

NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, December 10, 2021, at 2:30 p.m.

LOCATION: Virtual Meeting

Link: [Join Microsoft Teams Meeting](#)

AGENDA

- 1 Approval of Agenda** (Unstarring agenda items)
- 2 Minutes of the meeting of October 29, 2021** S211029M
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
- 5 Reports/New Business**
 - 5.1 Report from the Student Presidents** **UWSA/GSS/OPUS-Information**
(UWSA, GSS, OPUS)
 - 5.2 Report of the President** **Robert Gordon**
 - 5.3 Report of Vice-President, Equity, Diversity, and Inclusion**
 - 5.3.1 Report of the Anti-Black Racism Task Force** **Clinton Beckford**
S211210-5.3.1
 - 5.4 Report of the Academic Colleague** **Philip Dutton**
 - 5.5 Senate Student Caucus** **Dave Andrews**
 - 5.6 Program Development Committee**
 - 5.6.1 Indigenous Question – PDC Forms** **Greg Chung-Yan/Erika Kustra-Discussion**
 - *5.6.2 Program/Course Changes** **Greg Chung-Yan-Approval**
 - *a) Human Kinetics – Degree Completion Program (Form C1)** S211210-5.6.2a-g
 - *b) Mathematics and Statistics – Minor Program Change (Form C)**
 - *c) Music – Minor Program Change (Form C)**
 - *d) Philosophy – Minor Program Change (Form C)**
 - *e) General Science – Minor Program Change (Form C)**
 - *f) Chemistry and Biochemistry – New Course Proposals (Form D)**
 - *g) Philosophy – New Course Proposal (Form D)**
 - 5.6.3 Honours Certificate in Physics – New Program Proposal (Form A)** **Greg Chung-Yan-Approval**
S211210-5.6.3
 - 5.6.4 Interdisciplinary Health Sciences – Major Program Change – (Form B)** **Greg Chung-Yan-Approval**
 - *a) Interdisciplinary Health Sciences – New Course Proposals (Form D)** S211210-5.6.4a

<p>*5.6.5 Department of Sociology, Anthropology and Criminology – Proposed Name Change</p>	<p>Greg Chung-Yan-Approval S211210-5.6.5</p>
<p>*5.6.6 Learning Outcomes</p> <p>*a) Dramatic Art – Program Learning Outcomes</p> <p>*b) Chemistry and Biochemistry – Program Learning Outcomes</p> <p>*c) Mathematics and Statistics – Course Learning Outcomes</p> <p>*d) Psychology – Course Learning Outcomes</p>	<p>Greg Chung-Yan-Information S211029-5.6.6a-d</p>
5.7 Academic Policy Committee	
<p>5.7.1 Proposed Policy on Timing of Assessments for Asynchronous Online Courses</p>	<p>Antonio Rossini-Information S211210-5.7.1</p>
<p>*5.7.2 Revision to Policy on Standing Required for Continuation in Programs and For Graduation</p>	<p>Antonio Rossini-Approval S211210-5.7.2</p>
<p>5.7.3 Revision to Policy on Advanced Standing and Credit Transfer (Undergraduate) – Addition of Competency-Based Learning</p>	<p>Antonio Rossini-Approval S211210-5.7.3</p>
<p>5.7.4 Experiential Learning Annual Report (2020-2021)</p>	<p>Antonio Rossini-Information S211210-5.7.4</p>
5.8 Senate Governance Committee	
<p>*5.8.1 Senate Standing Committee Membership</p>	<p>Rob Gordon-Approval S211210-5.8.1</p>
<p>5.8.2 Proposed Revisions to Bylaw 1</p>	<p>Rick Caron-Approval S211210-5.8.2</p>
<p>5.8.3 Proposed Revisions to Bylaws 54 and 55</p>	<p>Rick Caron-Approval S211210-5.8.3</p>
5.9 Report of the Provost	
<p>5.9.1 COVID-19 – Update</p>	<p>Patti Weir-Information</p>
<p>5.9.2 The University’s Budget Model and Fall 2021 Enrolment</p>	<p>Patti Weir/Gillian Heisz-Information</p>
<p>5.9.3 Enrolment Management Update</p>	<p>Chris Busch-Information</p>
<p>5.10 Report of Vice-President, Research, and Innovation</p>	<p>K W Michael Siu</p>
6 Question Period/Other Business	
7 Adjournment	

Please carefully review the ‘starred’ (*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ items 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
Senate

5.3.1: **Report of the Anti-Black Racism Task Force**

Item for: **Discussion**

See attached:

- Anti-Black Racism Task Force – Recommendations Report Executive Summary (S211210-5.3.1a)
- Report of the University of Windsor Anti-Black Racism Task Force (S211210-5.3.1b)

The Report will be presented to the Board at its December 9, 2021 meeting and to Senate at its December 10, 2021 meeting.

ANTI-BLACK RACISM TASK FORCE

RECOMMENDATIONS REPORT
EXECUTIVE SUMMARY

FALL 2021

Submitted to: The President and Vice Chancellor; Executive Leadership Team; Anti-Black Racism Working Group; University of Windsor Board of Governors; University of Windsor Senate.

ANTI-ANTI-BLACK RACISM IN GLOBAL AND NATIONAL CONTEXTS

The United Nations has declared 2015-2024 the International Decade for Peoples of African Descent. It has also established the Permanent Forum of Peoples of African Descent in recognition of the legacies of the Trans-Atlantic Slave Trade and the enslavement of African Peoples including racism, racial discrimination, and poverty. The Permanent Forum was established in the wake of the murder of George Floyd which underscored the depth of systematic racism, and xenophobia and associated intolerance. It is also a recognition that contemporary racism and its historical roots of slavery, have never been effectively addressed anywhere in the world. The UN has also declared March 25 International Day of Remembrance of the Victims of Slavery and the Trans-Atlantic Slave Trade.

But these symbolic gestures have been largely ignored and rarely observed and seemed to have escaped public knowledge and attention. In Canada, we have seen the adoption of documents and reports such as Principles on Indigenous Education by Universities Canada, 2015; Inclusive Excellence Principles by Universities Canada, 2017; Report on Equity, Diversity, and Inclusion by Universities Canada, 2019; and the Statement on Equity, Diversity and Inclusion by Colleges and Institutes Canada, 2021. The latest of these is the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education: Principles, Actions and Accountabilities. This is a product of the National Dialogues and Actions for Inclusive Higher Education and Communities.

The United Nations' International Day has been formally recognized by Canada but, this and the other initiatives noted here, have not curbed exclusion, marginalization, and various forms of oppression of Black people in every area of our society.

Research indicates that the education sector has in many ways been ground zero for racial oppression with reverberating effects and shocks in every other segment of society. Throughout the country, the postsecondary sector has been hard hit by anti-Black racism prompting a flurry of statements and actions notably since the public killing of Mr. Floyd.

Universities and colleges have been forced to act in response to agitation and advocacy championed by Black students and their allies.

This is not new of course. Generations of Black students have been at the forefront of the fight for civil rights. Black academics and staff have also been on the frontlines and continue to be.

Signatories to the Scarborough Charter commit to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada through four broad action areas:

- Black Flourishing
- Inclusion
- Mutuality
- Accountability

The task force calls on the University of Windsor as a signatory to the Charter, to uphold these principles and commitments for improving the campus experiences of Black faculty and librarians, staff, and students.

The Charter is a commitment to doing better. Simply signing it as a performative gesture is not an option. We must commit as an institution to act consistent with the Charter and take leadership.

There are only three years left in the declared International Decade for Peoples of African Descent. We must commit to taking transformative action to advance the interests of Black people on our campus between now and 2024. Going forward, we must act in accordance with the Permanent Forum to make Black advancement a matter of course in our university. Let's be a champion for what Dr. Rosalind Hammond calls the 'anti, anti-Black racism' movement.

ANTI-BLACK RACISM AND THE UNIVERSITY OF WINDSOR

We believe that the University leadership is serious about change and the campus community is ready for it. The University of Windsor acknowledges that it must be better. In the last two decades or so there have been five different investigations of anti-Black racism with detailed reports and recommendations. Precious little has been accomplished in response to these reports. Black faculty,

staff, and students still do not feel safe or protected. They continue to endure blatant racism, microaggressions, hyper surveillance, exclusion, and other dehumanizing behaviour. Unwanted negative press attention has damaged the institution.

The efforts of the current administration to address this scourge has been met with general approval by our campus community. The University has said the right things about ending anti-Black racism. But talk is not enough- not this time. The renewed commitment to building a more inclusive environment for Black people has so far been punctuated with several tangible actions. The establishment of the Anti-Black Racism Working Group was followed by the appointment of the Anti-Black Racism Initiatives Strategic Planning Officer and the establishment of the Anti-Black Racism Task Force. Several other critical actions have been taken since then. This must continue with accepting and implementing the recommendations of the task force.

I REVIEW OF RECOMMENDATIONS

The Anti-Black Racism Task Force Recommendations Report focuses specifically on issues of anti-Black racism at the University of Windsor. The Anti-Black Racism Task Force recommendations have been thoroughly reviewed and details have been extracted and categorized based the following themes:

1. The Office of Student Experience Restructuring
2. Redress Student Policy
3. Black-Centric Inclusivity and Safe Space Expectations
4. Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA)
5. Respect and Value Campus Afrocentric Initiatives
6. Data Collection and Analysis
7. Proportionate Representation of Racialized Employees
8. Promotion of Black Studies, Education, and Training
9. Specialized Services and Supports
10. Equity Audit of Lancer Athletics

By identifying the categorically organized critical issues that need to be addressed, the Anti-Black Racism Task Force is requesting that the institution review these recommendations with the utmost respect, care, thoroughness, and foresight as it relates to the future of the University of Windsor and the quest to strategically dismantle anti-Black racism. The undermentioned provides detailed explanations to the specific areas of concern and recommendations as to next steps on how these measures can be achieved.

I. THE OFFICE OF STUDENT EXPERIENCE RESTRUCTURING

As a post-secondary institution of higher learning, the University of Windsor must be held to a standard of responsibility both on an individual level and a collective level. Defined as “rules and laws that prevent illegal and unethical behavior that harms individuals as well as institutions”, institutional responsibility is foundational to addressing anti-Black racism. This can be demonstrated either individually (staff, faculty, student employees, students, and anyone representing the institution on and off campus) or collectively (per group of people, e.g. an office, department, or union) as a University of Windsor stakeholder.

RECOMMENDATIONS

- 1.1 Racism Misconduct Response Team and Prevention Officer
- 1.2 Review of Student Confidentiality Agreements
- 1.3 Student Assessment and Care Team
- 1.4 Increased Accountability Measures
- 1.5 Consequences for Racist Behaviour
- 1.6 Restructuring the Current Office of Student Experience Positions
- 1.7. Campus Police Re-Assessment Regarding Anti-Black Racism

2. REDRESS STUDENT POLICY

RECOMMENDATIONS

- 2.1 Review all Student Policies at the University of Windsor
- 2.2 Establish Transparent Policies and Procedures
- 2.3 Establishment of EDI Advisory Committee/ Watchdog

3. BLACK CENTRIC INCLUSIVITY AND SAFE SPACE EXPECTATIONS FOR BLACK STUDENTS

RECOMMENDATIONS

- 3.1 Establish an Office of Black Students’ Access and Inclusion on Campus
- 3.2 Safe Space for Black Students on Campus
- 3.3 Creating a Campus Anti-Black Racism Resource Toolkit
- 3.4 Black Student Leadership Opportunities
- 3.5 Create a Network of Black Alumni that Black Students Can Lean On
- 3.6. Protect Black Students on Campus

4. RESTRUCTURING OF THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY (OHREA)

For the University of Windsor to take crucial steps towards dismantling systemic and oppressive institutional practices that are at the root of anti-Black racism on campus, it is imperative to lead by example. For the institution to stand by its word on commitment to doing better, it is of great urgency to exemplify top-down leadership. The culture of the institution must change for our campus to be safe for all faculty, students, staff, and alumni.

The University of Windsor has stated that it has “failed” its Black faculty, students, staff, and alumni (University of Windsor, 2021). These actions will forge the pathway towards reconciliation and healing.

The task force submits that the process for handling complaints and resolving disputes through OHREA does not function in the interest of justice.

This recommendation is based on the discussions of the task force and the experiences of some members with direct experience with OHREA as well as a consultative process with faculty, staff and students who have had interactions with OHREA. Shortcomings identified related to:

- Visibility and Awareness of OHREA on campus
- Accessibility
- Case Resolution
- Time Management
- Communication
- Effectiveness

Of note is the lengthy and cumbersome reporting procedures and the length of time taken to complete investigations. An inconsistent and less than transparent procedural process was also reported. There were complaints that users of the office's services often feel even more victimized and marginalized through their experience. Some people reported feeling that their complaints were not taken seriously.

RECOMMENDATIONS

- 4.1 Conduct Review of OHREA
- 4.2 Campus Survey of Human Rights Experiences
- 4.3 Transparent Communication
- 4.4 Transparent Review of Human Rights Policy
- 4.5 Timely Management of Complaints
- 4.6 Create Independent Office of Human Rights
- 4.7. Establish Coherent Process of Conflict Resolution
- 4.8 Continually maintain and improve a campus environment free of harassment and all forms of discrimination

5. RESPECT AND VALUE CAMPUS AFROCENTRIC INITIATIVES

The University must demonstrate genuine support of and respect for Black undergraduate and graduate students and various Afrocentric campus activities.

RECOMMENDATIONS

5.1 Scholarships and Grants for Black Students

5.2 Recommitment to existing and Longstanding Afrocentric Initiatives:

- i. The African Diaspora Youth Conference (ADYC)
- ii. AFROFEST

6. DATA COLLECTION AND ANALYSIS

Race-based data includes and is not limited to consultations, self-identification, and the overall compendium of the campus community composition. School of Nursing assistant professor at the University of Victoria, Dzifa Dordunoo argues that "collecting race-based data is a good first step toward equity but should not be the only one." (Dordunoo, 2021). Thus, literacy on the data is essential as well. To have data literacy, the first necessary course of action is to collect data on race. Dr. Malinda Smith, Vice President of Equity, Diversity, and Inclusion at the University of Calgary states "it is too fundamental to defer to the future" emphasizing that there is, "a data gap on campus wherein no specific data on Black students exists." Dr. Smith further provides a framework for race-based data collection around:

- a. The basic compositional data (quantitative)
- b. Assessing the experiences (qualitative data) focus groups

To move forward, race-based data collection at the University of Windsor must strive to attain the following:

- i. Inform the Campus: When an institution is more informed, the decisions made will be more informed.
- ii. Provide Data Transparency: providing clear communication regarding the collection, usage, storage, and access to information.
- iii. Create Data Literacy: consultations, self-identification, and compendium.

A growing number of post-secondary institutions in Canada are now collecting racialized data from students.

This is recent in Canada but has been done in the United States for decades. The University of Windsor has been discussing such an initiative but even after years of consultation and discussion about this had not taken concrete implementation steps. Interestingly, the University has been collecting such data for employees for years through the Self-Identification Survey through the Office of Human Rights, Equity and Accessibility (University of Windsor, 2021). The task force submits that it is time to implement a student racialized data collection project.

RECOMMENDATIONS

6.1 Collect Raced-Based Data Now

- a. Demographic Data
- b. Student Success
- c. Overall Campus Experience

6.2 Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience

6.3 Ensure Safe and Secure Race-Based Data Collection Process for faculty, students, and Staff

6.4 Data on hiring, Promotion, Tenure, and Renewal (PTR) for Faculty and Staff

7. PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

The current demographic of employees at the University of Windsor is not reflective of the extraordinarily diverse racial and cultural makeup of the study body. This under-representation is most noticeable at the university amongst professorate but also rings true at the staff levels. This low representation begs to question the recruitment and hiring practices of the institution.

RECOMMENDATIONS

7.1 Review and Revise Employment Equity and Institutional Hiring Practices

7.2 Diversification and Inclusion on Board of Governors and Senate

7.3 Race-based Salary Review

7.4 Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio

7.5 Twelve (12) Black Faculty Hires at the University of Windsor

8. PROMOTION OF BLACK STUDIES, EDUCATION, AND TRAINING

Building an educational framework that will foster knowledge sharing and knowledge mobility, by not only educating the campus community about eradicating anti-Black racism but establishing ourselves as a leader in empowerment and advancement of Black students and the development of Black talent from undergraduate to the professorate. Decoloniality of curriculum and pedagogy is critical in this regard.

RECOMMENDATIONS

8.1 Implement a Black Studies Program

8.2 Anti-racism Education and Training

9. SPECIALIZED SERVICES AND SUPPORTS

It is recognized that there is a lack of specialized services on campus to address the unique needs of Black students. These specialized services can serve Black students with specialized academic, mental health and physical well-being services to ensure students can continue to engage in a safe environment and learn and thrive in an environment that fosters growth and development. A holistic approach to ensure students are receiving the best guidance possible to be the best students they can possibly be. It is of utmost importance that these services be accessible and free of cost.

RECOMMENDATIONS

9.1 Black Student Support Office and Coordinators

9.2 Create A Network of Black Alumni

10. EQUITY AUDIT OF LANCER ATHLETICS

It is recognized that the University of Windsor Department of Athletics has ongoing issues based around anti-Black racism. The University of Windsor's Athletic Department must undergo a departmental equity audit. This includes hiring practices of coaches, recruitment processes, Black and racialized student athlete academic support, discrimination complaint process etc. In consultation with former and current student athletes, the current culture in the Athletics department is unhealthy, unwelcoming, anti-Black, and harmful to Black student athletes.

RECOMMENDATIONS

10.1 Review of Hiring Practices for Coaching Staff

10.2 Implementation of a Safe Student Athlete Complaint Process

ANTI-BLACK RACISM TASK FORCE MEMBERS

WIDMIA ALTAGRACIA RIVIERE - Student, University of Windsor Student Alliance (UWSA) Representative

JESSICA BONA-MENSAH (Co-Chair) - Student, Making it Awkward (MIA) Representative

FAITH ENEMAKU - Student At-Large

TABITHA VALDEZ - Student At-Large

KEVINPRECIOUS FAWEHINMI - Student, African Students' Association (ASA) Representative

KEVIN LIMBOMBE - Student, Black Law Students' Association (BLA) Representative

SATHISH PICHKA - Student, Graduate Students' Society (GSS) Representative

WESLEY ROSE - Student, Fusion Representative

REBECCA WILLIAMS - Student, Caribbean African Organization of Students (CAOS) Representative

KATIA BENOIT - Staff At-Large

RADHA PATEL - Staff At-Large

KAITLYN ELLSWORTH - Community/Alumni Representative

DR. NATALIE DELIA DECKARD - Faculty At-Large

DR. RICHARD DOUGLASS-CHIN - Faculty At-Large

NICOLE SCOTT - Faculty At-Large

DR. CAMISHA SIBBLIS (Co-Chair) - Faculty At-Large

DR. CLINTON BECKFORD - Ex-Officio Academic Administrator

DR. KEVIN MILNE - Ex-Officio Academic Administrator

DR. RAJESH SETH - Ex-Officio Faculty, Windsor University Faculty Association (WUFA) Representative

DE'NEA BURTON ROSE - Student, Organization of Part-time Students (OPUS)

Note-taker:

LILA IRIBURIRO HAPPY - Honours Bachelor of Arts, Law and Politics, Student

ANTI-BLACK RACISM TASK FORCE

RECOMMENDATIONS REPORT
EXECUTIVE SUMMARY

REPORT OF THE UNIVERSITY OF WINDSOR

ANTI-BLACK RACISM TASK FORCE

FALL 2021

Submitted to: The President and Vice Chancellor;
Vice-President and Provost; Vice-President of Equity,
Diversity, and Inclusion; Vice-President of Human Resources;
Anti-Black Racism Working Group; University of Windsor
Board of Governors; University of Windsor Senate; University of
Windsor Executive Leadership Team

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“ANY CRITICAL ENGAGEMENT WITH RACISM REQUIRES US TO UNDERSTAND THE TYRANNY OF THE UNIVERSAL. FOR MOST OF OUR HISTORY, THE VERY CATEGORY “HUMAN” HAS NOT EMBRACED BLACK PEOPLE AND PEOPLE OF COLOR. ITS ABSTRACTNESS HAS BEEN COLORED WHITE AND GENDERED MALE...IF INDEED ALL LIVES MATTERED, WE WOULD NOT NEED TO EMPHATICALLY PROCLAIM BLACK LIVES MATTER.”

- ANGELA DAVIS

ANTI-BLACK RACISM TASK FORCE MEMBERS

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DE'NEA BURTON ROSE - Student, Organization of Part-time Students (OPUS)

Note-taker:

LILA IRIBURIRO HAPPY - Honours Bachelor of Arts, Law and Politics, Student

I REPORT OVERVIEW

The University of Windsor is not only situated in one of the most culturally diverse cities in Canada (City of Windsor, 2021), it is home to an equally diverse student population. Despite its location in this place of historic and rich diversity and being home to one of the most diverse post-secondary student populations in Canada, the university has a long-standing association with the malady of racism and racial discrimination that has characterized institutions of higher learning in Canada.

Windsor is home to one of the oldest Black communities in Canada. The University of Windsor is situated literally at the entrance to Old Sandwich Towne (founded 1797), which is one of the original Black communities in the southwestern Ontario region. Sandwich Baptist Church, established in 1840 by former enslaved Africans, is situated steps away from the University (Ontario Heritage Trust, 2021).

Over the last three decades, the University of Windsor has responded to incidents of racial bias and discrimination and specifically anti-Black racism with commissions of inquiry external and internal investigations. The numerous reports of these investigations tell a story of systemic racism (www.uwindsor.ca/antiblackracism) which has never been adequately addressed. Lack of attention and the failure to act has resulted in our campus being a place where anti-Black racism has flourished. The University acknowledges that they must do better. Institutions must be better.

Today, the University of Windsor states that they are committed to dismantling systematic racism and anti-

Black racism to create a more inclusive, safe and just campus.

The University of Windsor, like every other institution of higher learning in Canada, is responsible to multiple stakeholders. As the public university in Southwest Ontario, it should honor and serve the racially and ethnically-diverse regional community it represents. As the academic home to undergraduate, graduate, and professional students from a vast array of national and cultural contexts, it is obligated to provide equal treatment irrespective of difference. Finally, as the institutional launching pad for countless alumni currently living and working throughout Canada and the world, the University of Windsor must maintain a stellar reputation for equitable fair treatment that speaks positively on resumes and CVs. Until now, however, the university has been unable to fulfill these obligations, and has rather become known – privately and publicly – as a deeply racist one.

Over the last three decades, the University of Windsor has responded to incidents of racial bias and discrimination with commissions of inquiry and external investigations. The numerous reports of these investigations tell a story of systemic racism – particularly anti-Black racism – that has never been adequately addressed. Despite the findings of these inquiries and investigations, a lack of action has resulted in a University of Windsor in which anti-Black racism, particularly, has flourished. This report hopes to stand in contrast to its predecessors in setting out recommendations for action that will be followed.

WHAT IS ANTI-BLACK RACISM?

“Anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is manifested in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socio-economic status, higher unemployment, significant poverty rates and over representation in the criminal justice system.” (<https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism/glossary>)

FINDING AND FIGHTING ANTI-BLACK RACISM AT THE UNIVERSITY OF WINDSOR

Problems of racism are noted in university reports as early as 1989, and perhaps earlier. More recent incidents of racially-charged dress codes, police reporting, campus banning, non-academic misconduct investigations, plagiarism charges, and racially-biased evaluations and disciplinary outcomes may be understood as part of a single trajectory of racist developments that may be understood as a single UWindsor story. The public declarations of mental and physical harm from UWindsor community members, attestations of an unsafe campus, panels and conferences convened to discuss on-campus racism, and reports and documentation of undignified, dehumanizing, and oppressive treatment painted a picture of reprehensible practices that created an unwelcoming and unsafe learning and working environment. Our position as a case study of anti-Black racism in Canadian universities on CBC’s The National, was both a sad reminder of the ubiquity of the anti-Blackness on our campus and a call to action.

Recognizing the extent of the reforms needed and despite considerable backlash, the Anti-Black Racism Task Force was struck by the University President. The Task Force’s explicit mandate was to actively engage the Black communities on campus to learn about student, staff, and faculty experiences of Anti-Black Racism across UWindsor; and identify, review, and recommend policies, programs, pedagogical practices, research, and other concrete actions that foster and support equitable, safe, and engaging

environments for Black students, staff, and faculty on campus. While this Task Force focused specifically on issues of anti-Black racism, its work and recommendations will benefit all historically oppressed groups on our campus – as well as members of the dominant culture.

