MUSC-4840, MUSC-4850, **MUSP-1100**.

#### Areas of Study-Performance

~~Performance Studies: MUSP-1110.~~

Ensembles: MUSP-2100, MUSP-2200, MUSP-2400, ~~MUSP-2700~~, MUSP-3100.

Performance Instruction – **MUSP-2690, MUSP-2710**

#### ~~For Bachelor of Music programs (Comprehensive, Music Education, or 5-Year Concurrent Bachelor of Music/Music Education).~~

~~The following Performance instruction courses offer performance one-on-one instruction as a 3.00 credit hour course (1-hour lesson a week and weekly masterclass activity). These courses are offered on a cost recovery basis and have an ancillary fee in addition to course tuition. Course requirements include a fifteen-minute examination before a faculty jury at the end of each term of study (or equivalent assigned assessment), as well as the attainment of an appropriate level of achievement. Students should consult the SoCA Performance Area Coordinator for specific details regarding curricula for these courses examinations. These courses are available to Bachelor of Music students with the approval of a program advisor in SoCA Music. These and students will elect their major instrument at the time of their audition admission. Students classical/concert private lessons who have completed four semesters of study in courses MUSP-3470 – MUSP-3690 may complete their degree requirements in private lesson study by enrolling in courses MUSP-3710 or MUSP-3410 (Jazz/Pop). Students may audition for courses MUSP-3710 prior to completing four semesters of study in courses MUSP-3470 – MUSP-3690. Please contact the SoCA Performance Area Coordinator for details regarding regulations and registration. Students may audition for BMus programs in either classical/concert or jazz/pop lesson streams idioms.~~

Performance courses are intended to be taken in consecutive semesters. ~~Any~~ **An** interruption in study ~~must~~ **may be** followed by **require** an audition for re-entry into the performance course sequence. The audition will be scheduled in consultation with the Performance Area Coordinator at the beginning of the semester. Students registered in applied lessons courses who auditioned for BMus programs by ~~DVD, Skype, or FaceTime~~ **video submission** may be required to perform a confirming audition during the first week of classes.

**Private instruction courses are required for BMus degrees and are optional for BA Music degrees. Non-Music students may take private instruction courses subject to faculty approval (audition/interview) and Special Instructor availability.**

Private instruction courses may be repeated for credit.

#### ~~3.00 Credit Course – Instrument~~

<del>MUSP-3470*</del>	<del>Voice</del>
<del>MUSP-3480*</del>	<del>Piano</del>
<del>MUSP-3490</del>	<del>Organ</del>
<del>MUSP-3510</del>	<del>Harpsichord</del>
<del>MUSP-3520*</del>	<del>Flute</del>
<del>MUSP-3530</del>	<del>Oboe</del>
<del>MUSP-3540*</del>	<del>Clarinet</del>

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

MUSP-3550*	Saxophone
MUSP-3560*	Bassoon
MUSP-3570*	French Horn
MUSP-3580*	Trumpet
MUSP-3590*	Trombone
MUSP-3610*	Euphonium
MUSP-3620*	Tuba
MUSP-3630*	Violin
MUSP-3640	Viola
MUSP-3650	Cello
MUSP-3660*	Double Bass
MUSP-3670*	Percussion
MUSP-3680	Harp
MUSP-3690*	Classical Guitar
MUSP-3710*	Applied Jazz/Pop

\*This Private instruction and Ensemble courses are is an experiential learning courses.

The courses are available to non-Music students with faculty approval via audition/screening by SoCA Music faculty.

The following courses offer weekly performance instruction and participation in a group master class. As part of this course, students take weekly private lessons for which there is a private lesson fee. Course requirements include a performance examination before a faculty jury at the end of each term of study, as well as the achievement of the appropriate Level of Achievement. Students should consult the Music Office for specific details regarding curricula for these examinations.

It is the responsibility of the **non-Music major** students to arrange for a qualifying audition by contacting the Music Office or Performance Area Coordinator no later than the end of the first week of classes. Students who fail to do so will relinquish their right to attend such classes and must complete the normal procedure for dropping a course as outlined on the Student Information System. The audition for entry to these courses **for non-majors** is **similar or** equivalent to that for the MUSP-3000 performance series. Private instruction courses are intended to be taken in consecutive semesters. Any interruption in study must be followed by an audition for re-entry into the performance course sequence. The audition will be scheduled in consultation with the Performance Area Coordinator at the beginning of the semester.

Bachelor of Music students may also opt to take Performance Instruction courses in any secondary instrument/voice of their choice, classical or jazz/pop. These courses involve the MUSP-2000 performance series and may be taken in addition to, not in replacement for the required MUSP-3000 performance series. The courses may not be taken by Bachelor of Music students to meet the specific degree requirements in Performance Studies. Applied instruction courses may be repeated for credit.

<b>3.00 Credit Course</b>	<b>Instrument</b>
MUSP-2470*	Voice
MUSP-2480*	Piano
MUSP-2490	Organ
MUSP-2510	Harpsichord
MUSP-2520*	Flute
MUSP-2530	Oboe

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

MUSP-2540*	Clarinet
MUSP-2550*	Saxophone
MUSP-2560*	Bassoon
MUSP-2570*	French Horn
MUSP-2580*	Trumpet
MUSP-2590*	Trombone
MUSP-2610*	Euphonium
MUSP-2620*	Tuba
MUSP-2630*	Violin
MUSP-2640	Viola
MUSP-2650	Cello
MUSP-2660*	Double Bass
MUSP-2670*	Percussion
MUSP-2680	Harp
MUSP-2690*	Classical Guitar
MUSP-2710*	Applied Jazz/Pop

\*This is an experiential learning course.  
~~Cost recovery fees are attached to 2000 level lessons courses.~~

3.00 Credit Course Instrument

MUSP-2470\* Voice  
MUSP-2480\* Piano  
MUSP-2490 Organ  
MUSP-2510 Harpsichord  
MUSP-2520\* Flute  
MUSP-2530 Oboe  
MUSP-2540 Clarinet  
MUSP-2550 Saxophone  
MUSP-2560 Bassoon  
MUSP-2570 French Horn  
MUSP-2580 Trumpet  
MUSP-2590\* Trombone  
MUSP-2610\* Euphonium  
MUSP-2620 Tuba  
MUSP-2630 Violin  
MUSP-2640 Viola  
MUSP-2650 Cello  
MUSP-2660 Double Bass  
MUSP-2670 Percussion  
MUSP-2680 Harp  
MUSP-2690\* Guitar **Applied Lessons (Classical)**

**Section 1 Voice**

**Section 2 Piano**

**Section 3 Woodwinds**

**Section 4 Brass**

**Section 5 Strings**

**Section 6 Percussion**

**Section 7 Composition**

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

**Section 8 Recital**

MUSP-2710\* Applied **Lessons** (Jazz/Pop)

**Section 1 Voice**

**Section 2 Piano**

**Section 3 Woodwinds**

**Section 4 Brass**

**Section 5 Guitar**

**Section 6 Bass**

**Section 7 Percussion**

**Section 8 Production**

**Section 9 Composition/Arrangement**

**Section 10 Recital**

\*This is an experiential learning course.

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**Honours Bachelor of Music**

(a) History and Literature (Musicology/Ethnomusicology): four courses, consisting of MUSC-1260, MUSC- 1270; and 2 additional History and Literature courses.

(b) Theory and Composition: four courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, and MUSC-2130.

(c) Performance Studies: six courses, consisting of one course from the series ~~MUSP-3470 to MUSP-3690, or MUSP-3710~~ **MUSP-2470 to 2690, or MUSC 2710** (taken six times).

(d) Ensembles: Six courses from MUSP-2100, MUSP-2200, MUSP-2400, or MUSP-3100 (Ensemble courses are repeatable for credit).

(e) Conducting: one course, MUSC 2480;

(f) three additional courses in History and Literature (Musicology), Theory and Composition or Music Education plus four additional Music courses;

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

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

(i) six courses from any area of study, excluding Music.

(j) four courses from any area of study, including Music.