Steps taken at the University of Windsor are not without provincial context. In response to the widespread institutional racism noted at universities across Ontario, on December 18, 2020, the Ontario Human Rights Commission drafted a public letter to Ontario colleges and universities demanding action. Simply, the University of Windsor is being held accountable for mitigating and ending the abuses noted above, for the first time in our institutional history. The recommendations in this report identify what the Task Force believes to be the crucial priorities that must be addressed to create a campus environment that is safe for Black faculty, students, staff, and alumni – as well as mechanisms of accountability for anti-Black racism institutionally.

HOW DID WE GET HERE?

Universities and colleges could no longer avoid taking a long hard look at how they failed Black faculty, students, and staff. The public declarations of mental and physical harm inflicted on students, attestations of an unsafe campus, reports and documentation of undignified, dehumanizing, and oppressive treatment painted a picture of reprehensible practices that created an unwelcoming and unsafe learning and working environment.

The retelling and reliving of these experiences and putting trauma on display for public consumption, in order for those experiences to be validated is often profoundly humiliating. The real shame was the pathetic nature of the typical university response to reports of anti-Black racism. Responses were notoriously weak and ineffective because they were generally token and performative.

The brutal murder of George Floyd in Minnesota witnessed first-hand by a few and beamed to hundreds of millions around the world shattered the veneer of apathy, silence and benevolence around anti-Black racism outside the Black community and lead to what for many was truly an awakening. For the first time, millions of people begun to understand that anti-Black racism was indeed real.

It is time to act. We must do so as a community that rallies around foundational principles and values that espouse equity and justice. We all must do the necessary work without solely expecting the survivors of oppression to fix the behaviours of the oppressor. The incessant disrespect and disregard of the lives of Black people is what brought us to this point. As a society, we can no longer stand on the sidelines of racial injustice. We can no longer turn a blind eye to injustice. As an institution of higher learning, we must hold ourselves to a higher standard of accountability and set the example for racial equity and justice.

The university cannot be a place where racism is allowed to flourish. UWindsor cannot be a place where racism is tolerated. We must do everything to transform to a culture that eschews anti-Black racist behaviour and practices. If UWindsor does not, it is not worthy of the faculty and staff it employs, the students that fill its classrooms, and the alumni that bear its name on their degrees.

On December 18, 2020, the Ontario Human Rights Commission drafted a public letter to Ontario colleges and universities demanding the immediate end to systemic anti-Black practices (Appendix B). Recognizing the insidiousness of these events in post-secondary institutions that have inflicted extreme harm on Black, Indigenous, and racialized students. The University of Windsor must commit to doing better and being better.

The Ontario Human Rights Commission reminded post-secondary institutions of the of the six (6) criteria that must be follow regarding the organizational complaint process (Appendix B):

1. The response must be prompt
2. There must be organizational awareness that the conduct complained of is prohibited
3. The matter must be dealt with seriously
4. There must be a complaint mechanism in place

5. The organization must act so as to provide a healthy environment
6. The organization must communicate its actions to the complainant

(Ontario Human Rights Commission, 2021)

WHY IS THIS TIME DIFFERENT?

This must be different!

There is a pervasive sentiment on our campus that says 'we have been here before. We have had many investigations and reports about racism against Black people. Nothing has been done. How is this time different?' This is a valid position. This time is different because we are different. This time is different because this is a different time- a different moment. There is a renewed awakening- a reckoning if you will- in the fight for racial justice and equality and victims and survivors of racism and discrimination. We expect better for ourselves, from ourselves, and our communities. We have a new wave of advocacy and agency as manifested in for example the Black Lives Matter movement that is compelling and will not be silenced nor denied. The demand is for real change- not words. So as a society, we are different. We will no longer tolerate hate and injustice in our society and on our university campus.

We must change the university culture and we must hold one another accountable in order to effect change for a more equitable, inclusive and justice demanding campus. The time is now to build, and in some cases re-build a culture of trust, honour, respect, and equality. This is the behavioural standard that we must set for our campus and uphold without compromise.

HOW DO WE HOLD ONE ANOTHER ACCOUNTABLE?

The University of Windsor is our home away from home. Each of us spend a large portion of our day and thus our lives here. Our lives and long-term interests are bound together although we might not always appreciate this. When one of us hurts, we may all be hurt. Every person in our community deserves to be treated with respect and dignity. As an institution we must do everything to ensure this. As individuals, each of us has an obligation to play our part in securing this. We must each be willing to call out racism where we see or experience it. The recommendations of the Anti-Black Racism Task Force will provide insights into what accountability for acts of anti-Black racism looks like at the University of Windsor. They identify some of the top priorities that we must address to create a campus environment that is safe for Black faculty, students, staff, and alumni.

WHERE DO WE GO FROM HERE?

As an institution of higher learning which helps to shape the mind of our future leaders in every industry known to us, it is imperative to review these recommendations that have been put forth by the Anti-Black Racism Task Force with care, concern, and intent in order to take the necessary steps required to mobilize the University of Windsor toward healing and reconciliation.

WHY DOES THIS MATTER?

This time matters because University of Windsor stakeholders cannot allow themselves to be bystanders to racial injustice. As stakeholders in an institution of higher learning, the institution owes it to the future generations of UWindsor students, faculty and staff by rebuilding the foundation, to set a higher standard for humanity, toward equity, inclusion, and belonging.

In an ideal world, racism, prejudice, systems of oppression, hegemonic rule and colonialist ideologies would not have infiltrated our society. An Anti-Black Racism Task Force would not be required at the University of Windsor. Recommendations against Anti-Black Racism would not require drafting with yet additional requests to once and for all, address and resolve these issues. Today, at this moment, the institution is not there. However, starting today, the University of Windsor must move forward by reviewing the recommendations of the Anti-Black Racism Task Force and determining the next steps to create sustainable changes.

Surface level optics and disingenuous gestures are not enough to tackle the deep-rooted problems. These change efforts are only possible and sustainable if the University of Windsor campus community exhibits top-down leadership. Through the implementation of systems of accountability and commitments for change, and consideration of the recommendations this will be possible.

The University of Windsor has admitted to its shortcoming and failures. This admission is just one step forward in institutional change.

To show real dedication and commitment to dismantling anti-Black racism, in this document, UWindsor is receiving the proper guidance in order to help position themselves as a post-secondary institutional leader in anti-Black racism advocacy and justice. In the quest of building a campus that is deeply invested in anti, anti-Black racism, developing and implementing effective strategies in building a safer campus for all.



BREAKING THE CYCLE: THE TRAJECTORY OF ANTI-BLACK RACISM

In order to confront anti-Black racism, the first step is to declare that it exists. The University of Windsor acknowledged the pervasiveness of anti-Black racism and expressed its commitment to dismantling anti-Black racism and building a more inclusive and engaging campus. This commitment set the tone for a cultural shift at the institution.

The establishment of the Anti-Black Racism Task Force and pending recommendations report could prove to be the catalyst for mobilization with the necessary depth and perspective on the issues to effect substantive changes within the institution

THE UNIVERSITY OF WINDSOR COMMITMENT

A Message from President and Vice-Chancellor Rob Gordon

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

(University of Windsor, 2020)

THE BROADER CONTEXT FOR CHANGE

The United Nations has declared 2015-2024 the International Decade for Peoples of African Descent. It has also established the Permanent Forum of Peoples of African Descent in recognition of the legacies of the Trans-Atlantic Slave Trade and the enslavement of African Peoples including racism, racial discrimination, and poverty.

The Permanent Forum was established in the wake of the murder of George Floyd which underscored the depth of systematic racism, and xenophobia and associated intolerance. It is also a recognition that contemporary racism and its historical roots of slavery, have never been effectively addressed anywhere in the world. The UN has also declared March 25 International Day of Remembrance of the Victims of Slavery and the Trans-Atlantic Slave Trade.

But these symbolic gestures have been largely ignored and rarely observed and seemed to have escaped public knowledge and attention. In Canada we have seen the adoption of documents and reports such as, Principles on Indigenous Education by Universities Canada, 2015; Inclusive Excellence Principles by Universities Canada, 2017; Report on Equity, Diversity, and Inclusion by Universities Canada, 2019; and the Statement on Equity, Diversity and Inclusion by Colleges and Institutes Canada, 2021. The latest of these is the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education: Principles, Actions and Accountabilities. This is a product of the National Dialogues and Actions for Inclusive Higher Education and Communities. The United Nations' International Day has been formally recognized by Canada but, this and the other initiatives noted here, have not curbed exclusion, marginalization, and various forms of oppression of Black people in every area of our society.

Research indicates that the education sector has in many ways been ground zero for racial oppression with reverberating effects and shocks in very other segment of

society. Throughout the country, the postsecondary sector has been hard hit by anti-Black racism prompting a flurry of statements and actions notably since the public killing of Mr. Floyd. Universities and colleges have been forced to act in response to agitation and advocacy championed by Black students and their allies. This is not new of course. Generations of Black students have been at the forefront of the fight for civil rights. Black academics and staff have also been on the frontlines and continue to be.

Signatories to the Scarborough Charter, commit to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada through four broad action areas:

- Black Flourishing
- Inclusion
- Mutuality
- Accountability

The task force calls on the University of Windsor as a signatory to the Charter, to uphold these principles and commitments for improving the campus experiences of Black faculty and librarians, staff, and students. The Charter is a commitment to doing better. Simply signing it as a performative gesture is not an option. We must commit as an institution to act consistent with the Charter and take leadership. There are only three years left in the declared International Decade for Peoples of African Descent. We must commit to taking transformative action to advance the interests of Black people on our campus between now and 2024. Going forward, we must act in accordance with the Permanent Forum to make Black advancement a matter of course in our university.

Let's be a champion for what Dr. Rosalind Hammond calls the 'anti, anti-Black racism' movement.

ANTI-BLACK RACISM TASK FORCE

ANTI-BLACK RACISM AND THE UNIVERSITY OF WINDSOR

We believe that the university leadership is serious about change and the campus community is ready for it. The University of Windsor acknowledges that it must be better. In the last two decades or so there have been five different investigations of anti-Black racism with detailed reports and recommendations. Precious little has been accomplished in response to these reports. Black faculty, staff, and students still do not feel safe or protected. They continue to endure blatant racism, microaggressions, hyper surveillance, exclusion, and other dehumanizing behaviour. Unwanted negative press attention has damaged the institution. The efforts of the current administration to address this scourge has been met with general approval by our campus community. The university has said the right things about ending anti-Black racism. But talk is not enough- not this time. The renewed commitment to building a more inclusive environment for Black people has so far been punctuated with several tangible actions. The establishment of the Anti-Black Racism Working Group was followed by the appointment of the Anti-Black Racism Initiatives Strategic Planning Officer and the establishment of the Anti-Black Racism Task Force. Several other critical actions have been taken since then. This must continue with accepting and implementing the recommendations of the task force. It was critical to ensure that the Anti-Black Racism Task Force was not another performative exercise in tokenism that unfortunately characterizes organizational response to racism and discrimination. It could not simply be an effort to appease the University of Windsor campus community or to provide the illusion of addressing anti-Black racism. In the Summer of 2020, it was announced that an Anti-Black Racism Task Force would be established, was met with some resistance. Sentiments were shared that task forces in general were a 'waste of time and resources', and that 'they do not accomplish anything', and many other negative tropes used to describe their level of effectiveness, or rather ineffectiveness, in other situations and environments.

The level of frustration and apathy towards the University of Windsor, based on past efforts to address racism was widely shared. It was the mission of the Strategic Planning Officer to ensure that this Task Force was not going to fall within that realm.

ANTI-BLACK RACISM SUBCOMMITTEES

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: OFFICE OF STUDENT EXPERIENCE & DATA COLLECTION AND ANALYSIS

1. Kevin Limbombe
2. Richard Douglass-Chin
3. Kaitlyn Ellsworth
4. Jessica Bona-Mensah
5. Radha Patel

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: CREATE A SPACE FOR BLACK STUDENTS

1. Tabitha Valdez
2. Faith Enemaku
3. Nicole Scott

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: REDRESS STUDENT POLICY

1. Natalie Delia Deckard
2. Kevin Milne
3. Widmia (Mia) Riviere

ANTI-BLACK RACISM TASK FORCE SUB-COMMITTEE: REFORM THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY

1. Rajesh Seth
2. Camisha Sibblis
3. Wesley Rose

ANTI-BLACK RACISM TASK FORCE SUB-COMMITTEE: PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

1. Clinton Beckford
2. Katia Benoit
3. Sathish Pichika

There is the need to address the issues of anti-Black racism openly and honestly with courage, rigour and care, but as expeditiously as possible, for the sake of establishing a safe campus for our faculty, students, and staff, that is also trustworthy, and engaging without having to endure the racist taunts, microaggressions in the form of attitudes, comments and beliefs that are embedded in all areas of the UWindsor environment. Racism is deep, dark, and insidious and to say this is not a problem at the U of W is to devalue those who are survivors of the victimization of oppression. Whether one is consciously aware or directly impacted, it does exist. We acknowledge that and now, it's time to move toward change.

COMPOSITION OF THE ABR TASK FORCE

The Anti-Black Racism Task Force was made up of a variety of UWindsor campus stakeholders which included faculty, students, staff, and alumni. (Appendix C).

The Anti-Black Racism Task Force met regularly. Meetings commenced on November 26, 2020 and the work of the Anti-Black Racism Task Force officially concluded July 31, 2021. The Anti-Black Racism Task Force met as a full membership 16 times over the course of seven months. Additional meetings were had amongst the Anti-Black Racism Task Force membership within their subcommittees which were focused on specific agreed upon issues based on the areas the Anti-Black Racism Task Force members identified as urgent issues that UWindsor must address. The University of Windsor could transform the institution and become a leader in anti-Black racism advocacy and justice in the quest of building a campus that is deeply invested in anti, anti-Black racism, and equity, diversity, and inclusion. The Task Force was organized under five sub-committees representing the key themes that emerged from a task force issues analysis exercise.

CONSULTATIONS

The Anti-Black Racism Task Force had the opportunity to facilitate a consultative process with various stakeholders of the University of Windsor. This included current students, faculty, staff, retirees, and alumni of the University of Windsor. The consultations intentionally avoided detailed engagement with Black members of our community about their lived experiences with racism and discrimination on campus.

As we alluded to earlier in the report, there have been several investigations and reports on racism at the University. Anti-Black racism on our campus is indisputable and well-documented and another investigatory consultation would only serve to re-traumatize survivors. Instead, the task force took a problem-solving approach centered around our community's perspectives on critical issues and challenges around anti-Black racism on campus, and steps required to resolve these. The task force focused on hearing the voices of students, faculty, and staff rather than those at the administrator and manager classification. The sub-committees, therefore, proceeded to communicate with key constituents related to their particular theme. The task force listened to its members and their lived experiences in classrooms offices and other spaces on campus. It also consulted with previous reports of racism at the university.

TASK FORCE RECOMMENDATIONS

The Anti-Black Racism Task Force members provided the Strategic Planning Officer with their findings on July 31, 2021. The Anti-Black Racism Task Force submitted their findings via a secure data repository. Once all subcommittees provided their data, the data was then extracted and categorized according to themes that emerged through the data collection and data analysis process. These themes are categorized in this report. All recommendations provided are those of the Anti-Black Racism Task Force membership alone and were determined by the membership independent of external pressure.

“I FEEL THAT IF WE DON'T TAKE SERIOUSLY THE WAYS IN WHICH RACISM IS EMBEDDED IN STRUCTURES OF INSTITUTIONS, IF WE ASSUME THAT THERE MUST BE AN IDENTIFIABLE RACIST WHO IS THE PERPETRATOR, THEN WE WON'T EVER SUCCEED IN ERADICATING RACISM.”

– ANGELA DAVIS

I RECOMMENDATIONS REVIEW

The Anti-Black Racism Task Force Recommendations Report focuses specifically on issues of anti-Black racism at the University of Windsor. The Anti-Black Racism Task Force recommendations have been thoroughly reviewed and details have been extracted and categorized based the following themes:

1. The Office of Student Experience Restructuring
2. Redress Student Policy
3. Black-Centric Inclusivity and Safe Space Expectations
4. Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA)
5. Respect and Value Campus Afrocentric Initiatives
6. Data Collection and Analysis
7. Proportionate Representation of Racialized Employees
8. Promotion of Black Studies, Education, and Training
9. Specialized Services and Supports
10. Equity Audit of Lancer Athletics

By identifying the categorically organized critical issues that need to be addressed, the Anti-Black Racism Task Force is requesting that the institution review these recommendations with the utmost respect, care, thoroughness, and foresight as it relates to the future of the University of Windsor and the quest to strategically dismantle anti-Black racism. The undermentioned provides detailed explanations to the specific areas of concern and recommendations as to next steps on how these measures can be achieved.

1. THE OFFICE OF STUDENT EXPERIENCE RESTRUCTURING

As a post-secondary institution of higher learning, the University of Windsor must be held to a standard of responsibility both on an individual level and a collective level. Defined as “rules and laws that prevent illegal and unethical behavior that harms individuals as well as institutions”, institutional responsibility is foundational to addressing anti-Black racism. This can be demonstrated either individually (staff, faculty, student employees, students, and anyone representing the institution on and

off campus) or collectively (per group of people, e.g. an office, department, or union) as a University of Windsor stakeholder.

Recommendations

1.1 Racism Misconduct Response Team and Prevention Officer

The University of Windsor must commit to developing and implementing a racism misconduct policy, and the hiring of a Racism Misconduct Response Team and Prevention Officer. This would ensure that extraordinary powers of suspensions and expulsions from campus be granted to persons literate in equity, diversity, and inclusion, reviewing from a trained anti-racism and anti-anti Black racism lens. The duties of the Associate Vice President of Student Experience must be carefully delineated and given to several persons/teams as per advice of adjudicator Dr. Bruce Elman, in his decision of June 10, 2020, on the case dealing with a current University of Windsor student.

The University of Windsor has a sexual misconduct policy, a sexual misconduct response team and officer and the Office of Human Rights Equity and Accessibility (OHREA) has proven to be inadequate in filling the role of racism misconduct response. (See recommendations of the Anti-Black Racism Task Force Committee on OHREA). As Elman stated in that report: “In my opinion, one impediment to a fair and equitable process is the inherent conflict in roles which the Procedures for Addressing Student Non-Academic Misconduct place upon the Associate Vice President, Student Experience and the Office of Student Experience (OSE). They are counsellors; they are investigators; they prosecute complaints; and they make decisions on those complaints. It is untenable to hold all of these roles at once” (Item 59, page 12).

The University of Windsor must commit to hiring a position solely responsible with receiving complaints of racism, additional supports to work with complainants, and those with mediation, restorative, and transformative justice responsibilities, working through an equity, diversity, and inclusion lens with a sensitivity to an intersectionally diverse student population.

² *Sollers College, 2016*

1.2 Review of Student Confidentiality Agreements

The signing of confidentiality forms in any Office of Student Experience case, whether disciplinary or not, should be optional for students. Students may experience the signing of confidentiality forms as a muzzling measure meant to guard the University of Windsor liability rather than protect the student.

The Office of Student Experience personnel should be well versed in case law and knowledge of Ontario Human Rights policies and legislation. This is a tribunal process, subject to judicial review. Recourse for students does not currently exist.

1.3 Student Assessment and Care Team

All hiring committees for positions in the Office of Student Experience must be composed of important university and community stakeholders who understand equity, diversity, and inclusion through an anti-racist lens.

The hiring of coordinators, counsellors, etc. in the office of Student Experience and Assessment and Care Team needs to be conducted in an extremely careful manner, with great consideration given to equity, diversity and inclusion issues since these issues are integral to the fair and equitable treatment of all students. The task force submits that this has not always been the case and an intentional strategy to remedy the situation is overdue. Executive members of the University of Windsor assigned to currently review the process, apprised the Committee that a Black Student Coordinator is to be hired soon. This is of critical importance and should be done without delay.

1.4 Increased Accountability Measures

The Office of Student Experience can play a big role in the experiences of students at the University of Windsor. Many Black students think that this Office has not served them well and is not set up to do so. A lack of accountability is perceived to be a significant issue. The task force submits that the OSE should be accountable to a much more diverse body than only the Office of the Provost. Greater oversight is needed that takes decisions out of the hands of single individuals and recreates trust and confidence among Black and other racialized students. One solution could be a committee or advisory formed based on principles of representation and diversity with inclusion of historically marginalized stakeholders including racialized peoples.

The Office of Student Experience only reporting to the Provost is problematic and dangerous as the Provost's office has seemingly been ill equipped to deal with equity based issues, especially issues dealing with anti-Black racism.

1.5 Consequences for Racist Behaviour

Racism and discrimination flourish in an environment where there are no disincentives for bad behaviour. The 2020 open letter to university presidents by the Ontario Human Rights Commission, outlined the OHRC's frustrations that universities' responses to racism concerns by their students were so ineffectual, that students were turning to the OHRC in growing numbers for remedy. The University of Windsor must demonstrate zero-tolerance to racism in its policies, procedures, and disciplinary processes. Failure to impose meaningful consequences for racism and racial discrimination is quite rightly seen as tacit approval of such behaviour. Appropriate consequences would serve as a disincentive to racist behaviour to perpetrators but also signal to our community that this is not who we want to be. In accordance with the established principles of due process, consequences should consider termination, expulsion, suspension (without pay in the case of employees), reprimand, and consideration for PTR. Mandatory education, and training should be part of every sanction. The task force understands that terms of collective bargaining and by-laws, policy, and procedures are important to the orderly functioning of the institution. Racism zero tolerance efforts should thus be enshrined in collective agreements and other governance structures.

1.6 Restructuring the Current Office of Student Experience Positions

Hire an external Equity, Diversity, and Inclusion consultant to meet with various stakeholders on campus to ensure continued collaboration from campus stakeholders in the hiring of new positions such as an Intake Coordinator(s); Case Management Team(s), etc. The Executive members of campus currently assigned to review this process have already engaged the services of Charles Smith, an external equity consultant. The last time an external equity consultant did this kind of work was 2008, when Smith was hired to assist the Senate Advisory Committee on Diversity and Inclusion (SACDI) to create change. Little to nothing came of Smith's exemplary work. Now, in 2021 thirteen years later, a new assessment is necessary to establish the present state of the University vis a vis equity, diversity, and inclusion. It is hoped that this time, the University can move forward in better ways.

1.7 Campus Police Re-Assessment Regarding Anti-Black Racism

Campus Police, Windsor Police, and any law enforcement agency with jurisdiction on the University of Windsor's campus must be assessed for their literacy in properly addressing anti-Black racism, the role of University of

Windsor Campus Police in student misconduct issues and their role in any Office of Student Experience issues.

Black students (and staff) disproportionately have unjust and unnecessary interactions with law enforcement and face hyper-policing and profiling on campus.

“OUR LIVES BEGIN TO END THE DAY WE BECOME SILENT ABOUT THINGS THAT MATTER.”

– DR. MARTIN LUTHER KING JR.

2. REDRESS STUDENT POLICY

In January of 2021, a committee was struck to assess and modify the non-academic student misconduct policy at the University of Windsor. This committee was chaired by Daniella Beaulieu, Executive Director of Academic Initiatives, and met a few times between January and April 2021. It became clear early on, that addressing the myriad of student policies embedded in different documents at the University in addition to changes at the office of student experience and the associated handling of both academic and non-academic misconduct that this was not a task that could be completed in a short timeframe. Daniella Beaulieu provided our subcommittee with documents related to some of the proposed changes, but these documents were all in draft format, overlapped with other task force subcommittee items, and included unknowns. The non-academic student misconduct committee then became a subcommittee under The Office of Student Experience reorganization working group (the AVP EDI sits/oversees this committee). Subsequently, the University non-academic student misconduct committee was suspended, and the University has now hired a consultant to investigate student non-academic misconduct policies. The consultant (Charles C. Smith Consulting) has begun the first phase of consultation which will take place between July and September 2021, and we expect that it will involve community, faculty/staff, and student consultation.

RECOMMENDATIONS

2.1 Review all Student Policies at the University of Windsor

In line with Bonilla-Silva's [2018] work on systems of color-blind racism, student policy at the University of Windsor is ostensibly race-neutral but, appears to be substantially racist in its intent and, additionally, in its execution.

These racisms are not easily corrected -many changes exist in a zero-sum system in which more fair treatment for racialized students broadly, and Black students particularly, will result in less privilege for other community members. They must be corrected, nonetheless. Every University of Windsor student, irrespective of racial identity, should be guaranteed to be protected by the University on campus. Both complainants and accused should be accountable in all formal and informal disputes. Considering the history of anti-Black racism in justice and disciplinary proceedings, a particularly critical lens is required for cases involving students- complainants or accused- who are Black.

2.2 Establish Transparent Policies and Procedures

There must be transparency around the complaint and adjudication process. Policies and procedures should NOT be hidden, incomprehensible, or linked with other both related and un-related policies and procedures such that interpretation of those policies and procedures can in any way harm or prevent their application. Clear and unambiguous articulation of policies and procedures are critical to just outcomes for all students. Policies and procedures should, therefore, be subject to independent external review for clarity and transparency and revised as necessary.

2.3 Establishment of EDI Advisory Committee/ Watchdog

We recommend that the campus-wide EDI Advisory Committee proposed by Dr. Clinton Beckford (Interim VP of Equity, Diversity, and Inclusion) be operationalized with the express purpose of considering these recommendations at the institutional level, be resourced as the next step in this process.

“WITHOUT COMMUNITY, THERE IS NO LIBERATION . . . BUT COMMUNITY MUST NOT MEAN A SHEDDING OF OUR DIFFERENCES, NOR THE PATHETIC PRETENSE THAT THESE DIFFERENCES NOT EXIST.

- AUDRE LORDE

3. BLACK CENTRIC INCLUSIVITY AND SAFE SPACE EXPECTATIONS FOR BLACK STUDENTS

At the University of Windsor, which in the realm of institutions of higher learning would be classified as a Predominately White Institution or PWI's (term used to describe institutions of higher learning in which Whites account for 50% or greater of the student enrollment. Lamotey, 2010)) it is important and necessary that Black students have a space where they feel welcomed and safe.

Post-secondary institutions have quite a way to go in adequately addressing their longstanding issues of inclusion, but first must understand their position as institutions that are about exclusion as well. Post-secondary institutions are built on a system of exclusion and inclusion practices. This is not only based on academic admission criteria, but on race as well.²

By their very nature, they are exclusionary and have abided by exclusionary frameworks and practices for generations. (see page 10 for history of Segregation in schooling in Canada from K-12 to post-secondary.)

RECOMMENDATIONS

3.1 Establish an Office of Black Students' Access and Inclusion on Campus

Create space for Black students. This space could start off as a virtual space as we continue to grapple with the effects of the COVID-19 pandemic. In the interim, a safe physical space must be investigated on campus. Once it is deemed to be safe for folks to gather, students, faculty, and staff will be able to do so at a time when it is appropriate in accordance with government health and safety guidelines for institutions in Ontario. Lessons can be learned from other post-secondary education institutions that have successfully developed spaces for Black students. A good example is

Dalhousie University's Black Student Advising Centre, which supports all Black students at Dalhousie and the Indigenous Student Centre, which helps create a sense of belonging to support student success for Indigenous students. Their Indigenous Student Advisor provides support and advocacy for all of Dalhousie's Indigenous students. Other examples include, York University's York United Black Students' Alliance and Humber College's, The BASE (Black Academic Success and Engagement) Program.

Implementing a community-based model (peer tutoring, mentoring (professor-student, alumni-student, student-student)) for this physical location promotes inclusion, a sense of community and encourages volunteerism among the Black student body.

Black students have a hard time talking with non-Black people about their experiences because of the historical evidence of apathy, bias, and downright hostility from non-Black people. We can address this need by creating a new office, under the Office of the VP Equity, Diversity and Inclusion, and hiring a team of Black people whose job description includes; discussing the needs of Black students; providing additional resources (mental, financial etc.) to help students in need; developing workshop and seminar modules on multicultural education, and gender and ethnic bias awareness etc. for faculty and campus employees (including campus police); annual anti-Black racism training for all staff; bias incident reporting training for all professional staff and student workers, and developing further guidelines for how to handle bias incident reports.

² *Queen's to redress harms of historic ban on black medical students*

3.2 Safe Space for Black Students on Campus

All students should feel safe everywhere on our campus. The campus should be a safe space for students, period. However, this is not the case for Black students. Examples from other institutions in the USA and Canada indicate that creating designated safe space can be impactful. Positive outcomes include building community and fostering a sense of inclusion and belonging. The task force recommends that the University of Windsor, establishes a physical space designated for Black students. The institution should consult and collaborate with Black stakeholders in the campus community on any such initiative.

It is recognized that a physical space might take some time to set up and run functionally. As an interim measure a virtual space could be an equally powerful tool of congregating and meeting the needs of Black students. Possible options include setting up a Diversity and Inclusion page on the university's website; creating a website and social media pages for the safe center (IG, FB, Twitter, LinkedIn), and include links to Black student groups and the ABR website on campus. The goal should be to create a social structure where Black students, Black prospective students, and Black Alumni experience inclusion and belonging on campus.

3.3 Creating a Campus Anti-Anti-Black Racism Resource Toolkit

Create an Anti-Black Racism Resource Toolkit that includes materials on allyship and understanding race in Canada, reading resources authored by Black people in the field of study, among others. Each academic and service delivery area must equip themselves with the necessary information, training, resources, policies, and procedures to address Anti-Black racism in their respective areas. In efforts to increase levels and systems of accountability, these areas should be required to report on their ongoing efforts to eradicate anti-Black racism within their spaces.

3.4 Black Student Leadership Opportunities

The University of Windsor must provide opportunities for Black students to participate in leadership roles within the University. Representation matters, and so for every student group that exists, if membership is desired, it is

important that Black students are included in leadership roles, and in committees, advisory boards, groups, task forces, agencies, and entities on campus. We recognize that increasing the population of Black students will result in increasing levels of visibility on campus.

3.5 Create a Network of Black Alumni that Black Students Can Lean On

The University of Windsor must initiate more and meaningful engagement with Black Alumni. There is a reservoir of Black talent developed at the University of Windsor and honed through alumni lived experiences which is untapped and hence unavailable to present Black students. Black alumni can help current students successfully navigate the university system as Black people. They can be sources of inspiration and advice that can impact outcomes for current students. The rationale behind this is the need to feel 'in community' with other Black people affiliated with the University of Windsor and support, through networking opportunities and mentorship, and the Black alumni association is in a better position to provide this to Black students.

3.6 Protect Black Students on Campus

Ensure Black students feel seen and included on campus. All spaces on campus must be deemed a safe space for Black students, staff, and faculty. When it comes to police presence on campus, the role of Campus Community Police and Windsor Police must be reviewed. The municipal law enforcement has the institutional responsibility to serve and protect the University of Windsor community. According to the UWindsor website, "The Campus Community Police play an important role in keeping the University of Windsor, its staff, students, and faculty safe. Campus Community Police are sworn to preserve the peace, prevent crimes, enforce the law, and protect our community... Campus Community Police officers are "Special Constables" appointed under Section 53 of the Police Services Act of Ontario. In Windsor they are given police powers for the law enforcement of the Criminal Code of Canada, Ontario Provincial Statutes, Federal Statutes and additionally, University Bylaws. While they are not employed specifically by Windsor Police, they have powers of enforcement as Peace Officers specifically for the University of Windsor and its Affiliated Colleges."³

³ UWindsor Camus Police, 2021

“NOW IS THE ACCEPTED TIME, NOT TOMORROW, NOT SOME MORE CONVENIENT SEASON. IT IS TODAY THAT OUR BEST WORK CAN BE DONE AND NOT SOME FUTURE DAY OR FUTURE YEAR.”

- W.E.B. DU BOIS

4. RESTRUCTURING OF THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY (OHREA)

For the University of Windsor to take crucial steps towards dismantling systemic and oppressive institutional practices that are at the root of anti-Black racism on campus, it is imperative to lead by example. For the institution to stand by its word on commitment to doing better, it is of great urgency to exemplify top-down leadership. The culture of the institution must change for our campus to be safe for all faculty, students, staff, and alumni.

The University of Windsor has stated that it has “failed” its Black faculty, students, staff, and alumni (University of Windsor, 2021). These actions will forge the pathway towards reconciliation and healing.

The task force submits that the process for handling complaints and resolving disputes through OHREA does not function in the interest of justice. This recommendation is based on the discussions of the task force and the experiences of some members with direct experience with OHREA as well as a consultative process with faculty, staff and students who have had interactions with OHREA. Shortcomings identified related to:

- Visibility and Awareness of OHREA on campus
- Accessibility
- Case Resolution
- Time Management
- Communication
- Effectiveness

Of note is the lengthy and cumbersome reporting procedures and the length of time taken to complete investigations. An inconsistent and less than transparent procedural process was also reported. There were complaints that users of the office’s services often feel even more victimized and marginalized through their experience. Some people reported feeling that their complaints were not taken seriously

RECOMMENDATIONS

4.1 Conduct Review of OHREA

Conduct an immediate and comprehensive transparent audit or review of OHREA to identify and define deficiencies. This office is critical to the university community and the well-being of students, staff, and faculty. It must not only function in the interest of the public but, be seen to do so.

4.2 Campus Survey of Human Rights Experiences

Conduct a comprehensive survey of the campus community (students, faculty association, and staff association members) to document feedback on the experience of the campus community with the current structure and processes within as related to human rights complaints. This will help establish a baseline against which any improvement can become compared.

4.3 Transparent Communication

There must be a process for keeping people with open cases apprised of the status of investigations related to the disposition of their cases in accordance with the rules of privacy and confidentiality. This is not only respectful but, is important in building trust and confidence in the system.

4.4 Transparent Review of Human Rights Policy

The policies and procedures within the Human Rights Policy must be reviewed immediately against the University’s renewed mandate for equity, diversity, and inclusion (EDI). This is necessary as the University took an important and commendable first step for dismantling racism on campus by creating a new Vice President of Equity, Diversity and Inclusion position and appointing a racialize person to fill the role. All policies and procedures at the university that can be subject to discrimination and harassment should be reviewed through an EDI lens by this new office. After revisions based on the review and recommendations from VP (EDI) office, consultations should be held with the campus community on the draft human rights policy before finalization and implementation of the revised policy. Future revisions should be subject to a similar consultative process.

Consultations and feedback on any administrative policy that affects the life and well-being of the campus community can be very helpful in gaining and maintaining the trust of the campus community in the University's mission of providing an environment free of harassment and all forms of discrimination.

4.5 Timely Management of Complaints

Establish a transparent and timely process for dealing with complaints and investigations at the University of Windsor. The long delays that currently exist, are untenable and foment discord and discontentment. They reinforce the perception that the university drags its feet and denies justice to certain parties. An investigative process that has the confidence and trust of the university community and marginalized constituencies within it is imperative.

4.6 Create Independent Office of Human Rights

The Office of Human Rights should not be part of OHREA and should not report to the President of the University or a vice president. For human rights to have meaning, a truly independent office must be established as a matter of urgency reporting to the Board of Governors. A professional independent office of human rights is fundamental to securing the EDI entitlements for the university community. The Ontario Human Rights Code prohibits discrimination and harassment on the following grounds: race, ancestry, place of origin, colour, ethnic origin, sex, citizenship, creed (religion), disability, age, marital status, family status, sexual orientation, gender identity and gender expression, receipt of public assistance (in accommodation only), and record of offences (in employment only). To ensure the applicability of the rules of natural justice, achieve fair treatment of all members of the University community and create an environment free of harassment and all forms of discrimination prohibited under the Code, the Board of Governors (BoG) at the University of Windsor enacted and approved a human rights policy for the institution in 1997. Under the Human Rights Policy [HRP], 1997 the Human Rights Commissioner at the university had responsibility for the implementation of the policy. In 2010, the roles and responsibilities of human rights that had been under the purview of the Human Rights Commissioner in HRP (1997), were aggregated with other responsibilities to create a new Office of Human Rights, Equity & Accessibility (OHREA). The task force submits that feedback from students, faculty, and staff suggest that this change has not served our community well.

4.7. Establish Coherent Process of Conflict Resolution

There is widespread dissatisfaction with complaints, disputes, and conflict resolution on campus. There are feelings of uncertainty, perceptions of inconsistency and allegations of unfair and unjust practices. This has caused a distrust of and lack of confidence in the University's ability to provide due process to racialized members of its community especially Black students. The task force is calling for new process for addressing complaints, disputes and conflict which is fair, trustworthy, inclusive, and just. The university should consider the role of an Office of Ombudsperson or an Office of Disputes and Conflict Resolution. Such an office should be well resourced and staffed with expert investigators, mediators, and problem-solvers who are competent in EDI analyses by virtue of education and training and lived experiences.

“A DEMOCRACY CANNOT THRIVE WHERE POWER REMAINED UNCHECKED AND JUSTICE IS RESERVED FOR A SELECT FEW. IGNORING THESE CRIES. AND FAILING TO RESPOND TO THIS MOVEMENT IS SIMPLY NOT AN OPTION – FOR PEACE CANNOT EXIST WHERE JUSTICE IS NOT SERVED.

– JOHN LEWIS

4.8 Continually maintain and improve a campus environment free of harassment and all forms of discrimination

The University must establish an EDI infrastructure that can deliver sustainable attention to issues of discrimination and oppression. It must invest in EDI capacity building and action to nurture this infrastructure. It must continue to hire talent to support and complement its decision to appoint a senior level EDI portfolio. The bases of discrimination and harassment are wide-ranging. To improve and maintain a welcoming and caring community and an environment free of harassment and all forms of discrimination in perpetuity, will require sustained effort and commitment. The task force recommends that the university expands the office of VP, EDI and with authority that allows it to independently lead anti-Black and EDI strategies. The office should collaboratively engage with the campus community through creation of representative working groups and action committees on development of a coherent EDI and anti-Black racism strategy.

5. RESPECT AND VALUE CAMPUS AFROCENTRIC INITIATIVES

The university must demonstrate genuine support of and respect for Black undergraduate and graduate students and various Afrocentric campus activities.

RECOMMENDATIONS

5.1 Scholarships and Grants for Black Students:

An increase in scholarship and bursary funds for Black students is paramount. Finances can prove to be yet another barrier for Black students in the completion of post-secondary studies at a disproportionately higher rate than non-Black students (James and Taylor, 2008). By increasing these funds, this will not only lead to more Black students completing their university studies, but Black students that are more focused and engaged within the institution.

5.2 Recommitment to existing and Longstanding Afrocentric Initiatives

i. The African Diaspora Youth Conference (ADYC) ⁴

The University of Windsor's African Diaspora Youth Conference (ADYC) must have complete and unconditional institutional support from the University of Windsor administration in the form of both funding and resources on an annual basis in perpetuity.

The African Diaspora Youth Conference, hosted by the University of Windsor since 2004 has acted as an informal recruitment hub for Black students from Windsor, Detroit, and the Greater-Toronto area. Founded by former Faculty of Arts and Social Sciences Dean Cecil Houston and headed by Faculty of Education Associate Professor, Dr. Andrew Allen, every year hundreds of high school students are brought to the University of Windsor to experience university life. Out of those students many decide to attend the University of Windsor.

Institutional support for the African Diaspora Youth Conference has not been at the level deserved for such an important event. The African Diaspora Youth Conference has been an important recruitment initiative of Black students even if it has not been officially recognized as so in enrollment management. There has been strong take-up of the \$1000 scholarships offered to all students that attend the conference and enrol at the University of Windsor.

Furthermore, the event creates a much-needed safer space for Black Windsor, Detroit, and the Greater Toronto area students to be in community with each other to learn and listen effectively which in term serves as a vehicle of creating safer spaces for Black students, staff, and faculty at the University of Windsor.

⁴ www.uwindsor.ca/diasporayouthconference/298/history-diaspora

“DO THE BEST YOU CAN UNTIL YOU KNOW BETTER. THEN WHEN YOU KNOW BETTER, DO BETTER.”

– MAYA ANGELOU

ii. AFROFEST

The University of Windsor Student Alliance's (UWSA) AFROFEST programming must be annually supported institutionally through funding and resources by University of Windsor's administration in collaboration with the University of Windsor Student Alliance (UWSA).

AFROFEST is a long-standing Black student run initiative providing spaces for Black students at the University of Windsor to celebrate Black joy, Black liberation, Black history, Black futures, and Black student life on campus during Black History/African History/Black Futures Month. Ms. Camesha Cox, a two-time University of Windsor alumna developed AFROFEST in 2005 with the following mandate "Afrofest promotes unity on campus, celebrates the journey and progression of Black history, as well as engages in cross cultural exchange. AFROFEST is a fusion of intellectual discussion, film, fashion, and artistic and musical talent" (UWSA, 2021). The University of Windsor must be in support of all events that support unity on campus and celebrates the Black students at University of Windsor.

The University of Windsor's administration historically, has not been tangibly supportive of AFROFEST. Through the intentional lack of access to meeting spaces on campus, to the hyper policing of Black focused events, the administration has not provided a safer environment for AFROFEST to thrive at the University of Windsor.

⁵ uwsa.ca/services/afrofest

6. DATA COLLECTION AND ANALYSIS

Race-based data includes and is not limited to consultations, self-identification, and the overall compendium of the campus community composition. School of Nursing assistant professor at the University of Victoria, Dzifa Dordunoo argues that “collecting race-based data is a good first step toward equity but should not be the only one.” (Dordunoo, 2021). Thus, literacy on the data is essential as well. To have data literacy, the first necessary course of action is to collect data on race. Dr. Malinda Smith, Vice President of Equity, Diversity, and Inclusion at the University of Calgary states “it is too fundamental to defer to the future” emphasizing that there is, “a data gap on campus wherein no specific data on Black students exists.” Dr. Smith further provides a framework for race-based data collection around:

- a. The basic compositional data (quantitative)
- b. Assessing the experiences (qualitative data) focus groups

To move forward, race based data collection at the University of Windsor must strive to attain the following:

- i. Inform the Campus: When an institution is more informed, the decisions made will be more informed.
- ii. Provide Data Transparency: providing clear communication regarding the collection, usage, storage and access to information.
- iii. Create Data Literacy: consultations, self-identification, and compendium

A growing number of post-secondary institutions in Canada are now collecting racialized data from students. This is fairly recent in Canada but has been done in the United States for decades. The University of Windsor has been discussing such an initiative but even after years of consultation and discussion about this had not taken concrete implementation steps. Interestingly, the University has been collecting such data for employees for years through the Self-Identification Survey through the Office of Human Rights, Equity and Accessibility (University of Windsor, 2021). The task force submits that it is time to implement a student racialized data collection project.

RECOMMENDATIONS

6.1 Collect Raced-Based Data Now

The task force recommends gathering information on a single question related to race in order to move as quickly as possible. In many instances race base data is collected alongside additional data such as student experience, socioeconomic information, and personal information. Although this is ideal, after speaking with the Working Group on Data Collection, this extensive data collection will create a longer timeline and should only be discussed in later stages of the project. For now, it is imperative to collect data related only to race. From here we can learn, usage rates of services based on race, academic achievement base do race, and academic and non-academic misconduct accusations based on race since it will be tied to UWIN Site. According to the Working Group on Data Collection Initial discussions with the Chair of REB (Research Ethics Board), indicate that most likely this is an initiative that falls under Article 2.5 and would not require REB approval. Although not requiring REB approval, it is still incumbent upon us to follow ethical guidelines. Given the sensitive nature of the question, we could consider voluntarily getting the REB clearance to provide assurances to the student community of the ethical acceptability of this initiative. The imperative for a rapid timeline is a key consideration.

The task force recommends three categories under which the data should be reviewed and analyzed:

1. Demographic Data: When looking at the race breakout by program, we recommend that undergraduate and graduate numbers are separated. Analysis considerations:

- (i). Number of Black Students (full time, part time etc.)
- (ii). Race of students by faculty /department
- (iii). Race of faculty /staff by faculty and department
- (iv). Compare the student vs faculty/staff numbers/ proportion within each area This category can be used to identify possible gaps or barriers in representation at the university at all levels. It is imperative that we also look at representation at the leadership level across the university as well as within departments.

2. Student Success: Continue to use current methods of data analysis but further delineate by race. Retention rate by race Academic standing by race Academic progress by race (how long does it take to graduate) Academic misconduct by race Access of student success services by race (writing help centre, academic advising etc.)

3. Overall Campus Experience: The collection of race-based data will inform the institution about Campus Police encounters with members of the campus community. As well, the data will reveal the number of interactions, frequency of interactions with students and police involvement with student non-academic misconduct matters. These are critical issues to be analysed due to the hyper surveillance of faculty, staff, and student on university campuses. This requires further study in order to assess and ensure Black students feel safe on campus and are safe from racially targeted discriminatory practices.

6.2 Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience

To assess overall campus experience, it is recommended that as a long-term data collection initiative, data is also collected on overall student experience based on race similar to NSSE. The National Survey of Student Engagement (NSSE) focuses on the nature of first year and senior students' undergraduate experience. The questions allow institutions to measure how successful they are at engaging students in activities and programs that they provide for students' academic and personal development. The task force recommends that to start, data collected based on the single question is done through UWINSITE Student. In the future, it would be ideal if the information came directly from the Ontario University Application Centre and sync directly with students UWIN account. According to the Working Group on Data Collection, the collection and use of student data is governed by the Notice of Disclosure, Confidentiality and use of Personal Information and Senate Bylaw 33. There are guidelines from the OHRC to collect data consistent with the Code.

6.3 Ensure Safe and Secure Race Based Data Collection Process for faculty, students, and Staff

The University of Windsor needs to ensure that established rules and policies around secure storage,

access, and the retention rules for collected data. It is recommended that the Review Committee on Employment Equity Reports, moving forward are further delineated based on race. The previous Institutional Reports on Racism, Oppression & Equity found at www.uwindsor.ca/antiblackracism/306/resources-continuous-learning-and-action. Specifically, the Review Committee on Employment Equity Reports does not collect disaggregated employment equity data related to Black employees rather all "visible minorities" are grouped together. It is recommended that this data be disaggregated to better understand where Black faculty and staff are employed on campus and what's happening to them in terms of employment status.

"I BELIEVE THAT THERE WILL ULTIMATELY BE A CLASH BETWEEN THE OPPRESSED AND THOSE THAT DO THE OPPRESSING. I BELIEVE THAT THERE WILL BE A CLASH BETWEEN THOSE WHO WANT FREEDOM, JUSTICE AND EQUALITY FOR EVERYONE AND THOSE WHO WANT TO CONTINUE THE SYSTEMS OF EXPLOITATION."

- MALCOLM X

6.4 Data on hiring, Promotion, Tenure, and Renewal (PTR) for Faculty and Staff

The task force recommends the collection and analysis of disaggregated data on hiring and promotion rates of black employees and recommend measures to increase the number of Black faculty and staff hired and promoted, especially at the senior levels. This data should be used to understand the experiences of harassment and discrimination of Black employees. Black employees should be encouraged to self-identify to gain an accurate picture of Black representation and experiences on campus. This can also be helpful in monitoring attrition and retention rates.

7. PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

The current demographic of employees at the University of Windsor is not reflective of the extraordinarily diverse racial and cultural makeup of the study body. This under-representation is most noticeable at the university amongst professorate but also rings true at the staff levels. This low representation begs to question the recruitment and hiring practices of the institution.

RECOMMENDATIONS

7.1 Review and Revise Employment Equity and Institutional Hiring Practices

Conduct a review of the talent development process as it relates to hires for positions at senior administrative levels (President, Vice President, Provost, Vice Provost, Deans), salaried positions. It is important to note that the position of Associate Dean should not be considered as there is no financial reward in this role. This is not the level of leadership to concentrate efforts on in terms of increasing diversity in this area. In terms of the university's leadership and administrative structure, Black people are mainly found at the Associate Dean's table. This is a position with a very modest stipend around \$10,000.00 for most ADs which has not increased in over a decade. Concentration of Black people in low level leadership positions which are demanding, while being under-valued and low-paid is an all-too-common trend the University of Windsor, should not be part of. The hiring of a Black man to the new position of Vice President of Equity, Diversity, and Inclusion is an encouraging first step in getting more diverse voices at the decision-making table that must now be built upon.

Furthermore, the university must look at systems and what modification can be made to be more attractive to Black people. Focus on how the university can intentionally recruit with diversity in mind. Fair remuneration for Black labour is only one consideration.

7.2 Diversification and Inclusion on Board of Governors and Senate

It is also critical for diversity and inclusion to be reflected in the highest levels of the university's governance structure. The task force recommends that in keeping

with our institutional recommitment to EDI, bringing diversity of representation to the Board of Governors and the Senate is critical. We call for an immediate and transparent review of the process for determining Board and Senate and development of a strategy to enhance representation of Black and racialized people in these two critical chambers of governance.

7.3 Race-based Salary Review

The task force recommends that the University of Windsor conduct a comprehensive review of salaries based on race. There is anecdotal evidence based on personal experience of racialized faculty and staff, that significant disparities in remuneration exist in actual salaries and salary offers by the university. There are reports from individuals about interpretations of unfair treatment in salary and remuneration discussions. Any review should look internally at the experiences of Indigenous, Black, and racialized employees and their salaries compared to their non-white counterparts, but also external comparative analyses.

The university has already taken the step to conduct a review of salaries based on sex.

There is no indication if comparisons were made between women of different races. If not, then this analysis should also be done.

7.4 Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio

On June 1, 2021, the university took a good first step in appointing its first Vice President of Equity, Diversity, and Inclusion on an interim basis. The University of Windsor must now follow through on its commitment to make this position permanent. It must maintain the position with responsibility of Equity, Diversity, and Inclusion (EDI) portfolio at the Vice President level, on a full-time basis. The University should maintain the portfolio on a full-time basis, for a position at the Vice President (or Associate Vice-President) level with responsibility of Equity, Diversity, and Inclusion, like the Vice-President Academic, Vice-President Research, Vice-President Finance, etc.