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**Concurrent Bachelor of Music Education/Bachelor of Education**

All students are required to complete the requirements of the Bachelor of Education degree program, in addition to the following Bachelor of Music course requirements: (a) History and Literature (Musicology/Ethnomusicology): three courses, consisting of MUSC-1260, MUSC-1270 and one of MUSC-3460, MUSC-2270, MUSC-3200, MUSC-3260, MUSC-3270, MUSC-3170, MUSC3460, MUSC-4260, MUSC-4270, MUSC-4360, MUSC-4370, MUSC-4470, MUSC 2900, MUSC-2490. (b) Theory and Composition: four courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130. (c) Performance Studies: four courses, consisting of one course from the series **MUSP-2470 to MUSP-2690, or MUSP-2710** ~~MUSP-3470 to MUSP3690, or MUSP-3710~~ (taken four times).

**Also see** See Music Program Regulations.

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

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

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

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

See A.1. Course deletions listed above will also appear in a PDC Form E.

**B. RATIONALE**

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

SoCA hires a roster of Special Instructors each semester to deliver private lessons courses. There used to be a budget line for these hires but the positions and BMus student took 3000-level lessons courses. Non-BMus students need to take the course on a cost recovery basis using 2000 level course codes with fees. Our Special Instructors hires were under threat of being frozen by the Dean's office at the end of fall 2024. This would have ended most Music programming at the University of Windsor (Lack of course availability and lack of 18+ units of required courses). SoCA's pivot, under a very tight timeline, was to use ONLY 2000-level cost recovery courses for all students (majors or non-majors). We hire as many or few instructors based on enrolment and all hires are now on a cost recovery basis.

This change will greatly simplify the course calendar and will reduce our applied lessons to two course codes instead of twenty-three.

The move to cost-recovery lessons has eliminated our ability to offer capstone recital course. The recital course is no different than the lessons course, but with a 40-60 minute performance with higher course weight than the regular jury exams. This change would allow us to have degree recitals reinstated on to the students' transcripts. This is an essential piece of a music transcript for any students interested in graduate study.

**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*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

The applied lessons courses require a Music faculty member to post grades for multiple courses outside of their teaching load. The same faculty member with/or without staff assistance also organizes adjudicators and performance presentation dates for events associated with the courses.

SoCA hires a roster of Special Instructors each semester to deliver private lessons courses. There used to be a budget line for these hires but the positions and BMus student took 3000-level lessons courses. Non-BMus students need to take the course on a cost recovery basis using 2000 level course codes with fees. Our Special Instructors hires were under threat of being frozen by the Dean's office at the end of fall 2024. This would have ended most Music programming at the University of Windsor (Lack of course availability and lack of 18+ units of required courses). SoCA's pivot, under a very tight timeline, was to use ONLY 2000-level cost recovery courses for all students (majors or non-majors). We hire as many or few instructors based on enrolment and all hires are now on a cost recovery basis.

#### **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.*

SoCA hires a roster of Special Instructors each semester to deliver private lessons courses. There used to be a budget line for these hires but the positions and BMus student took 3000-level lessons courses. Non-BMus students need to take the course on a cost recovery basis using 2000 level course codes with fees. Our Special Instructors hires were under threat of being frozen by the Dean's office at the end of fall 2024. This would have ended most Music programming at the University of Windsor (Lack of course availability and lack of 18+ units of required courses). SoCA's pivot, under a very tight timeline, was to use ONLY 2000-level cost recovery courses for all students (majors or non-majors). We hire as many or few instructors based on enrolment and all hires are now on a cost recovery basis.

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

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

N/A

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

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

N/A

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

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

No new resources.

#### **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.)*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

This initiative completes the process of making all applied courses as cost-recovery. If this is properly implanted at the Registrar level, administrative tasks for faculty and staff would be simplified (course loading, fee processing, course permissions, course calendar maintenance).

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

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

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

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

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

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

**D.1 Form History** *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

Date of Modification	Approval Body Modifying	Reason for Modification

**University of Windsor  
Program Development Committee**

\*5.17            **School of Creative Arts (Music ) – New Course Proposals (Form D)**