It is important to have this role on a permanent basis to continue the work of the Task Force. This position would work to dismantle structures of oppression and work to create a culture of inclusion on campus and anti-racism; Develop coherent strategies needed to address the issues; Employment Equity (developing equitable hiring practices); Leading university efforts of inclusion, equity, anti-oppression, anti-racism; Identify structures and systems that are oppressive; Implementing strategies to build a more inclusive culture at the university; Broad area of responsibility, working with other areas of university, with leadership in coordinating all of these things; Conduct review of entire reporting structure of the university. Reorganize OHREA – Human Rights would be a separate office independent of the President’s office, AVP Student Experience office could report to the VP EDI (not Provost or President).

7.5 Twelve (12) Black Faculty Hires at the University of Windsor

In November 2020 the University of Windsor announced its intentions around a Black Scholars Hiring Initiative. This was well-received by the university community in general and Black faculty, staff, and students more specifically. At the time of preparing this report there has been no apparent action in this regard and answers to questions about this during consultations did not provide elucidating details and plans. The task force is impressing upon the university, the critical importance of following-through on its announcement. To not do this would be seen as an egregious act of bad faith. It would further erode trust and

“A PROGRAM LIKE BLACK CANADIAN STUDIES IS NECESSARY FOR ALL CANADIANS, FOR ALL OF US TO INTERRUPT THIS IDEA THAT BLACKNESS IS SOMEHOW SEPARATE FROM CANADIAN SOCIETY AS A WHOLE AND TO BEGIN TO UNDERSTAND THE WAYS IN WHICH BLACK CULTURAL PRODUCTIONS AND BLACK HISTORIES ARE PART OF A LARGER CANADIAN NARRATIVE AND THAT THE CANADIAN NARRATIVE CANNOT BE UNDERSTOOD IN ALL OF ITS COMPLEXITIES IF IT IGNORES SUCH AN IMPORTANT AND INTEGRAL PART OF ITSELF.”

– ANDREA DAVIS

confidence in the university administration.

The university must immediately provide assurances to the community that this initiative will proceed in a timely fashion and provide updates about the progress so far. importance of updates and follow through on this initiative.

This initiative can play a major role in the university’s efforts to dismantle anti-Black racism and to build a campus that is truly diverse and to build a faculty that is representative of the students that it serves.

8. PROMOTION OF BLACK STUDIES, EDUCATION, AND TRAINING

Building an educational framework that will foster knowledge sharing and knowledge mobility, by not only educating the campus community about eradicating anti-Black racism but establishing ourselves as a leader in empowerment and advancement of Black students and the development of Black talent from undergraduate to the professorate. Decoloniality of curriculum and pedagogy is critical in this regard.

RECOMMENDATION

8.1 Black Studies Program

The task force recommends the implementation of a Black Studies Program at the University of Windsor. As one of the oldest Black communities in Canada and our proximity to the United States, this the ideal location for such a program due to the rich history and opportunities for cross-border collaborative learning opportunities.

A Black Studies degree program must be established with proper resources, funding, and administrative support at the University of Windsor immediately. This recommendation is related to the hiring of 12 Black scholars announced in November 2020 (University of Windsor, 2020). The task force recommends that the university develops strategies for dovetailing and synergistic alignment of these two initiatives. A strategy to do this was articulated in this task force's proposal and plan to Professor Jeffery Berryman, acting Provost, for the "12 new Black hires" and creating a Black Studies Program at the University of Windsor. The proposal exemplifies a tangible way the University of Windsor could commit to moving this initiative forward.

Furthermore, on a March 3rd, 2021 Researchers, Academics & Advocates of Colour for Equity, in Solidarity (RAACES) Panel Discussion entitled "The Long History of Black Windsor-Essex and Why UWindsor needs a Black Studies Program" wherein Black community members Leslie McCurdy (Acting President, The Black Council of Windsor Essex), Irene Moore Davis (President, Essex County Black Historical Research

Society), Marium Tolson-Murty (UWindsor anti- Black Racism Strategic Planning Officer), Kaitlyn Ellsworth (Wayne State University Black Studies graduate – '21, and University of Windsor Anti-Black Racism Taskforce Alumni representative), and Dr. Richard Ndayizigamiye, (Black Studies professor at Brock University) participated. This well attended panel discussion further solidified the community and alumni support of the creation of a Black Studies Program at the University of Windsor. The panel was hosted by Dr. Richard Douglass-Chin (University of Windsor, English and Women and Gender Studies Professor).

As well, the University of Windsor's Anti-Black Racism Task Force members met with Dr. Rosalind Hampton, Black Studies Professor at University of Toronto's Ontario Institute for Studies in Education (OISE) and executive member of the Canadian Black Studies Association on how to effectively implement a Black studies program at the University of Windsor.

"THE FACT THAT SOMEBODY IS DISPLEASED IS NO EVIDENCE THAT WE ARE WRONG."

- MARY ANN SHADD CARY

8.2. Anti-racism Education and Training

The University of Windsor should establish a coherent structure of education and training opportunities for members of the university community. While some of these may be general, efforts to customize training should also be done. For example, education for executive leadership team, senior management and the Board of Governors should be included. Activities customized to students should also be included. It was observed through task force discussions that the anti-Black racism educational framework, did not specifically engage students. Different areas of the university which greatly impact students should also be educated including, Residences, Campus Police, Athletics, and others. Topics should be diverse, and speakers/presenters should be carefully selected to meet the goals of the education and training.

9. SPECIALIZED SERVICES AND SUPPORTS

It is recognized that there is a lack of specialized services on campus to address the unique needs of Black students. These specialized services can serve Black students with specialized academic, mental health and physical well-being services to ensure students can continue to engage in a safe environment and learn and thrive in an environment that fosters growth and development. A holistic approach to ensure students are receiving the best guidance possible to be the best students they can possibly be. It is of utmost importance that these services be accessible and free of cost.

RECOMMENDATIONS

9.1 Black Student Support Office and Coordinators

A Black Student Coordinator can serve as a person who can provide trust and guidance while addressing specific needs of Black students. Institutions such as Dalhousie University in Halifax, Nova Scotia (Put reference and link to Dalhousie University) have programs and services that are geared for Black students and demonstrates the institution's investment in the success of Black students on their campus. This would be an important step in assuring Black students that the university is a welcoming place where their well-being and success is important and supported. This could part of a new office with a team of self-identified Black educational professionals whose job description includes discussing and addressing the needs of Black students. Such an office could be part of the development of a safe space

“DO NOT LOOK THE OTHER WAY; DO NOT HESITATE. RECOGNIZE THAT THE WORLD IS HUNGRY FOR ACTION, NOT WORDS. ACT WITH COURAGE AND VISION.”

– NELSON MANDELA

for Black students to form communities for professional growth, and fellowship. See Recommendation #...

9.2 Create A Network of Black Alumni

A Black Alumni Network can increase levels of engagement for Black students on campus. This has the potential to increase levels of self-efficacy that can potentially assist student in navigating their way through university. Other post-secondary institutions that have been successful in these endeavours include the University of Toronto – Mississauga (Reference UofT Mississauga, Black Alumni Network), Western University (Black at Western – demands (might be informal but still effect), and Queen's University Black Alumni Association (Queen's Black Alumni association). In terms of community resources, The Black Council of Windsor Essex County can also serve as a resource to assist Black students along their educational journey.

(For more information, please refer to item 3.5 of the Anti-Black Racism Task Force Report which speaks further to the importance of formulating stronger engagement with University of Windsor Black Alumni).

10. EQUITY AUDIT OF LANCER ATHLETICS

It is recognized that the University of Windsor Department of Athletics has ongoing issues based around anti-Black racism. The University of Windsor's Athletic Department must undergo a departmental equity audit. This includes hiring practices of coaches, recruitment processes, Black and racialized student athlete academic support, discrimination complaint process etc. In consultation with former and current student athletes, the current culture in the Athletics department is unhealthy, unwelcoming, anti-Black, and harmful to Black student athletes.

RECOMMENDATIONS

10.1 Review of Hiring Practices for Coaching Staff

In consulting with current and former student athletes, there is a need to review the Athletic department with a lens focused on dismantling anti-Black racism. In consultation with former and potential coaching candidates, there is a need to review the Athletic departments hiring practices from an equity lens and an anti-anti-Black racism lens.

10.2 Implementation of a Safe Student Athlete Complaint Process

Consultations revealed a culture of fear that permeates

“IF YOU WISH TO MOVE MOUNTAINS TOMORROW, YOU MUST START BY LIFTING STONES TODAY.

– AFRICAN PROVERB

throughout the offices, halls, fields, courts, diamonds, tracks, rinks, and locker rooms of the athletic department regarding a formal complaint process against coaches. Student athlete complaints in general, were not taken seriously, but those specifically citing anti-Black racism even less so. The lack of action, concern and care of anti-Black racist complaints results in Black student athletes feeling isolated and unwelcomed in the Athletic Department and at the University of Windsor. The Athletic Department at the University of Windsor must put forth a less intimidating student complaint process. One that does not put the complainant in jeopardy of placing the student athlete's athletic and academic career in jeopardy in fear of reprisals due to the complaint.

Black student athletes are the most visible student ambassadors at the University of Windsor and reports indicate that they are not treated nor supported as such. Resources and support systems must be committed to by the Athletic department and the University of Windsor.

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- 1. Racism Misconduct Response Team and Prevention Officer**
 - 1.2** Review of Student Confidentiality Agreements
 - 1.3** Student Assessment and Care Team
 - 1.4** Increased Accountability Measures
 - 1.5** Consequences For Racist Behaviour
 - 1.6** Restructuring the Current Office of Student Experience Positions
 - 1.7** Campus Police Re-Assessment Regarding Anti-Black Racism
- 2. Redress Student Policy**
 - 2.1** Review All Policies at the University of Windsor
 - 2.2** Establish an Office of Black Students' Access and Inclusion on Campus
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- 3. Black Centric Inclusivity and Safe Space Expectations for Black Students**
 - 3.1** Establish an Office of Black Students' Access and Inclusion on Campus
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 - 4.1** Conduct a Review of OHREA
 - 4.2** Campus Survey of Human Rights Experiences
 - 4.3** Transparent Communication
 - 4.4** Transparent Review of Human Rights
 - 4.5** Timely Management of Complaints
 - 4.6** Create Independent Office of Human Rights
 - 4.7** Establish Coherent Process of Conflict Resolution
 - 4.8** Continually Improve and Maintain an Environment Free of Harassment and All Forms of Discrimination
- 5. Respect and Value Campus Afrocentric Initiatives**
 - 5.1** Scholarships and Grants for Black Students
 - 5.2** Recommitment to existing and Longstanding Afrocentric Initiatives
- 6. Data Collection and Analysis**
 - 6.1** Collect Raced Based Data Now
 - 6.2** Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience
 - 6.3** Ensure Safe and Secure Race Based Data Collection Process for faculty, students, and Staff
 - 6.4** Data on hiring PTR for Faculty and Staff
- 7. Proportionate Representation of Racialized Employees**
 - 7.1** Review and Revise Employment Equity and Institutional Hiring Practices
 - 7.2** Diversification and Inclusion on Board of Governors and Senate
 - 7.3** Race Based Salary Review
 - 7.4** Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio
 - 7.5** Twelve (12) Black Faculty Hires at the University of Windsor
- 8. Promotion of Black Studies, Education, and Training**
 - 8.1** Black Studies Program
 - 8.2** Anti-racism Education and Training
- 9. Specialized Service and Supports**
 - 9.1** Black Student Coordinators
 - 9.2** Create A Network of Black Alumni
- 10. Equity audit of Lancer Athletics**
 - 10.1** Review of Hiring Practices for Coaching Staff
 - 10.2** Implementation of a Safe Student Athlete Complaint Process

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I APPENDIX

- Campus Communique: UWindsor Statement on Anti-Black Racism (Appendix A)
- Ontario Human Rights Commission: Letter to universities and colleges on racism and other human rights concerns (Appendix B)
- Anti-Black Racism Task Force Overview (Appendix C)
- Anti-Black Racism Call for Nominations Form, <https://www.uwindsor.ca/antiblackracism/> (Appendix D)
- Anti-Black Racism Task Force Terms of Reference (Appendix E)
- Email from UWindsor Alumni (Appendix F)
- 12 Black Faculty Hires Letter (Appendix G)
- University of Windsor Hiring Form (Human Resources) (Appendix H)

I APPENDIX A

CAMPUS COMMUNIQUE - OVERVIEW UWINDSOR STATEMENT ON ANTI-BLACK RACISM UWINDSOR'S COMMITMENT TO ELIMINATE ANTI-BLACK RACISM - JUNE 11, 2020

To the University of Windsor Campus Community,

The past few weeks have been exceedingly difficult for the Black members of our campus community.

The senseless killing of George Floyd at the hands of the Minneapolis police has set off a firestorm of protest that has served as a stark reminder that anti-Black racism remains pervasive not only in the United States, but in our country and on our campus. It was a blatant demonstration of anti-Black racism and it has resonated with all of us who decry racial injustice and discrimination.

Last week, the University of Windsor's statement on the death of Mr. Floyd did not go far enough and failed to both fully recognize the significance of the moment and explicitly condemn anti-Black racism.

The University thanks all of those who brought this to our attention.

We are committed to equity, diversity, and inclusion, but we also know that our University can and must do more when it comes to the issues that focus on equality and human rights. And we recognize that the University has not dealt with racial injustice in a meaningful way in the past, particularly as it applies to anti-Black racism.

We must make real, substantive change, and make a commitment to look squarely at systemic anti-Black racism on our campus and deal with it. As a University, we have to do better. We must also do what is right. There must be a place for voices to be heard, for students, staff, faculty and alumni to be engaged; a plan is needed for change; and there must be a process for accountability.

With that in mind, the University is taking the following measures as a first step:

In partnership with our student governments (UWSA, GSS and OPUS), we will establish a University of Windsor Anti-Black Racism Task Force. Representation will include our students, staff, faculty and alumni and will complement the recently announced Anti-Black Racism Committee in the Faculty of Law.

The Task Force will focus on: (i) listening and learning of the perspectives on anti-Black racism across the University; and (ii) identifying necessary policies, programs, pedagogy, research and the appropriate actions to address anti-Black racism in all forms. The Task Force will be established over the coming months and begin its work in Fall 2020.

The University will immediately establish a training and educational framework to raise awareness and understanding of anti-Black racism, whether intentional, unconscious or systemic, as well as proactive and remedial strategies to deal with it. Students, staff and faculty will be invited to participate in training opportunities which will be mandatory for all senior administrators and Board of Governors members. To better understand, monitor and track forms of racial discrimination across the University, we will explore a partnership with the Ontario Human Rights Commission to implement, among other things, a racial demographic data collection framework.

This will help to better understand the challenges faced by our marginalized students and allow future progress to be assessed.

Working with the Office of Human Rights, Equity & Accessibility (OHREA) and other units across the University, we will also commission an external review of our broader institution-wide equity, diversity and inclusion processes, policies, programs, committees and reporting structures. This review will be a collaborative undertaking, welcoming contributions from across the University community.

The University is committed to providing resources for each of these initiatives and will also establish an assessment and reporting process to effectively monitor and communicate progress moving forward.

We are now ready to make much-needed change as it relates to anti-Black racism at the University of Windsor. We will need everyone's help. And together, we will make a difference.

I APPENDIX B

LETTER TO UNIVERSITIES AND COLLEGES ON RACISM AND OTHER HUMAN RIGHTS CONCERNS

Dear Presidents and Principals:

I am writing to all public colleges and universities in Ontario after recent events have exposed that Indigenous, Black and racialized students are experiencing significant concerns of discrimination, xenophobia and targeting on campuses and in academic environments across Ontario. As service providers, all academic institutions have legally mandated human rights obligations to their students under the Ontario Human Rights Code (Code).

The Ontario Human Rights Commission (OHRC) is seeking your commitment to take action to create and sustain equitable and inclusive education environments.

There have been an increasing number of media accounts that have detailed a constellation of actions that sustain concerns of toxic learning environments ranging from frequent faculty microaggressions toward students, gratuitous use of the “N-word” in classrooms, to posting racist comments and images in chat rooms, to infiltrations (e.g. “Zoom-bombing”) of online meetings organized by racialized students, to threats of violence.

The media also alleges that many of these actions have either not been addressed, or have been improperly addressed, by school administrators. If these reports are accurate, the OHRC is concerned that inadequate institutional action can further embed the potential for anti-Black, anti-Indigenous and other forms of racism, along with other human rights violations, to persistently reoccur.

The OHRC has also gained troubling insights from students and student groups that have called on us through social media and/or written directly to the OHRC to convey their fears and frustrations about institutional apathy and/or internal institutional mechanisms used to handle their concerns.

Some have requested the OHRC exercise its range of powers under the Code, including launching a public

interest inquiry into toxic academic environments.

It is problematic that students have felt the need to independently seek OHRC support, when the primary responsibility for addressing human rights issues at their institutions does not rest with them (many of these students are just a few years out of high school).

Instead, the legal and practical responsibility to examine the conditions, challenges and impediments to a respectful learning environment is in the hands of the “directing minds” of universities, namely senior administrators and their human rights advisors.

Beyond an obligation to refrain from engaging in Code violations, human rights responsibility also entails positive obligations, such as implementing robust policies, protocols and complaint mechanisms to ensure human rights are fully recognized and respected. As discussed in the OHRC’s Policy primer: Guide to developing human rights policies and procedures, whether or not a formal complaint has been made, organizations must acknowledge and address potential human rights issues when the organization ought reasonably to be aware of discrimination and/or harassment.

This includes the positive duty to proactively assess and investigate the indicia of systemic discrimination and racism within the institution’s operations, especially where patterns or repeated allegations are raised, and to prevent future occurrences. This also involves monitoring organizational systems to examine and track for adverse impacts of policies and practices and taking positive measures to eliminate any such discriminatory elements.

All colleges and universities must ensure they institute transparent, accessible and formal structures to promote compliance with human rights law and principles, including comprehensive complaint mechanisms to foster a culture of human rights accountability. The OHRC calls on colleges and universities in Ontario to make certain discrimination and harassment does not occur, and is not tolerated in their academic communities, by ensuring strong, effective and fair complaint procedures.

Academic service providers are subject to a duty to investigate and ensure that prompt steps are taken to prevent any further harm or discrimination to their community members, see *Wall v. University of Waterloo* (1995) 27 C.H.R.R. D/44 (Ont. Bd. of Inq.). Ontario human rights jurisprudence has long established that organizational complaint processes must satisfy the following six criteria:

- The response must be prompt
- There must be organizational awareness that the conduct complained of is prohibited
- The matter must be dealt with seriously
- There must be a complaint mechanism in place
- The organization must act so as to provide a healthy environment
- The organization must communicate its actions to the complainant.

Ontario human rights jurisprudence has also established that a duty holder's failure to investigate and address allegations of discrimination and harassment in a timely and effective manner can cause and/or exacerbate the harm of discrimination in the assessment of liability.

In keeping with the OHRC's mandate to identify, prevent, and eliminate discrimination, and to promote human rights in Ontario, I encourage you to consult OHRC products that provide guidance on how to understand and fulfill human rights obligations. For example, the

OHRC recommends its Policy and guidelines on racism and racial discrimination; the Policy on eliminating racial profiling in law enforcement; the Policy Primer: Guide to developing human rights policies and procedures; and Human rights and policing: Creating and sustaining organizational change.

While some of these documents were developed in the context of the law enforcement sector, they contain foundational principles and useful advice for all organizations seeking to fulfill their legal requirements related to human rights. They are especially relevant to considerations about academic integrity investigations and campus security practices.

I believe that by working collaboratively with stakeholders within your academic communities, the goal of protecting human rights can be advanced. I also urge you to take meaningful steps to better understand the experiences of students who are calling for more respectful, equitable and inclusive academic environments.

To support the OHRC's commitment to public accountability and responsibility to serve the people of Ontario, this letter will be made public.

Sincerely,

Ena Chadha, LL.B., LL.M.

Chief Commissioner

cc: Hon. Ross Romano, Minister of Colleges and Universities
Hon. Doug Downey, Attorney General
OHRC Commissioners

I APPENDIX C

ANTI-BLACK RACISM TASK FORCE OVERVIEW

Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

PURPOSE

The Task Force will:

1. Listen to and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.
1. Identify and review programs, pedagogical practices, policies, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work. The University will regularly seek input from the Task Force

regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

ABOUT THE TASK FORCE

The Task Force is advisory to the President, but operates independently. It will provide ongoing updates as it deems necessary, as well as the Final Report, to the Board of Governors and the Senate.

All reports will be made publicly available.

MEMBERSHIP:

The composition of the Task Force will reflect the diversity of Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity. Representation will include members of faculty and staff, students, student unions and Black student groups, a community member/alumnus, and representation from a variety of disciplines. A detailed outline of the Task Force composition can be found at www.uwindsor.ca/antiblackracism.

The Task Force will select co-chairs (one student, one staff/faculty). The Task Force will be Black-led.

Task Force membership will prioritize Black voices as the majority of the composition. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

NOMINATION PROCESS

Candidates may be nominated or self-nominate for eight at-large positions on the Task Force (two students, two staff, four faculty).

Representatives of constituencies identified in the Terms of Reference will be nominated by those groups.

All candidates or nominators for at-large positions are asked to complete the nomination form here (https://uwindsor.ca1.qualtrics.com/jfe/form/SV_3xCa4PAmaAZbgGh). **Deadline for nominations is Tuesday, October 20th, 2020.**

Nominations for at-large positions will be reviewed by the President's ABR Working Group¹, using the criteria above as a basis for decision making. In order to further independence of decision making, the President will recuse himself from this process. An expression of interest is not a guarantee of membership on the Task Force, but those not appointed will have many other opportunities to engage within the consultation process.

Timeline: Approximately 10 months. The work of the ABR Task Force is the first information gathering phase of an ongoing process to establish substantive cultural change that will help to create a safe environment for racial minority members of our University community. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary. Meetings will take place as determined by the Task Force to meet its goals.

Resources: The University acknowledges its mandate to learn and unlearn, challenge and dismantle systemically racist practices and barriers in order to create a safer and more equitable environment for Black students, staff and faculty. We acknowledge that there can be no progress without a real, long-term, and consistent institutional commitment. The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

TERMS OF REFERENCE

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism.

Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

PURPOSE

1. To listen and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.
2. To identify and review policies, programs, pedagogical practices, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight Black excellence and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work.

The University will regularly seek input from the Task Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

TIMELINE

- Consultation and the Report are to be completed by June 2021 (approx. 10 months).
- Meetings will take place as determined by the Task Force in order to meet its goals.
- The work of the Anti-Black Racism Task Force is the first information gathering phase of an ongoing process to create substantive change that will implement initiatives identified by the Task Force. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary.

RESPONSIBILITIES & REPORTING STRUCTURE

- The Task Force is advisory to the President, but operates independently.
- The Task Force will carry out its mandate through a consultative process.
- The Task Force will provide ongoing updates, as it deems necessary, as well as the Final Report to the President's Anti-Black Racism Working Group¹, the Board of Governors and the Senate. All reports will be made publicly available.
- The Task Force will respect the confidentiality and rights of both Task Force members and those they engage with.
- Information gathered by the Task Force will be governed by a Research Ethics Clearance that mandates confidentiality and protection of privacy protocols.

RESOURCES & FINANCIAL SUPPORT

- The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

- In recognition of the time commitment, personal cost, expertise, and challenge involved in fulfilling the responsibilities of Task Force membership, the University commits to recompense in the form of academic awards for student members. Faculty and staff members will be eligible for professional development funding or research/teaching grant funding for Anti-Black racism and equity, diversity and inclusion related activities.
- The University will commit the funds necessary to support agreed to activities of the Task Force and to the long-term support of initiatives arising from Task Force recommendations.

TASK FORCE MEMBERSHIP

The composition of the Task Force will reflect the diversity of the Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity.

The Co-Chairs of the Task Force (1 student, 1 staff/faculty) will be determined by the Task Force. The Task Force shall be Black-led.

Task Force Composition:

- (1) Student – Caribbean African Organization of Students (UG)
- (1) Student – African Students’ Association (UG)

- (1) Student – Making It Awkward: Challenging Anti-Black Racism (UG – Law/Social Work)
- (1) Student – Black Law Students’ Association (UG – Law)
- (1) Student – Fusion (UG)
- (1) Student – UWSA (UG – FT)
- (1) Student - OPUS (UG – PT/Mature)
- (1) Student – GSS (GRAD)
- (2) Student – At-Large - one must be an international student (Broader Student Engagement)
- (1) Faculty – Appointed Full-time WUFA Member (Academic & Institutional Knowledge)
- (4) Faculty – At-Large Full-time WUFA Members (Academic & Institutional Knowledge)
- (2) Academic Administrators – Appointed (Academic & Institutional Knowledge)
- (1) Community – Appointed/Alumni Association (Community/Alumni Engagement & Institutional Knowledge)
- (2) Staff – At-Large (Institutional Knowledge)

Total (20): 10 students // 7 faculty // 1 Community Rep // 2 Staff (Non-Admin)

MEMBERSHIP PROCESS

- Constituency representatives (i.e. student groups and WUFA) will be appointed by their respective constituency, with attention to the criteria below.
- At-large student, staff and faculty members will be determined by an open call based on the criteria below. The Working Group on Anti-Black Racism, which is coordinating the launch of the Task Force and connected institutional initiatives, will review the applications and finalize Task Force membership based on the criteria below.
- The community representative will be identified in consultation with the Alumni Association.

MEMBERSHIP CRITERIA

Task Force membership will prioritize Black voices as majority of the composition and reflect the intersectionality of Black/African/Caribbean experiences (i.e. gender, sexual orientation, cultures, etc.), and a diversity of academic disciplines. Black candidates will be prioritized. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues

- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

MEMBERSHIP GUIDELINES:

- If a constituency-based member steps down, their constituency will appoint another individual.
- If an at-large community, faculty, staff, or student member steps down, another will be identified and appointed, subject to the Task Force's approval.

I APPENDIX D

UNIVERSITY OF WINDSOR ANTI-BLACK RACISM TASK FORCE

Call for Nominations

The University of Windsor invites nominations and self-nominations from students, staff, faculty, and community members for the Task Force on Anti-Black Racism.

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

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The Task Force will:

1. Listen to and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.
2. Identify and review programs, pedagogical practices, policies, research, and other concrete actions on campus and beyond, and recommend pervasive antiracism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities. In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work.

The University will regularly seek input from the Task

Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

ABOUT THE TASK FORCE

The Task Force is advisory to the President, but operates independently. It will provide ongoing updates as it deems necessary, as well as the Final Report, to the Board of Governors and the Senate. All reports will be made publicly available.

Membership:

The composition of the Task Force will reflect the diversity of Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity. Representation will include members of faculty and staff, students, student unions and Black student groups, a community member/alumnus, and representation from a variety of disciplines. A detailed outline of the Task Force composition can be found at www.uwindsor.ca/antiblackracism.

The Task Force will select co-chairs (one student, one staff/faculty). The Task Force will be Black-led. Task Force membership will prioritize Black voices as the majority of the composition.

Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

NOMINATION PROCESS

Candidates may be nominated or self-nominate for eight at-large positions on the Task Force (two students, two staff, four faculty). Representatives of constituencies identified in the Terms of Reference will be nominated by those groups.

All candidates or nominators for at-large positions are asked to complete the nomination form [HERE](#). Deadline for nominations is Tuesday, October 20th, 2020.

Nominations for at-large positions will be reviewed by the President's ABR Working Group¹, using the criteria above as a basis for decision making. In order to further independence of decision making, the President will recuse himself from this process.

An expression of interest is not a guarantee of membership on the Task Force, but those not appointed will have many other opportunities to engage within the consultation process.

Timeline: Approximately 10 months. The work of the ABR Task Force is the first information gathering phase of an ongoing process to establish substantive cultural change that will help to create a safe environment for

racial minority members of our University community. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary. Meetings will take place as determined by the Task Force to meet its goals.

Resources: The University acknowledges its mandate to learn and unlearn, challenge and dismantle systemically racist practices and barriers in order to create a safer and

more equitable environment for Black students, staff and faculty. We acknowledge that there can be no progress without a real, long-term, and consistent institutional commitment. The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

¹ *The President's ABR Working Group membership is the President, Jeremiah Bowers (Anti-Black Racism Projects Coordinator), Tiffany Gooch (Board of Governors, Alumni), Kaye Johnson (Office of Human Rights, Equity, and Accessibility), Clinton Beckford (Faculty of Education), Marium Tolson Murty (AntiBlack Racism Strategic Planning Officer), and Bev Hamilton (Working Group Support).*

APPENDIX E

UNIVERSITY OF WINDSOR ANTI-BLACK RACISM TASK FORCE TERMS OF REFERENCE – SEPT. 21, 2020

As a society, we have failed to effectively address the pervasiveness of racial injustice that has always been part of Canada's history. As an institution that is expected to be a change agent, the University of Windsor has been complicit in this failure. The most recent acts of Anti-Black Racism have galvanized global consciousness about a centuries-old problem that has oppressed Black, Indigenous and racialized peoples in Canada. A critical component of this work must be to address the challenges of Anti-Black Racism on our campus. The University of Windsor is affirming its obligation and commitment to lead and act in challenging and dismantling this systemic oppression, and the dangerous philosophies on which it is grounded.

PURPOSE

1. To listen and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.
2. To identify and review policies, programs, pedagogical practices, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work. The University will regularly seek input from the Task Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

TIMELINE

- Consultation and the Report are to be completed by June 2021 (approx. 10 months).
- Meetings will take place as determined by the Task

⁶ The President's ABR Working Group membership is the President, Jeremiah Bowers (Anti-Black Racism Projects Coordinator), Tiffany Gooch (Board of Governors, Alumni), Kaye Johnson (Office of Human Rights, Equity, and Accessibility), Clinton Beckford (Faculty Member), Mariam Tolson-Murty (Anti-Black Racism Strategic Planning Officer) and Bev Hamilton (Working Group Support).

Force in order to meet its goals.

- The work of the Anti-Black Racism Task Force is the first information gathering phase of an ongoing process to create substantive change that will implement initiatives identified by the Task Force. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary.

RESPONSIBILITIES & REPORTING STRUCTURE

- The Task Force is advisory to the President, but operates independently.
- The Task Force will carry out its mandate through a consultative process.
- The Task Force will provide ongoing updates, as it deems necessary, as well as the Final Report, to the President's Anti-Black Racism Working Group⁶, the Board of Governors and the Senate. All reports will be made publicly available.
- The Task Force will respect the confidentiality and rights of both Task Force members and those they engage with.
- Information gathered by the Task Force will be governed by a Research Ethics Clearance that mandates confidentiality and protection of privacy protocols.

RESOURCES & FINANCIAL SUPPORT

- The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus
- In recognition of the time commitment, personal cost, expertise, and challenge involved in fulfilling the responsibilities of Task Force membership, the University commits to recompense, in the form of professional development funding/research grant funding (faculty and staff) or academic award (students).
- The University will commit the funds necessary to support agreed to activities of the Task Force and to the long-term support of initiatives arising from Task Force recommendations.

TASK FORCE MEMBERSHIP

The composition of the Task Force will reflect the diversity of the Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity. The Co-Chairs of the Task Force (1 student, 1 staff/faculty) will be determined by the Task Force. The Task Force shall be Black-led.

Task Force Composition:

- (1) Student – Caribbean African Organization of Students (UG)
- (1) Student – African Students' Association (UG)
- (1) Student – Making It Awkward: Challenging Anti-Black Racism (UG – Law/Social Work)
- (1) Student – Black Law Students' Association (UG – Law)
- (1) Student – FUSION (UG)
- (1) Student – UWSA (UG – FT)
- (1) Student - OPUS (UG – PT/Mature)
- (1) Student – GSS (GRAD)
- (2) Student – At-Large (Broader Student Engagement), at least one of whom is an international student
- (1) Faculty – WUFA (Academic & Institutional Knowledge)
- (4) Faculty – At-Large (Academic & Institutional Knowledge)
- (2) Academic Administrators – Appointed (Academic & Institutional Knowledge)
- (1) Community – At-Large (Community/Alumni Engagement & Institutional Knowledge)
- (2) Staff – At-Large (Institutional Knowledge)

Total (20): 10 students // 7 faculty // 1 Community Rep // 2 Staff (Non-Admin)

MEMBERSHIP PROCESS

- Constituency representatives (i.e. student groups and WUFA) will be appointed by their respective constituency, with attention to the criteria below.

- At-large student, staff and faculty members will be determined by an open call based on the criteria below. The Working Group on Anti-Black Racism, which is coordinating the launch of the Task Force and connected institutional initiatives, will review the applications and finalize Task Force membership based on the criteria below.
- The community representative will be identified in consultation with the Alumni Association.

MEMBERSHIP CRITERIA

Task Force membership will prioritize Black voices as majority of the composition and reflect the intersectionality of Black/African/Caribbean experiences (i.e. gender, sexual orientation, cultures, etc.), and a diversity of academic disciplines. Black candidates will be prioritized. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

MEMBERSHIP GUIDELINES:

- If a constituency-based member steps down, their constituency will appoint another individual.
- If an at-large community, faculty, staff, or student member steps down, another will be identified and appointed, subject to the Task Force's approval.

The University of Windsor invites nominations and self-nominations from students, staff, faculty, and community members for the Task Force on Anti-Black Racism.

As an institution of higher learning, the University of

APPENDIX F

EMAIL FROM UWINDSOR ALUMNI

From: [REDACTED]
Sent: December 4, 2020 12:36 PM
To: [REDACTED]
Subject: Connecting Re: Black Alumni Suggestions

Hi [REDACTED]

As a Black Alumni of UWindsor, I wanted to provide a few of my suggestions to you directly. If you need any further clarification or support, please let me know.

- External Audit of representation of Black senior admin, faculty, and support staff; which is shared and published widely
- Focus groups conducted with Black students with clear directives, outcomes, community supports; students who attend are paid for their time
- Commitment to hiring new designated positions
- Hiring of Black academic advisors, recruitment staff, career advisors, and wellness counselors (targeted postings are doable and happening in Ontario PSE); rooted in anti-oppressive, culturally relevant framework.
- These roles cannot be simply designated, filled and left on their own. They need to be fully supported and retained by an audit of Black staff's current experiences on-campus, and direct interventions to support their success and progression into senior roles.
- Developing a safer Black student space on campus (and online for now), staffed by full-time, part-time and student Black staff, delivering programming, advocacy support, healing, wellness, etc. Ensuring this space is also inclusive of 2SLGBTQ+, Indigenous, and International students, recognizing the intersectionality of this student population. There are many examples of these spaces effectiveness, including the space at Humber College I manage. <https://humber.ca/thebase/>
- Development of a Black Mentorship Program for Black Alumni to connect with current Black students. This program should again be developed with students, and run by a Black staff member trained in anti-oppression.
- As a Black alumni, I would gladly give money towards

any of the aforementioned initiatives (as well as scholarships), my time, and expertise. More Black alumni outreach, and fundraising (including in-kind) should be done, as Black community members want to help.

- Mandatory Anti-Black racism training (semesterly) for all student organizations seeking CCT eligibility or faculty/UWSA club funding, and/or campus space
- This training (should be rooted in Canadian context) should also extend to all student leaders within the Student Experience Office, staff, and senior leadership. Training should be delivered in a safe way for Black leaders.
- Creation of a Black studies programming should be explored – BA, MA, PhD, with a certificate program option available for free to Black individuals (or at a nominal rate); Bridging Option: Upon completion of the certificate, Black learners will have the option to use credits towards a BA in their field of choice (either Black Studies, or use them as electives for another field). This program should be administered by a Black staff and/or faculty member, once again, rooted in anti-oppressive, culturally relevant pedagogy and service delivery.

These interventions are merely suggestions, but cannot be simply be created and left alone. It is clear UWindsor has a deep and harmful history of Anti-Black racism, and senior admin need to do their research with respect to ensuring the safety of students whenever possible. Ex) Many Non-Black students may/will see any changes and support to Black students as further incentives to cause harm, enact violence (verbal physical, etc.). The campus culture must first shift (starts with leadership) to ensure these interventions can be executed with the safety of Black students, staff and faculty at the forefront of any discussions.

Thank you again!

[REDACTED]
[REDACTED]
[REDACTED]

Manager, Equity & Student Life
Student Success and Engagement
Humber College [REDACTED]
416-675-6622 ext. 4976

I APPENDIX G

NEW INITIATIVES TO TACKLE ANTI-BLACK RACISM

Nov 13th, 2020

In conjunction with the launch of the Anti-Black Racism Task Force, the University is announcing two new initiatives related to combatting anti-Black racism on campus: a faculty recruitment strategy and an Anti-Black Racism Initiatives Fund.

“The work of the task force will provide us with current and detailed guidance in terms of long-term, structural interventions to combat racism on campus,” says UWindsor president Robert Gordon. “That being said, there are many initiatives, identified from previous campus reports and promising practices elsewhere, that we can start immediately, in consultation with the task force and the campus community.

“The Anti-Black Racism Initiatives Fund is intended to provide support for students, staff, and faculty driven activities in the short-term, while the task force does its work.”

The University is committing to hiring 12 Black faculty members by the end of the 2023 hiring cycle. The procedures overseeing this process will be consistent with policy and the Collective Agreement, and will also be guided by the advice of the deans and the task force.

The Anti-Black Racism Initiatives Fund provides project and initiative funding, focusing on supporting teaching and curriculum change and development, research and faculty leadership, initiatives that will help us to learn to do better, and student opportunities.

The fund will provide \$10,000 grants for research; teaching, learning, and curriculum projects; and student leadership opportunities. A call will also be launched for a two-year Anti-Oppressive Pedagogies Teaching Leadership Chair, and funds have been allocated for staff and faculty to apply for up to \$2,000 — or potentially more — for professional development in this area.

Units across campus including the Centre for Teaching and Learning and the Office of Research and Innovation Services will provide support for these initiatives, but the University will be seeking guidance and input from the task force and the campus community more generally in the design of the calls and on selection committees.

Faculty, staff, students, and departments will all have access to resources for a range of initiatives through this fund.

I APPENDIX H

Name: _____

Date: _____

Position: _____

Job Posting #: _____
(if applicable)



University
of Windsor

Application for Employment

(For non-Academic positions)

Department of Human Resources
Windsor, Ontario
N9B 3P4
519-253-3000

CONFIDENTIAL

We appreciate your interest in working at the University of Windsor. Please complete this application and enclose an up-to-date resume. If you are applying for a position that is covered by one of our union collective agreements, you should be aware that we must allow our qualified unionized staff the first opportunity for transfer or promotion to such a position. If we are unable to select a qualified University employee, your application will then be considered for the position for which you have applied.

It is the University's philosophy that every person is free and equal in dignity and rights regardless of race, creed, age, colour, sex, marital status, ancestry, place of origin, ethnic origin, citizenship, record of offenses, family status, sexual orientation or disability.

THIS APPLICATION WILL BE KEPT ON FILE FOR SIX MONTHS.

(It can be renewed toward the end of that period)

THE UNIVERSITY OF WINDSOR IS COMMITTED TO EMPLOYMENT EQUITY AND WELCOMES APPLICATIONS FROM ABORIGINAL PEOPLES, PERSONS WITH DISABILITIES, WOMEN, AND VISIBLE MINORITIES.

PERSONAL INFORMATION

Last Name _____ Given Name _____ Initial _____

Mailing Address (Include Postal Code) _____ Telephone: _____ Work: _____
Home: _____

Email: _____

APPLICATION INFORMATION

Position applied for OR work preferred 2021-13-19

Are you seeking Regular Full-time Employment Regular Part-time Employment Would you be willing to work as a casual employee? Yes No

Please indicate hours/days available if part-time or casual _____

Minimum salary expected _____ Date available _____

EDUCATION AND TRAINING

	Name & Address	Length of Course	Field of Study	Grade/Diploma/ Degree Completed
High School/GED				
Commercial or Technical Training				
Undergraduate College/University				
Other Continuing Education				

Professional Qualifications/Memberships/Licenses if applicable:

All applicants are encouraged to include volunteer or unpaid experience related to this position.

SPECIALIZED SKILLS

A. SECRETARIAL/CLERICAL

Word Processing Spreadsheets Databases Medical Terminology Keyboarding _____ wpm

Dictaphone Data Entry Graphics Scientific Terminology Other _____ specify

Shorthand Speed _____

Please specify computer packages you are familiar with below, and rate your proficiency as follows:
1) course only/no experience 2) some working knowledge 3) proficient 4) expert ex: WP 8(3)

B TECHNICAL SKILLS

C TRADES/MAINTENANCE SKILLS

EQ_EMAPP_05

EMPLOYMENT RECORD			
List most recent employment first			
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
GENERAL			
If you have or are currently working for the University of Windsor please indicate; Dates, Position, Department, Supervisor			
TB MONITORING			
Have you recently been outside of Canada for 12 months or more?			Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please explain: _____			
IN ACCORDANCE WITH ONTARIO HUMAN RIGHTS CODE			
Are you between the ages of 18 and 65?			Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you legally entitled to work in Canada?			Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever been convicted of a criminal offence for which a pardon has not been granted?			Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please explain: _____			

EQ_EMAPP_05

REFERENCES

List three persons, other than relatives or personal friends, who have knowledge of your work experience and/or education.

	Name	Company	Position	Telephone
1.	_____	_____	_____	_____
	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____

May we contact your present employer for a reference? Yes No Previous Employers Yes No

If no, please state reasons: _____

RELEASE/DECLARATION

I authorize anyone (unless otherwise specified) to provide the University of Windsor with any relevant information that may be required by them in accordance with this employment application. I hereby waive any privilege of confidentiality with respect to the release of this information to the University of Windsor.

I certify that all the above statements made by me are true with the full knowledge and understanding that if it is found I have falsified in this application, such falsification will constitute full and sufficient grounds for dismissal from the employ of the University of Windsor.

Date: _____ Signature:  _____

Thank you for taking the time to complete this application and for your interest in the University of Windsor. If you are a person with a disability and require technical aids or alternative arrangements for tests or interviews, please advise our department of these special needs, and any ways in which we can be of assistance, if you are contacted.

equity matters

TO THE APPLICANT:

The University of Windsor is an Employment Equity employer. Our desire is to have a workforce which reflects the diversity in the Canadian population. To assist us in this objective, we maintain a data base which enables us to ensure that our recruitment and out reach programs are free from discrimination.

Achieving and maintaining an equitable workforce remains at the forefront of the University of Windsor's Employment Equity planning. Our goal is to ensure that no person is denied employment opportunities or benefits for reasons unrelated to ability.

Employment Equity designated groups are those groups which have traditionally been excluded from the workforce. Even when they are employed, they tend to be concentrated in lower paying or specialist jobs and excluded from jobs with decision making responsibilities.

The four designated groups are:

- Aboriginal peoples
- persons with disabilities
- visible minorities; and
- women

Please answer the questions below and return it to the Office of Employment Equity at the University of Windsor.

The information you provide will be held in strictest confidence by the Office of Employment Equity.

The information on this form is in no way tied to your employment at Windsor. It is collected only as a way of establishing a data base for statistical purposes.

Please feel free to contact the Office of Employment Equity at (519) 253-3000 extension 2056 if you would like more information or clarification.

Thank you in advance for your help.

If you have decided not to complete the questionnaire please check here:

EQ_EMAPP_05

PERSONS WITH DISABILITIES

For the purposes of employment equity, "persons with disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who: a) consider themselves to be disadvantaged in employment by reason of that impairment or, b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reasons of that impairment, and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace. Based on this definition, **are you a person with a disability?**

Yes _____ No _____

NOTE: This question is not asking about whether you are receiving "long-term disability" benefits.

If you consider yourself a member of this group, please specify:

- Coordination/dexterity impairment (e.g., cerebral palsy)
- Developmental impairment (e.g. Down's syndrome)
- Mobility impairment (e.g., need to use a wheelchair)
- Speech impairment
- Visual impairment-partially sighted (not including use of normal eyewear)
- Visual impairment -blind
- Hearing impairment -hard of hearing
- Hearing impairment -deaf
- Non-visible physical impairment (e.g., epilepsy, hemophilia, heart condition, etc.)
- Learning disability or comprehension impairment (e.g., dyslexia)
- Psychiatric disability (e.g., depression, schizophrenia)
- Other disability, please specify: _____

VISIBLE MINORITIES OF CANADA

For the purposes of employment equity, "members of visible minorities means persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour. Based on this definition, **are you a member of a visible minority?**

Yes _____ No _____

NOTE: This question is not asking about Canadian aboriginal or native ancestry or about citizenship, place of birth, religion,

language, ethnicity, or cultural background. You may identify yourself with a visible minority group whether or not you were born in Canada or are a Canadian citizen.

Race is not a scientific concept, but it does have a general meaning in Canadian society. When a dominant group identifies others in terms of race or colour, it has economic and social consequences for life chances.

Are you white in colour or Caucasian in race?
 yes no

If you answered "NO", please indicate which of the following categories best applies to you:

- Black
- East Asian
- South Asian
- South East Asian
- American Indian, Central or South American Indian
- West Asian/Arab
- Other

Please specify: _____

ABORIGINAL PEOPLES OF CANADA

For purposes of employment equity, a person is an Aboriginal person if he or she is a member of the Indian, Inuit or Métis peoples of Canada. Based on this definition, **are you an Aboriginal person?**

Yes _____ No _____

If you consider yourself to be a member of this group please specify:

- Status Indian
- Non-Status Indian
- Métis
- Inuit

GENDER

For the purposes of employment equity, women are a designated group.

Are you: Male Female

REPORT OF THE UNIVERSITY OF WINDSOR

ANTI-BLACK RACISM TASK FORCE

FALL 2021

University of Windsor
Senate

*5.6.2a: **Human Kinetics – Degree Completion Program (Form C1)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Bachelor of Human Kinetics (Honours Kinesiology-Movement Science) for Graduates of St. Clair College's 2-year Fitness and Health Promotion Program be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This program has been approved by the Faculty of Human Kinetics and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item go to item 5.4.

**University of Windsor
Senate**

*5.6.2b: **Mathematics and Statistics – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the requirements for Minor in Statistics be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Mathematics and Statistics, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item go to item 5.5.

**University of Windsor
Senate**

*5.6.2c: **Music – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Music Program Regulations 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 (SoCA), the Faculty of Arts, Humanities and Social Sciences Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item go to item 5.6.

**University of Windsor
Senate**

*5.6.2d: **Philosophy – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for Honours Philosophy and Combined Honours Philosophy programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Philosophy, the Faculty of Arts, Humanities and Social Sciences Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item go to item 5.7.

**University of Windsor
Senate**

*5.6.1e: **General Science – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for General Science program be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item go to item 5.8.

**University of Windsor
Senate**

*5.6.2f: **Chemistry and Biochemistry – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following courses be approved:^

CHEM-3510. Heavy Metal Easy Listening.

CHEM-4599. Applications of Inorganic Spectroscopy

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The courses have been approved by the Department of Chemistry and Biochemistry, Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item go to item 5.9.

University of Windsor
Senate

*5.6.2g: **Philosophy – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following courses be approved:^
PHIL-1350. Culture, Health, and Social Justice on Turtle Island

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This course has been approved by the Department of Philosophy, the Faculty of Nursing, the Faculty of Arts, Humanities, Social Science Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.10.

University of Windsor
Senate

5.6.3: **Honours Certificate in Physics – New Program Proposal (Form A)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Honours Certificate in Physics be approved. ^

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

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A. Basic Program Information

Faculty(ies)	Science
Department(s)/School(s)	Physics
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Honours Certificate in Physics
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
Mode of Delivery:	Face-to-face
Planned steady-state Student Enrolment (per section B.4.2)	12
Normal Duration for Completion:	1 year
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 2.1.1; Ministry section 4)

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)

Relevance and Importance: Physics plays an essential role in the science and engineering workforce, particularly as it relates to economic development, national security, medicine, education, transportation, and energy (Stith & Czujko, 2003). Unlike other degree programs (e.g., engineering) there is no physics industry so graduates often find themselves in a range of careers - from government, traditional academia, and public and private sectors. Degree programs in physics not only provide comprehensive training in the subject area, but also foster students' development of critical thinking, analytical thinking, problem solving, and technical skills (e.g., modeling, advanced mathematics) - skills needed to thrive as a scientist (Stith & Czujko, 2003). As detailed in section B.4.1, many physics-related occupations require graduate degrees, so clear pathways to graduate school are necessary to enhance the employability of students as well as their range of employment options.

Aim and Impact:

The Department of Physics is proposing an **Honours Certificate in Physics** with the primary goal to provide a pathway into physics graduate school for eligible students, including students with a three-year Bachelor of Science in Physics or students with a four-year Bachelor's degree in Chemistry, Electrical Engineering, Applied Mathematics or other fields related to Physics. While this program does not guarantee students' acceptance into a physics graduate program, it will provide students with fundamental knowledge needed to be successful upon acceptance into a graduate program and in doing so will provide UWindsor faculty with a new stream of potential graduate students (see sections C.1 and C.2 for details on entrance and course requirements). A secondary goal of this program is to offer the certificate to current third-and-fourth-year undergraduate science and engineering students at the University of Windsor that can be completed concurrently with their degree program.