Item for:        **Approval**

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

**MOTION:    That the following course be approved:^  
                  MUSP-2690. Applied Lessons (Classical)  
                  MUSP-2710. Applied Lessons (Jazz/Pop)**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the School of Creative Arts and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council.
- In light of budget restrictions, the School of Creative Arts is proposing that 2000-level cost-recovery music courses be used for both major and non-majors.
- These new courses are essentially the same as regular lesson courses, but they include a longer performance (40–60 minutes) and carry more weight than standard jury exams. Introducing these courses will allow degree recitals to appear on students’ transcripts, which is important for students pursuing graduate studies.
- The courses MUSP-2690 (formerly “Guitar”) and MUSP-2710 (formerly Applied Jazz/Pop) are already existing courses. However, they are listed only the Music Regulations section of the Undergraduate Calendar do not include any calendar descriptions or learning outcomes.
- These courses will remain Cost-Recovery with lesson fees based on 60-minute sessions as the original course. The option for 30-minute lessons will no longer be available.
- *See attached*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Bachelor of Music (Honours), BA in Music (Honours and four-year), BA Combined in Music, Concurrent Bachelor of Music Education (General)/Education
<b>DEPARTMENT(S)/SCHOOL(S):</b>	School of Creative Arts
<b>FACULTY(IES):</b>	FAHSS

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

**Course # and Title: MUSP-2690 Applied Lessons (Classical)**

**A.1 Calendar Description**

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

This course is comprised of core performance activities in classical/concert/contemporary music including private lessons, masterclasses, recitals, and juries/recitals. The course is comprised of multiple sections based on instrument/voice area such as voice, piano/keyboards, woodwinds, brass, strings, percussion, and composition. (This course is repeatable for credit. This course is a cost recovery course subject to ancillary fees. Bachelor of Arts Students and non-Music majors make take this course with Music faculty approval via audition/interview as well as Special Instructor availability.) (This is an experiential learning course)

**A.2 Experiential Learning Categories**

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

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

**A.3 Other Course Information**

*Please complete the following tables.*

Credit weight	Total contact hours	Breakdown of contact hours/week				
		Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning	Other
3.0	24		1		1	Explain:

**PROGRAM DEVELOPMENT COMMITTEE  
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The class includes 12 weekly lessons with the instructor and 12 weekly masterclass sections with others in their instrument/voice area

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

Pre-requisites	Co-requisites	Anti-requisites	<u>Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):</u>	Required course?	Replacing old course*** [provide old course number]
Audition/Screening for non-Music students	N/A	N/A	N/A	YES	Yes, but the number will remain the same. The title will change.

**\*\*\*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.**

Yes, this will replace MUSP-2690 (Classical Guitar). This course will use section numbers to show instrument designations, essentially combining the old series of lessons courses (MUSP-2470 through MUSP-2680) into a single course. This will allow SoCA to have a more concise calendar. Also, rather than having 10+ courses with 1-4 students, the enrollment for all classical lessons will be reflected.

This course needs to remain a Cost-Recovery course with a lessons fee based on 60-minute lessons as the original course. This is mainly a title change that includes other performance areas beside the original guitar. The previous option of 30-minute lessons should no longer be available.

Ideally, the course fee would be attached to the class itself and not a lab section number. The old system has been problematic: some students were double charged fees, some not at all. Some students didn't properly enroll in both the lessons and labs. The current cost recovery system needs to be made consistent with this transition.

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

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

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

No

If yes, list all programs for which this course will be required: Honours Bachelor of Music programs and Concurrent Bachelor of Music Education (General)/Education

**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.*

SoCA hires a roster of Special Instructors each semester to deliver private lessons courses. There used to be a budget line for these hires but the positions and BMus student took 3000-level lessons courses. Non-BMus students need to take the course on a cost recovery basis using 2000 level course codes with fees. Our Special Instructors hires were under threat of being frozen by the Dean's office at the end of fall 2024. This would have ended most Music programming at the University of Windsor (Lack of course availability and lack of 18+ units of required courses).

# PROGRAM DEVELOPMENT COMMITTEE

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SoCA's pivot, under a very tight timeline, was to use ONLY 2000-level cost recovery courses for all students (majors or non-majors). We hire as many or few instructors based on enrolment and all hires are now on a cost recovery basis. The proposal will greatly simplify the course calendar and will reduce our applied lessons to two course codes instead of twenty-three.