The proposed program will recognize students who complete eight courses in areas of physics that will provide them with sufficient background knowledge to pursue a physics graduate degree. Students will engage in

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experiential learning by completing either an internship (SCIE-3990), undergraduate research (SCIE-3900), or service learning (SCIE-3800) (see section E for a description of these courses). The courses included as part of this program are regularly taught by expert faculty and have sufficient capacity to accommodate enrollment growth without additional resources. We believe this new program will attract students who specifically want to pursue a graduate degree in physics but do not necessarily hold a degree in physics, or only have a three-year physics degree. We believe this program will be attractive to international students from commonwealth countries such as India, the UK, Australia, and New Zealand who typically earn three-year bachelor's degrees in physics. Currently, prospective students interested in completing a Master's degree in physics at the University of Windsor require a four-year bachelor's degree, so this certificate provides a transparent and consistent pathway for students to gain training in upper-level physics courses. From India, there has been a consistent influx of students pursuing education in Canada (see section B.4.4 for more information) and we anticipate a large pool of students to recruit from. To the best of our knowledge, there are no comparable certificates in Canada.

Please see section C.4 Learning Outcomes for a detailed description of the knowledge, skills, and abilities students will have gained upon successful completion of this certificate.

Consistency with Institutional Goals: The *Honours Certificate in Physics* program aligns with 'Engineering, Science, and Computing' (point three within program areas of expansion) within the SMA by offering new science programming. The Department of Physics is already teaching the courses needed to offer this certificate but has not previously formalized this program as a means to provide a pathway for students who want to attend graduate school in physics. Creating this new program will permit growth and increased enrollment within an existing program area of expansion in the SMA. Beyond contributing to this area of expansion, this new program will also provide faculty with a new stream of potential graduate students. Furthermore, many careers in physics require graduate degrees (Bureau of Labor Statistics, 2019; MTCU, n.d.-a; MTCU, n.d.-b) and therefore this certificate program will prepare individuals for graduate school, and in doing so also expand their employment prospects upon graduation. The proposed certificate also will contribute to the University of Windsor's mission, goals, and objectives by including a required experiential learning component.

B.2 Program Content (QAF Section 2.1.4)

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

Undergraduate degree programs in physics are available at many institutions across Ontario (see the Duplication section for more details). There are currently no Honours Physics Certificates available to provide a pathway for students with three-year Bachelor of Science in Physics degrees or four-year Bachelor's degrees in Chemistry, Electrical Engineering, Applied Mathematics or other fields related to physics to pursue physics graduate school, nor does a certificate in physics exist that allows undergraduate students to complete a certificate concurrently with their undergraduate degree. Therefore, the proposed certificate program addresses a significant gap in curriculum.

While no other Honours Physics Certificates exist in Ontario, the curriculum within the proposed certificate program consists primarily of third-and-fourth-year physics courses that would typically be taken by students completing a four-year honours degree in physics. This was intentional given the focus of this program is to sufficiently prepare students for physics graduate school. As such, the proposed certificate program is **consistent with the current state of the discipline**.

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B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.4)

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

The proposed Honours Certificate in Physics is **unique in Ontario** as it offers a transparent pathway for three-year Bachelor of Science in Physics degree holders and four-year degree holders in Chemistry, Electrical Engineering, Applied Mathematics or other fields related to physics to obtain the necessary training to apply for graduate school. The proposed program is also available to current science and engineering undergraduate students at UWindsor, where students can complete the certificate while simultaneously completing their degree. The program delivery is also unique as it includes an opportunity for experiential learning where students will engage in undergraduate research, an internship, or service learning (see description of these courses in Section E). Undergraduate research offers a number of benefits to students including: increased disciplinary knowledge and skills (Crews, 2013; Lopatto, 2007), preparation for graduate/professional school (Crews, 2013; Lopatto, 2007), improved skills in problem-solving, critical thinking, synthesizing information, communication, and independent learning, (Lopatto, 2007; Miller et al., 2008) and enhanced employment prospects and experience for the workforce (Healey, Jordan, Pell & Short, 2010). Internship and service learning will offer an opportunity for work-integrated learning where students will make connections between academic learning and on-the-job training. This will allow students to further develop analytical and interpersonal skills along with an opportunity to practice skills needed for physics and build professional networks.

Beyond the aforementioned reasons, we believe this program will also be attractive to international students for the following reasons (Gu, 2017):

- Safety features: Canada is perceived among many international students as ethnically diverse and peaceful, with a quality education system
- Cost: For international students wanting education in North America, Canadian tuition is less expensive than tuition in the U.S.A and is considered more affordable
- Immigration policies: Canada offers specialized work permit of up to three years for qualified graduates and that experience can be applied to applications for permanent residence. Candidates who complete their education in Canada can earn additional points towards the *Express Entry Comprehensive Ranking System*.

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?

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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?*
- *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 Physics is committed to including Indigenous content, perspectives and/or material in the curriculum wherever possible and appropriate. Starting with a newly developed History of Astronomy course, we are adding Indigenous content and perspectives in the relevant places in the curriculum. The set of physics courses required for this Honours Certificate in Physics focusses on physics theories that were developed in the 19th century to model experiments that laid the foundations of current physics. To our knowledge, there are no Indigenous theories or experiments that are related to this content. The Service-Learning course may provide opportunities for students to explore Indigenous Content or perspectives. We will work with Indigenous Curriculum and Pedagogies Project Coordinator in the Centre for Teaching and Learning to ensure that this content is included in a respectful manner. We will continue to consult with the Outreach Committee of the Canadian Association of Physicists that is tasked with increasing the content from under-represented communities in Canadian physics curricula.

B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MINISTRY section 1)

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

The University of Windsor policy on certificate programs specifies, among other things, that a certificate is a non-degree program that recognizes a focus of learning distinct from a full degree. The Honours Certificate in Physics fits within the policy.

B.4 DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand (MINISTRY section 5)

Describe the tools and methodology used to conduct the market assessment.

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

Physics-educated individuals play a crucial role in the science and engineering workforce, particularly as it relates to technical innovation needed for national security, medicine, education, transportation and energy (Stith & Czujko, 2003). One of the benefits of completing a degree in physics is the versatility in employment opportunities. While graduates may pursue employment in academia, there are also opportunities to work in science and technology, government, or private sector. Careers may include science writing, teaching, science policy, energy policy, management in technical fields, etc. Perhaps more importantly, a physics degree provides excellent preparation for most careers due to the focus on analyzing complete problems and strong skills in mathematics (Standford, n.d.). According to Stith and Czujko (2003), common paths following the completion of a physics bachelor's degree include attending graduate school in physics (32%), attending graduate school in another field (20%), and entering the workforce (48%). Unlike other disciplines (e.g., engineering) there is no physics industry; however, the majority of physics degree holders find employment within science and engineering related fields (Stith & Czujko, 2003).

The primary purpose of this certificate is to provide a pathway to graduate school for students from three-year physics degree programs and four-year degree programs in Chemistry, Electrical Engineering, Applied Mathematics or other fields related to Physics. As such, the market demand section detailed below describes positions that commonly require graduate degrees.

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The employment of physicists is anticipated to grow by 7% (faster than average) from 2019 to 2029. (Bureau of Labor Statistics; see Figure 1 and 2 more information). Similarly, data from the Government of Canada suggests that there are opportunities for individuals trained in physics to support occupations in the physical sciences (see Table 1 for a brief summary of employment statistics). As such, the proposed certificate will cater to the training of these highly specialized personnel.

Figure 1. (Reference: U.S. Bureau of Labor Statistics, Employment Projections program)

Quick Facts: Physicists and Astronomers	
2019 Median Pay ?	\$122,220 per year \$58.76 per hour
Typical Entry-Level Education ?	Doctoral or professional degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2019 ?	20,500
Job Outlook, 2019-29 ?	7% (Faster than average)
Employment Change, 2019-29 ?	1,400

Figure 2. (Reference: U.S. Bureau of Labor Statistics, Employment Projections program)

Quick Facts: Biochemists and Biophysicists	
2019 Median Pay ?	\$94,490 per year \$45.43 per hour
Typical Entry-Level Education ?	Doctoral or professional degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2019 ?	34,600
Job Outlook, 2019-29 ?	4% (As fast as average)
Employment Change, 2019-29 ?	1,400

Table 1. Employment statistics

Job profile*	Median income	Projected number of job openings (2017-2021)	Number of Job Postings
Physicists and astronomers	\$109,445	<=100	53
Natural and applied science policy researchers, consultants and program officers	\$85,673	1,001-2,000	86
Other professional occupations in physical sciences	\$88,349	401-500	22

*These data were gathered from the Ministry of Training, Colleges and Universities Ontario's labour market website for the aforementioned job profiles.

Physicists and astronomers: <https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=2111>

Natural and applied science policy researchers, consultants and program officers:

<https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4161#projJobOpeningsSection>

Other professional occupations in physical sciences:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=2115>

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Given that this certificate is also open to third and fourth year science and engineering students at the University of Windsor, we felt it was beneficial to highlight course enrollment data to suggest that there is some interest among UWindsor students to complete the courses offered within the certificate program (see Table 2.).

Table 3. Course Enrollment Data

Course	Student Enrolment Units (SEU) ¹			
	2017	2018	2019	2020
PHYS-3115. Atomic and Molecular Spectra**	15 (Fall)	15 (Fall)	21 (Fall)	13 (Fall)
PHYS-3200. Electromagnetic Theory	-	33 (Fall)	12 (Fall)	16 (Fall)
PHYS-3500. Classical Mechanics	14 (Fall)	12 (Fall)	19 (Fall)	13 (Fall)
PHYS-4100. Quantum Mechanics I	10 (Winter)	16 (Winter)	17 (Winter)	17 (Winter)
PHYS-3210. Electromagnetic Waves	5 (Winter)	32 (Winter)	11 (Winter)	11 (Winter)
PHYS-4130. Introduction to Statistical Mechanics	9 (Winter)-	15 (Winter)	15 (Winter)	15 (Winter)
SCIE-3800. Service Learning	-	37 (Fall & Winter)	20 (Fall & Winter)	22 (Winter)
SCIE-3900 Undergrad Research Experience	-	3 (Fall & Winter)	17 (Fall & Winter)	9 (Winter)
SCIE-3990. Internship	7 (Fall)	41 (Fall & Winter)	29 (Fall & Winter)	17 (Winter)

*These data were gathered from the Office of Institutional Analysis at the University of Windsor.

**This course is the “non-lab” version of PHYS-3110 and is only open to non-physics majors. The lectures run concurrent with the 3110 lectures, so the enrolment of that course is provided.

Based upon the review of market demand, course enrolment data, and international pool of students available to recruit from (described in section B. 4.4), we believe there is sufficient market demand for this certificate, particularly given that there are no new resources required to offer this program.

B.4.1.1 Percentage of Domestic and International Students (Ministry section 5)

Expected proportion (percentage) of domestic and international students. For graduate programs, identification of undergraduate or master’s programs from which students would likely be drawn.

As this Honours Certificate will most likely be optimally useful and relevant to international students possessing a 3-year degree, we anticipate a composition of 20% domestic: 80% international.

¹ Semester enrolment units (SEUs) are the numbers of students taking a course times the course value.

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B.4.2 Estimated Enrolments (QAF section 2.1.9; Ministry section 5; Senate Co-op Policy)

Provide details on projected enrolments in the following tables.

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.

<i>Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)</i>	<i>First Year of Operation</i>	<i>Second Year of Operation</i>	<i>Third Year of Operation</i>	<i>Fourth Year of Operation</i>	<i>Fifth Year of Operation (Steady-state enrolment overall)</i>
<i>In the regular program (non-co-op)</i>	3	5	7	10	12
<i>In the co-op/experiential learning stream (if applicable)</i>					
<i>For co-op option: projected number of international students enrolled in the co-op stream</i>					

*Annual projected student intake into the first year of the program:
(this may differ from the “first year of operation” projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)*

12

*Annual projected student intake into the first year of the co-op/experiential learning version of the program:
(this may differ from the “first year of operation” projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)*

B.4.3 Collaborative Program (QAF section 1.6)

If this is a collaborative program with another college/university, identify partners and describe institutional arrangements for reporting eligible enrolments for funding purposes.

N/A

B.4.4 Societal Need (Ministry section 6)

Describe the tools and methodology used to assess societal need.

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

Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as a review of the proposed program by relevant experts in the field.

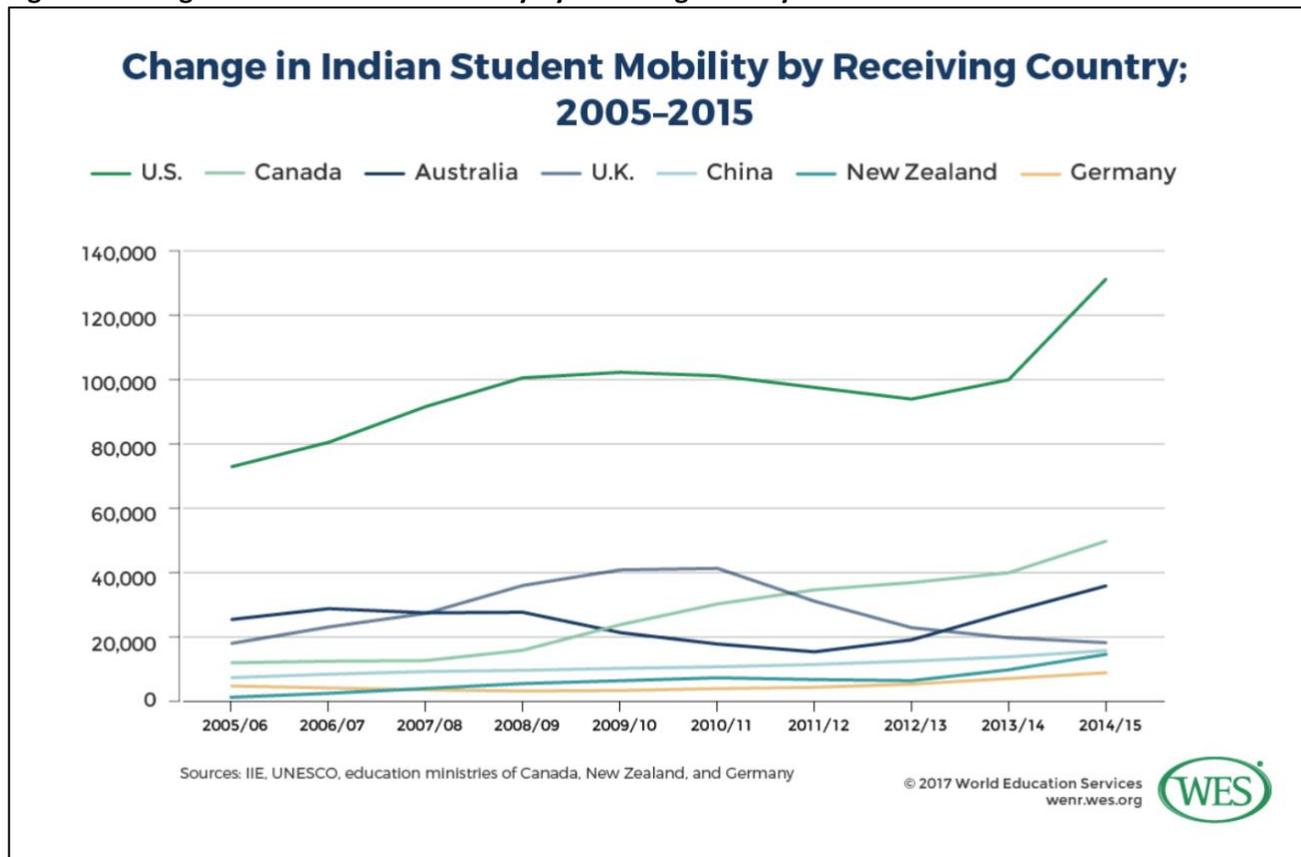
Physics education programs play a critical role in training individuals for various sectors in the science and engineering workforce, which contributes to economic development and technological advances in medicine, transportation, energy etc. Beyond preparing students for employment, completing a physics education program allows students to develop sought-after skills such critical thinking, analytical thinking, problem solving, technical skills in mathematics,

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modeling and simulations, and the use of lab equipment (Stith & Czujko, 2003). Frequently graduates of physics undergraduate degrees choose to complete graduate studies. Currently within Canada and the United States, the vast majority of institutions require a four-year Bachelor of Science degree in Physics (or similar) to be admitted into a physics graduate program. This poses significant challenges for international students, particularly those from many Commonwealth countries whose bachelor degrees in physics are only three years in length. For example, within India, most degree programs are three years, therefore those wanting to pursue a graduate degree in Canada have a difficult, and often times unclear pathway into a graduate program. Within 2018, the number of Indian students attending Canadian institutions reached over 100,000 (World Education Services, n.d.) and there has been a continual increase in the number of Indian students attending Canadian Universities (i.e., from 7,456 to 48,633 from 2005/2016 to 2014-2015) (see Figure 3). As of 2014/2015 Canada was second of the top seven destinations for Indian students.

The primary purpose of this certificate is to provide a transparent pathway to graduate school for students from three-year degree programs in physics or four-year degree programs in chemistry, electrical engineering, applied mathematics or other fields related to physics. We believe our Honours Certificate will be an attractive option for these students given the consistent and appropriate training provided to be eligible for admissions into physics graduate school (providing all other admission requirements are met). Based on the growing influx of international students in Canada, particularly from India where three-year degrees are common, we believe there will be several opportunities to recruit students and meet our enrollment estimate, while requiring no additional resources to offer this certificate. As such, the benefits of offering this Honours Certificate far outweighs any potential risks.

Figure 3. Change in Indian Student Mobility by Receiving Country.



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B.4.4.1 Societal Need – Letters, Surveys, Statistics

<ul style="list-style-type: none"> The development of this proposal included consideration of comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour. 	___ Yes	_X_ No, explain below
<ul style="list-style-type: none"> The development of this proposal included consideration of comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program. 	___ Yes	_X_ No, explain below
<ul style="list-style-type: none"> The development of this proposal included a review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of anticipated new positions in the field, number of positions in the field current being advertised, etc.)? 	___ Yes	_X_ No, explain below
<ul style="list-style-type: none"> The development of this proposal included a review of statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad? 	___ Yes	_X_ No, explain below

If yes, append letters, survey or statistics to proposal.

If no, explain:

We have not undertaken a full consultation with industry and community partners regarding this certificate. Given that this certificate is dependent on existing courses that have the capacity to accommodate the growth in enrollment, a full external review of societal need was not required. However, based upon the review of the labour market there is evidence of societal need for the program.

B.4.5 Duplication (Ministry section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similars program in the geographically contiguous area, e.g., Michigan/Detroit.

Degree programs in physics are available at most institutions across Ontario. Minors in physics and graduate programs are also available at many institutions. Within Canada, there are post-graduate certificate programs in Medical Physics offered a Dalhousie University, McGill University, University of Calgary- Tom Baker Cancer Centre, University of Victoria-Southwestern Medical Centre, and Western University. These certificates are typically CAMPEP-accredited graduate or residency programs intended for individuals with a doctoral degree in physics (or a related discipline) to meet the didactic requirements needed to enter a CAMPEP-accredited residency program. Therefore, the post-graduate Medical Physics certificate does not pose any competition to the proposed Honours certificate as it is intended for a different audience.

To the best of our knowledge an Honours Certificate in Physics does not exist in Ontario, thereby making the proposed certificate program unique in Ontario.

B.4.5.1 Demonstrate that Societal Need and Student Demand Justify Duplication (Ministry section 7)

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

To the best of our knowledge an Honours Certificate in Physics that is designed to create a pathway to graduate school, but also be available to undergraduate students to complete concurrently with their degree does not exist. Therefore, the proposed certificate program addresses a significant gap in curricula and will be an attractive option to students, particularly international students from commonwealth countries.

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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 **Budget Summary** (Appendix B) with the new program proposal.]*

B.5.1 Resources Available

B.5.1.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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.

The Faculty of Science and Department of Physics are committed to supporting this certificate. All courses within this certificate program are offered on a regular basis and have the capacity to accommodate the potential growth in enrollment. These courses are regularly offered by faculty members within Science. Faculty leading courses in this certificate have expertise that are central to this program.

Administrative tracking will be provided within the UWinsite system. The Undergraduate Counselor and the Department Head will advise students interested in this certificate. The certificate is intended as a value-added opportunity and we believe this new program will attract students who specifically want to pursue a graduate degree in physics but who do not necessarily have hold a degree in physics or only have a three-year physics degree.

B.5.1.1a Faculty Members Involved in the Delivery of the Program

Complete the following table listing faculty members in the AAU offering the proposed program as well as faculty members from other AAUs who are core to the delivery of the proposed program. Indicate in the table the involvement of each faculty member in the new and existing program(s) offered by the AAU.

This certificate program is comprised of pre-existing courses and therefore have appropriate faculty expertise. The faculty members who teach the common core required courses are listed in the table below. All optional courses are also pre-existing courses offered by existing faculty. Only the common required course faculty has been listed below. No instructor was listed for SCIE-3900. Undergraduate Research Experience as faculty members will vary considerably. Faculty members affiliations will not change.

Faculty Name and Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the NEW program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
Dr. Steven Rehse, Department Head & Professor		Physics	Physics
Dr. Chitra Rangan, Professor		Physics	Physics
Dr. Elena Maeva, Professor		Physics	Physics
Dr. Roman Maev, Professor		Physics	Physics

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Category 2: Tenure-track Professors teaching exclusively in this AAU			
Dr. Thomas (TJ) Hammond, Assistant Professor		Physics	Physics
Dr. Jeffrey Rau, Assistant Professor		Physics	Physics
Dr. Dan Xiao, Assistant Professor		Physics	Physics
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Ms. Michelle Bondy, AAS Learning Specialist		Dean's office, School of the Environment	Dean's office, School of the Environment
Category 4: Limited-term Appointments teaching exclusively in this AAU			
...			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
...			
Category 6: Sessionals and other non-tenure track faculty			
...			
Category 7: Others			
...			

B.5.1.1b Faculty Expertise Available and Committed to Supporting the New Program

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 the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

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

The Faculty of Science and the Department of Physics are committed to supporting this certificate. The Faculty of Science and the Department of Physics offer all courses listed in the program and these courses are led by specialists in the area who have expertise in the subjects that are central to this program. Given that all courses are already listed within the current academic calendar, there are enough highly qualified faculty to support this proposed certificate program. These expert faculty have active research programs and publish in high quality peer-reviewed journals.

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B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Program

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the proposed program.

The courses within the certificate program are offered within the current undergraduate academic calendar. As such, there is no anticipated additional reliance on adjunct, limited-term, or sessional faculty.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

The courses within the certificate program are offered within the current undergraduate academic calendar. As such, there is already adequate resources available and commitment to sustaining the educational experience of undergraduate students. There are no anticipated new resources required to offer this certificate program.

- staff support- no change
- library- no change
- teaching and learning support- no change
- student support services- no change
- space- no change (students are not currently assigned office or study space, so an increase in enrolment does not effect space utilization)
- equipment- no change (students will not be enrolled in classes with laboratory apparatus). No new equipment required.
- facilities- no change
- GA/TA- no change (GA/TA support is not now regularly provided to assist in the delivery of the lecture components of these upper year classes. It is not expected that the increase of enrollment will initially be so large as to require new/additional GA/TA support. GA/TA are used in the laboratory sections, but these additional students will not be enrolled in those lab sections.)

B.5.1.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the proposed program's reliance on existing resources from other campus units, including for example:

- existing courses,
- equipment or facilities outside the proposer's control,
- external resources requiring maintenance or upgrading using external resources

Provide relevant details.

The courses within the certificate program are offered regularly within the current undergraduate academic calendar. All courses within the program are offered within the Faculty of Science and Department of Physics so there are no anticipated reliance on existing resources from other campus units. It is anticipated that the

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incoming certificate students will have all necessary prerequisite knowledge to enter immediately into the prescribed physics classes and will not require any additional courses from outside the Department.

B.5.1.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

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

N/A

B.5.1.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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.)

N/A

B.5.1.5a Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

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

Note: There are no anticipated additional personnel resources required outside of what is currently being used.

B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

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.

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

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.

A candidate for the Honours Certificate in Physics shall hold a degree in:

- (i) Bachelor of Science (B.Sc) in Physics with a minimum CGPA of 65% or

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- (ii) A four-year Bachelor's degree in Chemistry, Electrical Engineering, Applied Mathematics or other fields related to Physics with a minimum CGPA of 65%.

The program can also be taken concurrently by third and fourth year students at the University of Windsor in Engineering and Science Fields.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)

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.

Students entering this certificate with a Bachelor of Science in Physics or a four-year Bachelor's degree in Chemistry, Electrical Engineering, Applied Mathematics will have sufficient background knowledge to complete the courses included in this certificate program and will be well prepared to meet the intended learning outcomes pending that they have completed prior course work in PHYS-2210 (modern physics or equivalent); PHYS-2500 (Mechanics or equivalent); MATH-2780 (vector calculus or equivalent); Math-2790 (differential equations or equivalent); MATH-3550 (special functions or equivalent). Any missing courses will need to be completed as pre-requisites.

For the third- and fourth-year students at the University of Windsor who choose to complete this certificate concurrently with their degree, proper completion of pre-requisite courses and sequencing of courses will ensure these students will be prepared for the successful attainment of the intended learning outcomes. The Academic Advisor within the Departments of Physics will advise students on matters related to completing this certificate to ensure appropriate sequencing and course selection.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

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.

Certificate in Physics

Total courses: 8

Degree requirements:

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

Notes:

- Students without prior course work in PHYS-2210 (modern physics or equivalent); PHYS-2500 (Mechanics or

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equivalent); MATH-2780 (vector calculus or equivalent); Math-2790 (differential equations or equivalent); MATH-3550 (special functions or equivalent) must complete these courses (or their equivalents) to allow enrolment in the required certificate courses named above as they are the necessary pre-requisites.

- To qualify for the certificate, students will be required to successfully complete all eight courses at the University of Windsor. No transfer credit will be considered for this certificate.
- No courses taken as part of the Honours Certificate in Physics can count towards a graduate degree.

Courses used to calculate the major average are: N/A (see C.3.2 for requirements for continuation and graduation).

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

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]:*

Students must complete one experiential learning course as part of this certificate. Students can choose to complete an undergraduate research course (SCIE-3900), an internship (SCIE-3990), or service learning (SCIE-3800).

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.):

SCIE-3900 (Undergraduate Research Experience):

In SCIE 3900 students will participate in discipline specific research activities under the direction of a faculty member in the Faculty of Science. Students will gain experience in the methods, techniques and ethical conduct of research. Student will complete a research project which includes an oral presentation and submission of a written final report. Students will be assessed on the aforementioned components of their research and this course is graded 'Pass' or 'Fail'. This course will occur over one academic semester (12 weeks). (3.0 credits).

Internship (SCIE 3990):

Students will participate a 12-week work placement, complete bi-weekly assignments, and write a final internship report on their experience. This course is graded on a pass/fail basis where the pass level is set at 70%. To pass students must complete 108 hours (~9 hours/week over 12 weeks) at their placement, complete and submit the bi-weekly assignments and final internship report (detailed below), and receive a pass on their final evaluation from their employer. Students will earn three credits for completing this internship. Since there is no set class time, assignments are submitted via Blackboard. Specific details and weighting of the assignments can be seen in 'guidelines for experiential learning reports'.

Service Learning (SCIE 3800):

Participation in experiential learning with community partners to provide students direct experience with the subject matter they are studying in the curriculum. Students are given an opportunity to enhance their academic learning by engaging with community partners to analyze and address community needs and solve problems related to social issues and community needs. Students will also reflect on their service experiences, and personal growth. May be repeated 2 times for credit. Prerequisite: Approval from the Course Instructor and the Dean of Science (or designate). This course will be graded Pass or Fail (3 credits)

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Guidelines for experiential learning/co-op work term reports:

SCIE-3900 (Undergraduate Research Experience):

In SCIE 3900 students will participate in discipline specific research activities under the direction of a faculty member in the Faculty of Science. Students will gain experience in the methods, techniques and ethical conduct of research. Student will complete a research project which includes an oral presentation and submission of a written final report.

Internship (SCIE-3990):

As part of the course, students will submit the following documents to the course instructor. These documents are also considered assignments within the course:

- 1) Internship Learning Goals Document and Safety Checklist (worth 4%)
- 2) Mid-term Performance Appraisal (worth 15%)
- 3) Bi-Weekly Assignments (weekly time logs, along with a written reflection, the topic of which will be posted on Blackboard) (worth 4% each; 16% total)
- 4) Final Performance Appraisal (mid-term and final Employer Performance Appraisal) (worth 35%)
- 5) Final Reflective Report (meaningful and deep reflection on internship experience which will contain: job description, knowledge gained, skills learned, attitudes/values, learning outcomes) (worth 30%)

Service Learning (SCIE-3800):

As part of the course, students will submit the following documents to the course instructor. These documents are also considered assignments within the course:

- 1) 5 Short Bi-Weekly Assignments (5% each, 25% total): Submission of weekly time logs, along with a written reflection, topic to be provided by the instructor.
- 2) Mid-term Performance Evaluation (15%).
- 3) Final Performance Evaluation (30%).
- 4) Final Reflective Journal (30%)

General length of experiential learning/co-op work term:

SCIE-3900 (Undergraduate Research Experience):

Participation in discipline-specific research activities. This course will occur over one academic semester (12 weeks). As per the SCIE-3900 syllabus, the student total hours must be at least 96 to pass the course. (3 credits)

Internship:

The internship (SCIE-3990) is a 12-week work placement, where students complete 108 hours (~9 hours/week over 12 weeks) at their placement. The internship will occur over one academic semester.

Service Learning (SCIE-3800):

The service learning placement is 12-weeks where students complete 96 hours (~8 hours/week over 12 weeks) at their placement. The internship will occur over one academic semester.

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

Students must complete one experiential learning course but may choose from a variety of options (undergraduate research, internship, or service learning). These are described above.

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C.3.1 For Graduate Program ONLY (QAF sections 2.1.3 and 3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

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

N/A

C.3.1.2 Program Research Requirements

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

N/A

C.3.1.3 Fields in a Graduate Program (optional)

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

A cumulative average of 65% is required for continuation in the program.

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.

Students who achieve a cumulative average of 70% or higher will receive the Honours Physics Certificate.

C.3.2.3 Suggested Program Sequencing

Provide suggested program sequencing for each year of the program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure 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).

Fall

- PHYS-3115. Atomic and Molecular Spectra
- PHYS-3200. Electromagnetic Theory
- PHYS-3500. Classical Mechanics

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- One 3000 or 4000 level course in Science. It is recommended that students complete either PHYS-3900. Techniques in Experimental Physics I, PHYS-3600. Computational Physics, or PHYS-3610. The Mathematics of Physics.

Winter

- PHYS-4100. Quantum Mechanics I
- PHYS-3210. Electromagnetic Waves
- PHYS-4130. Introduction to Statistical Mechanics
- One of SCIE-3800, SCIE-3900, or SCIE-3990

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

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

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.*

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Integrate and utilize concepts and techniques learned in Physics (e.g., essentials of mechanics, electromagnetic theory, quantum mechanics, and statistical mechanics) to solve theoretical and applied problems (also relevant to D).</p> <p>Apply physical and mathematical principles to describe and explain phenomena in the fundamental and applied sciences.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>B. Retrieve, review, and critically evaluate scientific literature (also relevant to C).</p> <p>Formulate mathematical models for physical problems (also relevant to D)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Apply mathematical and physical concepts and skills to solve theoretical and applied problems.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Utilize concepts and techniques to obtain quantitative solutions to complex problems in Physics (also relevant to C).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Provide accurate analysis of solutions to theoretical and applied problems, including accurate descriptions and honest attributions of sources of information utilized in the solutions (also relevant to I).</p> <p>Use evidence-informed approaches when applying physics principles to solve theoretical and applied problems.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Communicate effectively and professionally in both written, and oral formats to a wide range of audiences (also relevant to D).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
G. Work constructively with others to solve applied problems.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Use multiple approaches to solve complex physical problems in applied settings (also relevant to I).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. See above.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.1 Program Structure and Regulations Ensure Learning Outcomes Can be Met

Describe how the program's structure and regulations ensure that its specified learning outcomes can be met by successful students.

Through the completion of this certificate, students will be equipped with the fundamental skills needed to pursue a graduate degree in physics. Students will graduate with extensive scientific understanding of mathematical and physics principles, including the ability to apply these principles to solve applied problems. The Department of Physics will ensure that program requirements are being met and students are achieving the learning outcomes.

Course specific assessments will be used to evaluate students' mastery of the program learning outcomes. These assessments may include, though are not limited to: examinations (e.g., tests, quizzes, and midterms), assignments, and lab exercises. The structure of the degree program is scaffolded to ensure students can meet the learning outcomes as well as progress from 'reinforcement' to 'mastery'. There will also be many opportunities for students to practice and reinforce these skills.

Within Appendix C is the curriculum map for this program. Given the admissions requirements of this certificate, students will enter the certificate at the 'reinforcement' level for the program learning outcomes as they will have some background knowledge in physics or similar subject areas. The certificate consists of upper year courses so they will provide additional opportunities to reinforce and master the certificate learning outcomes. The undergraduate research/service learning/internship will allow students to master the certificate learning outcomes.

Table 4. in 'Section D. Monitoring and Evaluation' includes a detailed breakdown of how course specific assessments align with the program learning outcomes.

C.4.2 Impact of Experiential Learning Component on Attainment of Learning Outcomes

For programs with an experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.

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The internship and service learning courses are intended to ensure students integrate learning from multiple on-campus opportunities in applied or community settings and that they master the certificate learning outcomes. This course will provide students with hands-on work experience where they can demonstrate connections between their academic learning, industry, and/or the community. Emphasis will be placed on students' capacity to analyze, solve problems, and reflecting on outcomes in real time. The undergraduate research course also provides experiential learning and will facilitate students' mastery of certificate learning outcomes. These courses allow students to apply scientific knowledge to theoretical and applied problems through hands-on laboratory-based learning.

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet 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.

Certificate courses primarily rely on face-to-face offerings and delivery may vary according to instructor. Approaches may include: standard lectures with active learning techniques embedded (e.g., discussions), laboratories, homework assignments, research projects, presentations, and written assignments.

SCIE-3900 is a 12-week undergraduate research course and there will be no formal class time; however, students will be required to complete a research project. Students will be responsible for devoting approximately 8 hours/week (total of 96 hours over 12 weeks) to their research project. This includes any essential training, laboratory (experimental, theoretical or computational) work, meetings with supervisor and research group, attendance at relevant seminars, presentations, and or written reports. The modes of delivery and the teaching methods used will provide students with a variety of learning experiences and assist them in developing the knowledge, skills, and abilities to meet the certificate learning outcomes.

Service learning (SCIE-3800) consists of a 12-week experiential learning opportunity with community partner(s) which will provide students with direct experience of the subject matter they are studying in other courses. Due to the experiential learning nature of this course, there is no set class time. Student will be responsible for devoting 8 hours per week (96 hours total over the course of the semester) to their service learning placement. This includes all placement-related duties, such as work in-person or virtually/remotely. Performance appraisals, assignments, and reflective reports will be used to facilitate the acquisition of specific skills, knowledge, and attitudes during the service learning placement. The modes of delivery and the teaching methods used will provide students with a variety of learning experiences and assist them in developing the knowledge, skills, and abilities to meet the certificate learning outcomes.

The Internship course (SCIE-3990) will consist of a 12-week workplace (~9 hours/week) and there will be no set class time. Students will be responsible for devoting 9 hours/week (total of 108 hours; 9 hours/week x 12 weeks) to their internship placement (six of these hours must be spent working at the placement, with their internship supervisor (or designate), or on placement related duties, and the remaining three hours can be spent on completing assignments, research, or preparations for the course and/or placement. Task and modes of delivery may vary depending on the location of placements. Performance appraisals, assignments, and reflective reports will be used to facilitate the acquisition of specific skills, knowledge, and attitudes during the internship. The modes of delivery and the teaching methods used will provide students with a variety of learning experiences and assist them in developing the knowledge, skills, and abilities to meet the certificate learning outcomes.

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C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this new program. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/Week	Average Time <i>per week</i> the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	3
Tutorials	0-1
Practical experience	
Service or experiential learning	8-9
Independent study	2-3
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	2-3
Studying for tests/examinations	1
Other: <i>[specify]</i>	

Compare the student workload for this program with other similar programs in the AAU:
Some of the courses in the certificate program are offered as courses for students in science programs. Therefore, the workload of this certificate program will be consistent with the level of efforts required in science programs.

D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

Planned assessment activities are intended to focus on achievement of knowledge and skills in physics. The assessments within the undergraduate research, service learning and internship give students an opportunity to apply this knowledge to real problems in laboratory, workplace, or community settings. This is consistent with the certificate learning outcomes. Assessments may take different forms, including though not limited to: examinations, laboratory reports, and/or assignments, research projects, written documents (e.g., research papers, literature reviews, reflective reports), presentations, and performance appraisals. Assignments may vary across courses as students have some flexibility in the courses they enroll in as part of the certificate program, particularly as this relates to their elective and the internship, or service learning, or research course. For an overview of assessment methods that may be used to evaluate students' achieving certificate learning outcomes please see Table 4: Alignment of assessments & learning outcomes.

The overarching goal of this certificate program is to provide a pathway for students who have an interest in pursuing physics graduate school to earn an Honours Certificate. It will provide students with core knowledge needed to be successful upon acceptance into a graduate program, if they choose to pursue this route and are accepted into the program. Given the admissions requirements of this certificate, students will enter the program at the 'reinforcement' level for the program learning outcomes as they will have some background knowledge in physics or similar subject areas. The certificate consists of upper-year courses so they will provide additional opportunities to reinforce and master the certificate learning outcomes. The undergraduate research/service learning/internship will allow students to master the certificate learning outcomes.

The Academic Advisor in the Department of Physics will be responsible for overseeing that certificate requirements are being met as well as how student process through the program.

For more information, please see the curriculum map in Appendix C.

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Table 4. Alignment of assessments & learning outcomes

Courses	Assessments*	Alignment with Learning Outcomes (LO)	Sequence
PHYS-3115. Atomic and Molecular Spectra	<ul style="list-style-type: none"> • Examinations • Graded homework 	LO1-LO13	Semester 1
PHYS-3200. Electromagnetic Theory	<ul style="list-style-type: none"> • Examinations • Graded homework 	LO1-LO13	Semester 1
PHYS-3500. Classical Mechanics	<ul style="list-style-type: none"> • Examinations • In class assignments • Assignments 	LO1-LO13	Semester 1
PHYS-4100. Quantum Mechanics I	<ul style="list-style-type: none"> • Examinations • Quizzes • Graded homework 	LO1-LO13	Semester 2
PHYS-3210. Electromagnetic Waves	<ul style="list-style-type: none"> • Examinations • Labs • Assignments 	LO1-LO13	Semester 2
PHYS-4130. Introduction to Statistical Mechanics	<ul style="list-style-type: none"> • Examinations • Assignments 	LO1-LO13	Semester 2
SCIE-3800. Service Learning	<ul style="list-style-type: none"> • Bi-weekly assignments, time logs, written reflections, final reflective report, performance appraisal 	LO1, LO2, LO5, LO6, LO7, LO9, LO10, LO11, LO12,	Semester 2
SCIE-3990. Internship	<ul style="list-style-type: none"> • Bi-weekly assignments, time logs, written reflections, final reflective report, performance appraisal 	LO1, LO2, LO5, LO6, LO7, LO9, LO10, LO11, LO12,	Semester 2
SCIE-3900. Undergraduate research	<ul style="list-style-type: none"> • Written reflection, oral presentation and written reports 	LO1-LO13	Semester 2

***Note:** This is not a comprehensive list of assessments as there may be additional assessments used within courses that test students' achievement of certificate LOs. Students have the option of completing one 3000 or 4000 level course in science which was not included given the range of courses available for students to select.

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

Students will work towards the mastery of certificate learning outcomes through the completion of eight courses. Planned assessment activities are intended to focus on achievement of knowledge and skills in physics. The undergraduate research, service learning or internship that students must take, and their corresponding assessments, will give students an opportunity to apply this knowledge to real problems. This is consistent with the certificate learning outcomes. Please see Appendix C for the curriculum map and Table 4 for how course assessments may align with certificate learning outcomes.

The key component to this certificate is the experience students will have with undergraduate research, service learning, or an internship (students select one of these options to complete for course credit). These courses provide experiential learning opportunities. Students who decide to complete undergraduate research (SCIE-3900) will gain experience in the methods, techniques and ethical conduct of research in the area of physics. Within SCIE-3900 students will complete an undergraduate research project which includes an oral presentation at an annual colloquium and submission of a written final report. Students who decide to complete an internship (SCIE-3990) will participate in a 12-week work placement at a relevant agency (e.g., any national lab, NRC, research hospitals, IDIR). Due to the experiential learning nature of this course, there is no set class time. Students will be responsible for devoting 9 hours/week (total of 108 hours; 9 hours/week x 12 weeks) to their

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internship placement (six of these hours must be spent working at the placement, with their internship supervisor (or designate), or on placement related duties, and the remaining three hours can be spent on completing assignments, research, or preparations for the course and/or placement).

Within service learning (SCIE-3800) students will complete a 12-week placement with community partner(s) and be responsible for devoting 8 hours per week (96 hours total over the course of the semester) to their service learning placement. This includes all placement-related duties, such as work in-person or virtually/remotely. The internship and service learning courses provide opportunities for work-integrated learning where students will make connections between academic learning and on-the-job training in both industry and the community. This will allow them to further develop analytical and interpersonal skills along with an opportunity to practice skills needed in physics and build professional networks. As part of these courses, students will complete bi-weekly assignments (time logs, written reflections) and a final reflective report on their experience. This report will allow students to reflect on their experience in real time (e.g., projects/tasks completed, challenges, etc.), knowledge gained, and skills learned. Following the successful completion of the undergraduate research experience, service learning, or internship, students will have mastered all certificate learning outcomes.

As the program evolves, student success will be tracked through consultation, student feedback, and grade achievement data. The Academic Advisor in the Department of Physics will be responsible for monitoring student progression and responding to student questions regarding the certificate.

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

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

E.1 Experiential Learning Component and Nature of Experience

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

Students must complete one experiential learning course as part of this certificate. Students can choose to complete an undergraduate research course (SCIE-3900), service learning (SCIE-3800) or an internship (SCIE-3990).

Undergraduate Research (SCIE-3900):

Within SCIE-3900 students will complete an undergraduate research project which includes an oral presentation and submission of a written final report. Through these courses, students will participate in discipline specific research activities under the direction of a faculty member in the Faculty of Science. SCIE 3900 will occur over one academic semester (12 weeks).

Internship (SCIE-3990)

The internship course consists of a 12-week work placement within a related field (e.g., any national lab, NRC, research hospitals, IDIR). Students will complete a total of 108 hours at their placement (~9 hours/week for 12 weeks). Of the nine hours devoted to their placement, six of these hours must be spent working at the placement, with their internship supervisor (or designate), or on placement related duties, and the remaining three hours can be spent on completing assignments, research, or preparations for the course and/or placement.

Service Learning (SCIE-3800)

Service learning (SCIE-3800) consists of a 12-week experiential learning opportunity with community partner(s) which will provide students with direct experience of the subject matter they are studying in other courses. Due to the experiential learning nature of this course, there is no set class time. Student will be responsible for devoting 8 hours per week (96 hours total over the course of the semester) to their service learning placement. This includes all placement-related duties, such as work in-person or virtually/remotely.

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Students completing this certificate will bring a range of skills to their research, service learning, or internship. This includes technical and scientific knowledge as well as interpersonal skills (e.g., teamwork, collaboration, etc.). Through completing the certificate courses, student will gain an in-depth understanding on topics related classical mechanics, quantum mechanics, atomic and molecular spectra, and electromagnetic waves. This foundational knowledge will ensure students are well equipped to complete the tasks assigned by their faculty or internship/community supervisor, or course instructor. Students will also gain hands-on experiences in many of the aforementioned topics through laboratories and in-class learning experiences associated with the certificate courses. These experiences will ensure students have adequate technical skills which they can apply to help solve physics-related problems. Many of certificate courses have research components, written assessments, oral assignments (e.g., research paper, presentation) and require students to work collaboratively. Therefore, students will develop skills related to communication, critical thinking, problem solving, and the ability to collaborate with others. These skills can be directly translated and used in any experiential learning course.

E.2 Knowledge and Skills Brought to the Workplace

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

Students completing the certificate will bring a range of skills to their research, service learning, or internship. This includes technical and scientific knowledge as well as interpersonal skills (e.g., teamwork, collaboration, etc.). Through completing the certificate courses, student will gain an in-depth understanding of building theoretical models of physical phenomena and problem-solving in physics topics (e.g., Electromagnetic Theory, Quantum Mechanics, etc.). This foundational knowledge will ensure students are well equipped to complete the tasks assigned by their faculty and internship supervisor, or course instructor. Students will also gain hands-on experiences in many of the aforementioned topics through laboratories associated with the certificate courses. These experiences will ensure students have adequate technical skills which they can apply to physics related tasks. Some of the certificate courses have research components, computer simulations, written assessments, oral assignments and require students to work collaboratively. Therefore, students will develop skills related to communication, critical thinking, problem solving, and the ability to collaborate with others. These skills can be directly translated and used in any experiential learning course.

E.3 Evidence of Availability of Placements

Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).

Provide a summary of the types of positions that would be suitable at each level of work-term.

How will these placements/opportunities be developed?

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

There are a number of faculty member within Science who supervise undergraduate research students. As such, there is a sufficient number of faculty available and willing to mentor and supervise students in SCIE 3900. This course will be encouraged for those interested in pursuing graduate school.

Service learning (SCIE-3800) and internship (SCIE-3990) are two possible opportunities for the experiential learning component of this certificate. As a result, the program will require a small number of internship placements each year (<3) and the Faculty of Science has an experiential learning specialist (Ms. Michelle Bondy) who will develop internship opportunities for students. Ms. Michelle Bondy will facilitate and coordinate the development of placements for students in physics-related field. This will include liaising with employers and industry representatives to coordinate placements. Previous co-op students have completed co-op semesters

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which are similar to internship placements at Tessonics, Inc., TRIUMF, Windsor Regional Cancer Center, etc. As such, these represent possible organizations where students could complete internships in physics.

E.4 Mechanism for Supervision of Placements (QAF section 2.1.9)

Describe the mechanism that will be established for the supervision of experiential learning placements.

Students who complete undergraduate research will be supervised by a faculty member. The faculty member will determine the mechanism for supervision and will monitor student progress as they complete their research project. Students in field courses will be supervised by the course instructor who will assess student work and will monitor students' progression and attainment of course learning outcomes.

The internship and service learning course instructor will supervise students' progression through the course and attainment of course learning outcomes. Placement supervisors will be established and documented in the internship and service learning application form. Placement supervisors will complete a safety orientation checklist with students prior to commencing these placements. Students are required to create learning goals in collaboration with their placement supervisor. These will be documented as part of the course requirements. Weekly time logs will be maintained by the student and confirmed by the placement supervisor. There will be a mid-term and final performance appraisal completed by the supervisor and sent to the course instructor.

E.5 Fees Associated with Experiential Learning Component

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

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

Outside of standard tuition fees, there will be no additional fees associated with the experiential learning component of this certificate.

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

Please obtain signatures for the following statement.

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

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

Name of AAU Head (typed or e-signature): _____

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

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

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

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

Final Overview:

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

Does the proposal:

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

Will the program:

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

The following appendices are filed in the University Secretariat:

Appendix A: Faculty CVs – Not included (not required for undergraduate diploma or certificate proposals)

Appendix B: Budget Summary Sheet*

*or go to the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.2.

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Appendix C – Curriculum Map

Courses to Program Outcomes: Honours Certificate in Physics (all courses)

Course	A D PLO 1	A PLO 2	B C PLO 3	B D PLO 4	C PLO 5	D PLO 6	D C PLO 7	E I PLO 8	E PLO 9	F D PLO 10	G PLO 11	H I PLO 12	I PLO 13
PHYS-3115	R	R	R	R	R	R	R	R	R	R	R	R	R
PHYS-3200	R	R	R	R	R	R	R	R	R	R	R	R	R
PHYS-3210	R	R	R	R	R	R	R	R	R	R	R	R	R
PHYS-3500	R	R	R	R	R	R	R	R	R	R	M	R	M
PHYS-4100	M	M	M	M	M	M	M	M	M	M	M	M	M
PHYS-4130	M	M	M	M	M	M	M	M	M	M	R	M	M
SCIE-3800	M	M			M	M	M		M	M	M	M	
SCIE-3900	M	M	M	M	M	M	M	M	M	M	M	M	M
SCIE-3990	M	M			M	M	M		M	M	M	M	

Legends

Courses

PHYS-3115	Atomic and Molecular Spectra
PHYS-3200	Electromagnetic Theory
PHYS-3210	Electromagnetic Waves
PHYS-3500	Classical Mechanics
PHYS-4100	Quantum Mechanics I
PHYS-4130	Introduction to Statistical Mechanics
SCIE-3800	Service Learning
SCIE-3900	Undergraduate Research Experience
SCIE-3990	Internship

Program Learning Outcomes (PLOs)

PLO 1	Integrate and utilize concepts and techniques learned in Physics (e.g., essentials of mechanics, electromagnetic theory, quantum mechanics, and statistical mechanics) to solve theoretical and applied problems (also relevant to D).
PLO 2	Apply physical and mathematical principles to describe and explain phenomena in the fundamental and applied sciences.
PLO 3	Retrieve, review, and critically evaluate scientific literature (also relevant to C).
PLO 4	Formulate mathematical models for physical problems (also relevant to D)
PLO 5	Apply mathematical and physical concepts and skills to solve theoretical and applied problems.
PLO 6	Formulate mathematical models for physical problems.
PLO 7	Utilize concepts and techniques to obtain quantitative solutions to complex problems in Physics (also relevant to C).
PLO 8	Provide accurate analysis of solutions to theoretical and applied problems, including accurate descriptions and honest attributions of sources of information utilized in the solutions (also relevant to I).
PLO 9	Use evidence-informed approaches when applying physics principles to solve theoretical and applied problems.
PLO 10	Communicate effectively and professionally in both written, and oral formats to a wide range of audiences (also relevant to D).
PLO 11	Work constructively with others to solve applied problems.