The move to cost-recovery lessons has eliminated our ability to offer capstone recital course. The recital course is no different than the lessons course, but with a 40-60 minute performance with higher course weight than the regular jury exams. This change would allow us to have degree recitals reinstated on to the students' transcripts. This is an essential piece of a music transcript for any students interested in graduate study. Ideally, the course fee would be attached to the class itself and not a lab section number. The old system has been problematic: some students were double charged fees, some not at all. Some students didn't properly enroll in both the lessons and labs. The current cost recovery system needs to be made consistent with this transition.

#### 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 School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

#### 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.***

**PROGRAM DEVELOPMENT COMMITTEE  
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*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.*

<b>COURSE NUMBER AND TITLE: MUSP- Applied Lessons (Classical)</b>	
<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply competence and progressive mastery of traditional scales, technical exercises, and sight reading (also H).	A. the acquisition, application and integration of knowledge
B. Identify and articulate current and historically significant performers and repertoire for chosen instrument/voice	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Perform, explain, and analyze progressively more sophisticated and professional repertoire in their primary instrument/voice (also applicable to D & F)	C. critical thinking and problem-solving skills
D. See C	D. literacy and numeracy skills
E. Identify, describe and create progressively more professional and proficient tone quality and intonation on their primary instrument/voice	E. responsible behaviour to self, others and society
F. See C	F. interpersonal and communications skills
G. Define and apply performance and related activities that demonstrate entrepreneurship and professional development strategies	G. teamwork, and personal and group leadership skills
H. Critically assess and interpret live and/or recorded musical performances by professionals and peers to recognize and develop strategies for improved performance practice	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.4 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	10	20	30	40	40

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

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

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

This will be a better system for enrolment data. All rather than hosting 10+ standalone courses (many with no students), this will show the complete enrolment of students in a classical lessons course. By eliminating all 30-minute lessons options, the course outcomes will be more consistent and the fee collection mechanisms should be more consistent.

**PROGRAM DEVELOPMENT COMMITTEE  
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**C. RESOURCES**

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

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

N/A

**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.*

These courses are taught by Special Instructors. However, the courses are now taught fully on a cost recovery basis.

**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.*

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

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

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

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

**D.1 Form History** (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

**A. NEW COURSE PROFILE**

**Course # and Title: MUSP-2710 Applied Lessons (Jazz/Pop)**

**A.1 Calendar Description**

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

This course is comprised of core performance activities in jazz/pop/commercial music including private lessons, masterclasses, recitals, and juries/recitals. The course is comprised of multiple sections based on instrument/voice area such as voice, piano/keyboards, woodwinds, brass, bass, guitar, percussion, music production, and composition/arrangement. (This course is repeatable for credit. This course is a cost recovery course subject to ancillary fees. Bachelor of Arts Students and non-Music majors make take this course with Music faculty approval via audition/interview as well as Special Instructor availability.) (This is an experiential learning course)

**A.2 Experiential Learning Categories**

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

- |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> applied research<br><input type="checkbox"/> capstone<br><input type="checkbox"/> clinic<br><input type="checkbox"/> co-op<br><input type="checkbox"/> community service learning<br><input checked="" type="checkbox"/> creative performance or exhibit (for visual and performing arts)<br><input type="checkbox"/> entrepreneurship | <input type="checkbox"/> field work<br><input type="checkbox"/> industry/community consulting project<br><input type="checkbox"/> interactive simulations<br><input type="checkbox"/> internship – full-time<br><input type="checkbox"/> internship – part-time<br><input type="checkbox"/> professional practicum<br><input type="checkbox"/> research project |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

field experience or site visit

study abroad

labs

No experiential learning in this course

#### 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	34	1			3	Explain:

Students in this series of lessons take 10 60-minute lessons and 8 3-hour combo rehearsal sessions.

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

Pre-requisites	Co-requisites	Anti-requisites	<u>Cross-Career (ug/grad) or Cross-listed with (ug/ug or grad/grad):</u>	Required course?	Replacing old course*** [provide old course number]
Audition/Screening for non-Music students	n/a	n/a	n/a	Yes	No, this course already exists, but it not listed outside of the Music Regulations portion of the Undergraduate Calendar.

**\*\*\*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: Honours Bachelor of Music programs

#### 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.*

SoCA hires a roster of Special Instructors each semester to deliver private lessons courses. There used to be a budget line for these hires but the positions and BMus student took 3000-level lessons courses. Non-BMus students need to take the course on a cost recovery basis using 2000 level course codes with fees. Our Special Instructors hires were

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

under threat of being frozen by the Dean's office at the end of fall 2024. This would have ended most Music programming at the University of Windsor (Lack of course availability and lack of 18+ units of required courses). SoCA's pivot, under a very tight timeline, was to use ONLY 2000-level cost recovery courses for all students (majors or non-majors). We hire as many or few instructors based on enrolment and all hires are now on a cost recovery basis.

The proposal will greatly simplify the course calendar and will reduce our applied lessons to two course codes instead of twenty-three. The move to cost-recovery lessons has eliminated our ability to offer capstone recital course. The recital course is no different than the lessons course, but with a 40-60 minute performance with higher course weight than the regular jury exams. This change would allow us to have degree recitals reinstated on to the students' transcripts. This is an essential piece of a music transcript for any students interested in graduate study.

Note: This course and most of its section number designations are already existing courses. However, they are listed only the Music Regulations section of the Undergraduate Calendar. This form is being included to have the actual description included in the Calendar as well as establish learning outcomes. This course needs to remain a Cost-Recovery course with a lessons fee based on 60-minute lessons as the original course. The previous option of 30-minute lessons should no longer be available. Ideally, the course fee would be attached to the class itself and not a lab section number. The old system has been problematic: some students were double charged fees, some not at all. Some students didn't properly enroll in both the lessons and labs. The current cost recovery system needs to be made consistent with this transition.

#### 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 School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

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

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

**LEARNING OUTCOMES TABLE**

<b>COURSE NUMBER AND TITLE: MUSP-2710 Applied Lessons (Jazz/Pop)</b>	
<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b>
A. Identify, describe and create progressively more professional and proficient tone quality and intonation on the student's primary instrument/voice  Demonstrate competence and progressive mastery of traditional scales, technical exercises, and sight reading (Also applicable to H)	A. the acquisition, application and integration of knowledge
B. Demonstrate familiarity with the current and historically significant performers and repertoire for chosen instrument/voice (Also applicable to E)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Demonstrate ability to learn, perform, explain, and analyze progressively more sophisticated and professional repertoire in the student's primary instrument/voice (Also applicable to D and F)	C. critical thinking and problem-solving skills
D. See C	D. literacy and numeracy skills
E. See D	E. responsible behaviour to self, others and society
F. See C	F. interpersonal and communications skills
G. Define and apply performance and related activities that demonstrate entrepreneurship and professional development strategies	G. teamwork, and personal and group leadership skills
H. Critically assess and interpret live and/or recorded musical performances by professionals and peers to recognize and develop strategies for improved performance practice.	H. creativity and aesthetic appreciation
I. Demonstrate the ability to learn and develop repertoire independent of the instructor	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
	10	20	30	40	40

**PROGRAM DEVELOPMENT COMMITTEE  
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**B.4.1 Impact of New Course on Enrolment in Existing Courses**

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

N/A

**C. RESOURCES**

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

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

N/A

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

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

These courses are taught by Special Instructors. However, the courses are now taught fully on a cost recovery basis.

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

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

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

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

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

**D.1 Form History** *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

<b>Date of Modification</b>	<b>Approval Body Modifying</b>	<b>Reason for Modification</b>

University of Windsor  
Program Development Committee

\*5.18 School of Creative Arts (Music) - Summary of Minor Course and Calendar Changes

Item for: Information

Forwarded by: Faculty of Arts, Humanities and Social Sciences

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

Date of Modification	Approval Body Modifying	Reason for Modification

**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    Fall 2026
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**A. Proposed Course Calendar Revisions**

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

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

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

**MUSIC PERFORMANCE STUDIES COURSES (MUSP-)**

MUSP-2700. Community Choir

Membership open to everyone without audition. Rehearsals one evening a week, and normally one concert given during the term. (Normally 2.5 hours a week.) (May not count toward the B.Mus. degree.) (Offered on a pass/non-pass basis.) (May be repeated for credit.) (Offered on a pass/non-pass basis.)

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

**A.1 Experiential Learning Categories**

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

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

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

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

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

x No These deleted courses are all private lessons courses that are being

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 This is a course deletion.