***Note:** Based on the entrance requirements associated with this certificate, participants will begin this certificate at the reinforcement level of the certificate learning outcomes. Student have the option of completing one 3000 or 4000 level course in Science which was not included in the curriculum map given the range of courses available for students to select.

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Appendix D – References

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Physicists and Astronomers, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/physicists-and-astronomers.htm>

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World education services. (2018). The Indian education system and student mobility trends. Retrieved from <https://knowledge.wes.org/on-demand-the-indian-education-system-and-student-mobility-trends.html?archive-source=WENR-CTA>

**University of Windsor
Senate**

5.6.4: **Interdisciplinary Health Sciences – Major Program Change (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Interdisciplinary Health Science Stream be approved for the Honours Biomedical Science, Honours Biology and Honours Psychology programs, as outlined in the program/course changes forms.[^]

[^]*Subject to approval of the expenditures required.*

Rationale/Approvals:

- This major program change has been approved by the Faculty of Arts Humanities and Social Sciences Coordinating Council, the Science Program Development Committee (SPDC) as delegated by the Faculty of Science Coordinating Council, the Provost, and the Program Development Committee.
- *See attached.*

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A. Basic Program Information

Faculty(ies)	Science FAHSS
Department(s)/School(s)	Biomedical Sciences Psychology Integrative Biology
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Honours Biomedical Science - Interdisciplinary Health Science Stream Honours Psychology - Interdisciplinary Health Science Stream Honours Biological Sciences - Interdisciplinary Health Science Stream
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
Mode of Delivery:	Face-to-face
Planned steady-state Student Enrolment (per section B.4.2)	100+
Normal Duration for Completion:	4-years
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; Ministry section 4)

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)

Health science is an interdisciplinary field that encompasses many facets of health across the lifespan. Health Science degree programs vary considerably in their focus - from public health to environmental health; therefore, students with education and training in the health sciences are well-prepared for a plethora of careers ranging from health promotion specialists, data analysts, health policy analysts, and health care administrators, and are well-positioned for professional degrees and graduate programs. As such, several Departments/Schools at the University of Windsor are proposing **new streams** in existing degree programs, in **Interdisciplinary Health Sciences (IHS)** that will support the need for trained individuals with knowledge of health, wellness, and illness from multiple perspectives (e.g., biological, behavioural, social, environmental). Given the growth of the health sector in general, these new program streams will help connect students to a wide range of careers and research possibilities by providing them with an interdisciplinary perspective (see B.4 Demand for the Modified Program for information on labour market trends). The addition of these IHS streams will address a gap in curricula at the University of Windsor as health science is often an area of study prospective undergraduate students request at open house events yet there are currently no programs operating under a 'health science' label despite existing programs already offering training in this area. Providing specific and targeted curricula under the umbrella of health science will attract new students and help the University of Windsor to be competitive with other institutions offering health science programs. The proposed IHS streams also offers an opportunity for authentic interdisciplinary learning which is known to help students develop skillsets that are attractive to employers (Stryon, 2013).

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To help address the curricular need and the growing interest among students in the field of health sciences, the Departments/Schools of: 1) Biomedical Sciences; 2) Psychology; and 3) Integrative Biology are **each** proposing the creation of **new streams** within their respective degree programs:

- Honours Biomedical Science - Interdisciplinary Health Science Stream
- Honours Psychology - Interdisciplinary Health Science Stream
- Honours Biological Sciences - Interdisciplinary Health Science Stream

Students within these streams will have the unique opportunity to select and complete an interdisciplinary health science concentration **in conjunction with** completing their declared major. These concentrations will consist of 11 courses: **three 'core' interdisciplinary courses** (i.e., a foundation, cornerstone, and capstone) that will be completed by *all* students in *any* IHS stream to ensure authentic and integrative learning as well as to offer a cohort learning experience among students from different departments. The remaining eight courses will relate to the **concentration subject area** that are designed to provide students with background in another area that is directly relevant to the healthcare sector (e.g., Economics, Indigenous Studies). The 'core' interdisciplinary courses will be designed to tie together what the student is learning in their health-related major (Biomedical, Biology and Psychology) and in their concentration to ensure that they develop a unique and interdisciplinary perspective of the health sciences that they would not otherwise get through their major alone. Essentially, the design of the Interdisciplinary Health Sciences (IHS) program is to guide students in their selection of (health-relevant) electives and ensure that there is meaningful integration between the concentration and the major, as well as other students in the program pursuing different concentrations.

Structuring the **Interdisciplinary Health Sciences (IHS)** program on streams of existing majors and concentrations, creates a 'plug and play' model that allows other health-related programs to develop their own streams in the future or to create unique concentrations that are relevant to healthcare. The initial proposal is starting with streams in the Departments of Biomedical Sciences, Integrative Biology and Psychology, but other departments are programs are welcome to create new streams in the future.

The first concentrations being proposed are:

- Healthcare Economics
- Health and Aging
- Health and Society
- Indigenous Health
- Healthy Spaces and Places
- Medical Humanities
- One Health
- Biostatistics

The selection of the concentration areas and curriculum within each area were intentionally designed to leverage existing areas of strength and expertise at the University of Windsor, to foster Departmental/School collaborations, to provide flexibility to students, and to facilitate sought-after interdisciplinary learning. These concentration areas will recognize the diversity in approaches in the field of health science and represent unique areas of focus that are less common at other institutions. As noted, the 'plug-and-play' approach to this new program allows other departments to develop new concentrations or suggest courses to the existing concentrations. For example, we are planning to introduce a Healthcare Informatics concentration through Computer Science in Fall 2022.

Please see the learning outcome tables for a detailed description of the knowledge, skills, and abilities students will have gained upon successful completion of these concentrations and Section C. Program Details for information on degree requirements. Curriculum mapping will be initiated in Fall 2022 by the Interdisciplinary Health Sciences faculty member that will be hired to support the new program.

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Consistency with Institutional Goals:

Given the diversity in Departments/Schools proposing streams in IHS, this curricular initiative aligns with a considerable number of program areas of strength and expansion. Furthermore, the IHS concentrations span the field of health science from multiple perspectives, (e.g., biological, behavioural, social, environmental) further supporting institutional goals. Most directly, these streams and concentrations align with “Health and Wellness” which is both an area of strength (#6) and expansion (#1). More tangentially, select streams and concentrations also align with “Environmental and Ecosystem Adaptation”, and “Humanities” (#5 and #7 within program areas of strength). Beyond these strategic areas, these curricular changes support institutional initiatives focusing on academic program innovation by fostering inter-departmental/school collaborations, high-impact practices through the inclusion of a capstone course, and innovations in teaching and learning excellence.

B.2 Changes to Program Content (QAF Section 2.1.4)

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

The Departments/Schools of: 1) Biomedical Sciences; 2) Psychology; and 3) Integrative Biology are **each** proposing the creation of **new streams** within their respective degree programs:

- Honours Biomedical Sciences - Interdisciplinary Health Science Stream
- Honours Psychology - Interdisciplinary Health Science Stream
- Honours Biological Sciences - Interdisciplinary Health Science Stream

Students within these streams will have the unique opportunity to select and complete an interdisciplinary health science concentration in one of the following areas, along with common core IHS courses: 1) Foundations in Interdisciplinary Health Sciences (foundation course); 2) Health Promotion and Translation (cornerstone); 3) Capstone Project.

Concentration areas are:

- Healthcare Economics
- Health and Aging
- Health and Society
- Indigenous Health
- Healthy Spaces and Places
- Medical Humanities
- One Health
- Biostatistics

The Higher Education Strategy Associates (HESA) conducted a scan of interdisciplinary health sciences programs and identified several concentrations and specializations that exist at other institutions (see Appendix E for their report). These concentrations and specializations include, though are not limited to: environment and health, health throughout the lifespan, child health, population and public health, health and aging, health promotion etc. The information garnered from this report, along with a review of existing courses at the University of Windsor was used to inform the selection of the proposed concentrations. The concentrations were carefully selected to leverage existing areas of strength and expertise at the University of Windsor across campus, to be consistent with the state of the discipline of health sciences, but also to offer a unique, or in some cases, less common area of focus (compared to other institutions) in health sciences.

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B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.4)

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

Program delivery:

This program is unique, in part, due to its proximity to multiple health-related organizations including, WeSpark, Windsor Essex County Health Unit, Windsor Essex Community Health Centre etc. The relationships that exist between the Departments/Schools at the University of Windsor and these organizations may provide students with critical networking opportunities. The design of IHS program, consisting of multiple streams in existing programs provides students with a unique opportunity to select and complete an interdisciplinary health science concentration **in conjunction with** completing their declared major. This approach is novel, as most Canadian health sciences programs admit students into a central program and then have them specialize in later years (see HESA report in Appendix E).

Curriculum: The curriculum within this program was intentionally designed to offer students an authentic interdisciplinary learning experience. Research suggests that most interdisciplinary programs in Canada are not truly interdisciplinary; rather these programs often require students to complete courses from different (siloe) disciplines rather than experiencing the integration of these disciplines (Gillis et al., 2017). With this design, the responsibility is on students to draw connections, but there is no guarantee that this may happen. Within the proposed program, students will complete **three core IHS courses that are intentionally designed to facilitate interdisciplinary learning**, understand overlap in disciplines, and ensure a cohort learning experience where students in any IHS stream are able to connect and learn from one another. The Medical Humanities concentration is also novel and an emerging area that may attract students who do not see themselves as traditional science students. Furthermore, there is also a stream on Indigenous Health which addresses a large gap in curricula as there are currently only a few institutions offering Indigenous health science concentrations and specializations in Ontario.

Gillis, D., Nelson, J., Driscoll, B., Hodgins, K., Fraser, E., & Jacobs, S. (2017). Interdisciplinary and transdisciplinary research and education in Canada: A review and suggested framework. *Collected Essays on Learning and Teaching*, 10, 203-222. Doi: 10.22329/celt.v10i0.4745

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 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?*

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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?*
- *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 IHS program includes a concentration in Indigenous Health and the courses in this concentration will include content related to this topic. The learning outcomes for this concentration were created in consultation with the program coordinator- Indigenous Curriculum and Pedagogy Initiatives. The Faculty of Science is also investing in an Indigenous Knowledge Keeper who will help to incorporate Indigenous content, perspectives, and materials into concentration and across the 'core' courses including Indigenous conceptions of health and illness, Indigenous medicine, and ways of redressing inequity. This new faculty position is a recognition that Indigenous knowledge is not ours to claim or to own, and that Indigenous knowledge is alive, and it needs to be an Indigenous member that holds this knowledge on behalf of Faculties.

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; Ministry section 1)

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

The proposed name for the new streams is, Interdisciplinary Health Sciences. This name recognizes both the subject area of study and interdisciplinary design of the concentrations. Therefore, the name is representative of the stream content and current usage in the field. There are no changes to the degree major name.

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

Describe the tools and methodology used to conduct the market assessment in support of the proposed program revisions. 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.).

A multifaceted approach relying on primary and secondary data sources was used to conduct the market assessment for the proposed new streams. This permitted triangulation of data sources and the conclusion that there is evidence of student and market demand for the new program streams in IHS.

Primary data on student demand and interest for the program was collected through surveys. Specifically, prospective undergraduate students were surveyed about their interests in a health sciences program. To expand our sample and enhance the generalizability of our results, we also surveyed current students enrolled in the Faculty of Science at the University of Windsor about their interests in health sciences. Select applicant data for health science and related programs was also included as part of the HESA report and is summarized below (see the HESA report for more details). Lastly, employment data was gathered from Canadian and American labour market sources.

Student Survey

98 prospective undergraduate students completed our survey which contained questions about a range of new science programming (beyond just health sciences). Students who expressed initial interest in health sciences were prompted with the following question: "If a new undergraduate program in Health Sciences were to be offered, would you be interested in applying to this program?" 30 future undergraduate students responded, 'definitely yes' and 36 future undergraduate students responded 'probably yes'. Therefore, 66 of 98 (~67%) prospective undergraduate students indicating they would 'definitely' or 'probably' be interested in health sciences are promising figures. To gain a more in-depth understanding of student interest, we conducted a second survey with current undergraduate students in the Faculty of Science at the University of Windsor. Of the 201 responses, 91

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students expressed interest in health sciences which prompted two follow-up questions. When asked “Would you have been interested in completing a degree in Health Sciences instead of your current degree?” 22 of 91 students responded, ‘definitely yes’ and 46 of 91 students responded ‘probably yes’.

Enrollment Data

Most Canadian institutions do not readily share enrollment data; however, four programs provide useful enrollment or graduation data (see Table 1). These data showcase consistent growth in health science graduates over the 2010s. Growth in enrollment in these programs is consistent suggesting student interest is relatively strong and predicable.

Table 1: Growth in Enrollment/Graduates, by Available Programs

Institution	Change in Enrollment/ Graduates	Timespan of Data
Manitoba	120%	2016-2019
McMaster	120%	2014-2018
Ottawa	128%	2010-2019
Simon Fraser	123%	2012-2019

Labour Market

Health science is an interdisciplinary field that encompasses health from a variety of lenses (e.g., social, political, economic, environmental). The design of the proposed IHS program ensures students gain specialized skills in an IHS concentration as well as their declared major. This unique design equips students with a diversity of knowledge, skills, and abilities and will prepare them for a variety of career opportunities as well as postgraduate programs. Given the range of career prospects for students graduating from one of the proposed streams, in addition to the various concentrations available, the purpose of this labour market is to highlight select career opportunities; however, this is not a comprehensive list. Within Ontario, labour market information and statistics suggests that there are employment opportunities in many occupations related to health sciences (Ministry of Labour, Training and Skills Development, n.d.; see Table 2). Many of these positions require a bachelor’s degree and have a stable job outlook.

Table 2. Ontario Employment statistics

Job profile	Median income	Projected number of job openings (2017-2021)	Job outlook (2017-2021)^	Annual Number of job postings
Biologist and related scientists	\$74,703	2,001-3,000	Above average	803
Database analysts and data administrators	\$83,370	3,001-4000	Above average	3,034 (2019)
Biological technologists and technicians	\$61,533	801-900	Average	141
Inspectors in public and environmental health and occupational health and safety	\$78,208	4,001-5,000	Above average	1,385 (2019)
Social policy researchers, consultants and program officers	\$74,861	3,001-4000	Average	113 (2019)
Economists and economic policy researchers and analysts	\$88,421	1,001-2,000	Average	1076
Health policy researchers, consultants and program officers	\$72,767	4,001-5,000	Undetermined	557 (2019)

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Natural and applied science policy researchers, consultants and program officers	\$85,673	1,001-2,000	Undetermined	86 (2019)
Recreation, sports and fitness policy researchers, consultants and program officers	\$59,255	301-400	Undetermined	0
Health information management occupations	\$59,859	301-400	Undetermined	694 (2019)
Government managers - health and social policy development and program administration	\$110,789	701-800	Undetermined	0
Senior managers - health, education, social and community services and membership organizations	\$101,717	901-1,000	Undetermined	0

Note: These data were gathered from the Ministry of Training, Colleges and Universities Ontario's labour market website for the aforementioned job profiles; Job posting data on this site is extracted by Burning Glass Technologies, Labour Insight™.

^Job outlook ratings can tell you how future demand for this job is expected to compare with other jobs across Ontario.

*indicates this occupation was assessed as part of a broader group of similar occupations due to sample size restrictions.

Biologist and related scientists:

<https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=2121>

Database analysts and data administrators:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=2172>

Biological technologists and technicians:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=2221>

Senior managers - health, education, social and community services and membership organizations:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0014>

Government managers - health and social policy development and program administration:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=0411>

Health information management occupations:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=1252>

Inspectors in public and environmental health and occupational health and safety:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=2263>

Health policy researchers, consultants and program officers:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4165>

Natural and applied science policy researchers, consultants and program officers:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4161>

Social policy researchers, consultants and program officers:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4164>

Economists and economic policy researchers and analysts:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4162>

Recreation, sports and fitness policy researchers, consultants and program officers:

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4167>

In summary, the curriculum included in the proposed IHS streams and concentrations aligns with the discipline and addresses gaps in programming at the University of Windsor. Furthermore, there is strong interest among students for this area of study. Based on available enrollment data from select institutions, enrollment in health science programs appears to be stable and the risk associated with offering these HIS streams and concentrations is minimal given the scant resource requests. Based upon the review of market demand and student interest, we believe there is sufficient evidence for the creation of the IHS streams.

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B.4.1.1 Percentage of Domestic and International Students (Ministry section 5)

Expected proportion (percentage) of domestic and international students. For graduate programs, identification of undergraduate or master's programs from which students would likely be drawn.

The percentages of domestic and international students enrolling into the program are likely to be similar to those enrolled in any of the existing degree programs included in this proposal. That is, we expect almost all of the students to be non-visa students.

B.4.2 Estimated Enrolments (QAF section 2.1.9; Ministry section 5; Senate Co-op Policy)

Provide details on projected enrolments for the revised program in the following tables.

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.

<i>Projected enrolment levels for the first five years of operation of the revised program. (If the program is in operation, use actual and projected data.)</i>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
<i>In the regular program (non-co-op)</i>	25	50	75	100	100
<i>In the co-op/experiential learning stream (if applicable)</i>					
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>					

<i>Annual projected student intake into the first year of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	

B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)

If this is a new collaborative program with another college/university, or revision to a collaborative program, identify partners and institutional arrangements for reporting eligible enrolments for funding purposes.

N/A

B.4.4 Evidence of Societal Need for the Revised Program (Ministry section 6)

Describe the tools and methodology used to assess societal need.

Elaborate on the

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

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Provide evidence that the proposed program revisions respond to societal need for graduates of the revised program and/or changes in the field, including sources of data and expert input or feedback collected to support this change in direction.

Health sciences is an interdisciplinary field that covers health, wellness, and illness from multiple perspectives (e.g., biological, behavioural, social, environmental). While health sciences may be a relatively new academic discipline, it has grown in popularity as illustrated by increases in student enrollment. The criticality of this field, particularly as it relates to public health, population health, and epidemiology, has never been more important as society navigates the Covid 19 pandemic. The knowledge gained through a health science specialty not only contributes to a globally conscious citizens, but also the training of future professionals who will be at the forefront of addressing novel public health issues. While there is no empirical evidence gathered at this time, it is expected that there will be a growth in interest in health science among youth given the prominent position of Covid 19 in the public discourse. These events have highlighted the importance of understanding public health issues, data predictions, and the ability to communicate health recommendations with the public.

As detailed in the Labour Market analysis section above (B.4.1), there are several professions available for graduates who earn their degree and combine it with a health science concentration. Furthermore, there is strong evidence of student interest in health sciences demonstrating the need for the University of Windsor to develop programming to retain these students who may otherwise choose to enroll at another institution that offers a degree in health science.

Beyond the labour market and student interest trends, there has also been a rapid growth in interdisciplinary programs, in part, because of calls to minimize disciplinary boundaries (e.g., Gillis et al. 2017; Holley, 2009) and an increase in research funding allocated to interdisciplinary work. Within Canada Gillis et al.'s notes that often interdisciplinary university programs are not truly interdisciplinary, rather, they consist of students completing courses from different (soiled) disciplines. As such, the proposed IHS program has been designed to include three core courses that emphasize the integration of the various perspectives on health sciences to facilitate a truly interdisciplinary experience for students. This interdisciplinary environment has the potential to help students develop a skillset (e.g., critical thinking, communication) that is attractive to 21st century employers (Stryon, 2013) and contribute to solving multifaceted problems presented in society today (Manathunga, Lant, & Mellick, 2006; Gillis et al., 2017).

The IHS steams and concentrations can be offered with few additional resources; therefore, the benefits of this program far outweigh any potential cost and will contribute to societies need for individuals skilled in areas of health science.

Gillis, D., Nelson, J., Driscoll, B., Hodgins, K., Fraser, E., & Jacobs, S. (2017). Interdisciplinary and transdisciplinary research and education in Canada: A review and suggested framework. *Collected Essays on Learning and Teaching*, 10, 203-222. Doi: 10.22329/celt.v10i0.4745

Holley, K. (2009). Special Issue: Understanding Interdisciplinary challenges and opportunities in higher education. *ASHE Higher Education report*, 35(2), 1-131.

Manathunga, C., Lant, P., & Mellick, G. (2006). Imagining an interdisciplinary doctoral pedagogy. *Teaching in Higher Education*, 11(3), 365-379.

Stryon, R. (2013). Interdisciplinary education: a reflection of the real world. *Systemics, Cybernetics and Informatics*, 11(9), 47-52.

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B.4.5 Duplication (Ministry section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

Canadian Institutions offering health science programs are noted below in bullet points. Table 3 includes an overview of health science specializations and concentrations scanned as part of the HESA report (programs that do not include specializations are not included). Please see the HESA report in Appendix E for more information on these programs, areas of specializations/concentrations.

- Laurentian University-Health Promotion: <https://laurentian.ca/program/health-promotion/details>
- Ontario Tech University- Health Sciences: <https://ontariotechu.ca/programs/health-sciences/health-science.php>
- Queen’s University- Health Sciences: <https://bhsc.queensu.ca/>
Wilfrid Laurier University- Health Sciences: https://wlu.ca/programs/science/undergraduate/health-sciences-bsc/index.html?utm_source=2020%20recruitment&utm_medium=einfo&utm_campaign=program%20in%20formation
University of Waterloo- Health Studies: https://uwaterloo.ca/future-students/programs/health-studies?utm_source=mur-einfo&utm_medium=referral&utm_campaign=mur-ouac

Note: Other Health Sciences programs available in Canada are noted in the table below along with their respective specializations.

University	Specialization Offered
Calgary	Students select an “area of concentration” made from courses in Anthropology, Community Rehabilitation and Disability Studies, Economics, Psychology, Geography, Sociology, or Political Science
Carleton	Biomedical Science; Disability and Chronic Illness; Environment and Health; Global Health; Health Throughout Lifespan.
Manitoba	Health Policy, Planning and Evaluation; Health Promotion and Education; Family Health
McMaster	Biomedical Sciences; Child Health; Global Health
New Brunswick	Society and Health; Management and Health; Biomedical Sciences and Health
Northern British Columbia	Aboriginal Health; Environmental Health.
Ottawa	Integrative Health Biosciences; Population and Public Health; Technologies and Innovation in Health Care.
Simon Fraser	Life Sciences; Population and Quantitative Health Sciences.
Toronto (Scarborough)	Health Policy; Population; Co-op BSc and BA option.
Western	Health Sciences; Health and Aging; Health Promotion; Health with Biology Specialization.

Source: HESA report.

The IHS concentrations in this proposal were carefully selected to be consistent with the state of the discipline of health sciences, yet also offer a unique perspective on the area of study.

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Despite any similarities that may exist with other health science programs, it is important for the University of Windsor to expand programming to attract prospective students who may otherwise choose to attend other institutions that offer a degree in health science.

B.4.5.1 Demonstrate that Societal Need and Student Demand Justify Duplication (Ministry section 7)

If the revised program is similar to others in the 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 proposed program is like other institutional programming; however, we believe our program will be attractive to students for the following reasons (for more information please see section B.2.1):

- Proximity and relations with multiple health-related organizations (e.g., WeSpark)
- The 'stream' program design is novel in Canada and allows students to specialize in an area right away
- Authentic interdisciplinary design
- Inclusion of Medical Humanities and Indigenous Health concentrations
- Special features of the city (i.e., inexpensive housing, easy access to train/car/plane transportation, next to international border; neighbour city of metropolitan Detroit).

As reported in B.4.1 and B.4.4, we anticipate student interest to be high for this program based on survey responses from current and prospective students and the stable program growth in other health science programs. Lastly, labour data illustrates that there continues to be a growing need for trained individuals in health science. Therefore, we believe there is societal need for this program. Beyond this need, the Department/Schools at the University of Windsor can offer these program streams with few additional resources; therefore, the benefits of offering the IHS streams and concentrations far outweigh any potential cost and will contribute to recruitment efforts.

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 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

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 program change(s). Please do not name specific individuals in this section.

The Departments/School of Biomedical Sciences, Psychology, and Integrative Biology are actively committed to supporting the creation of the new IHS program streams as are the other Departments/Schools who offer courses included in any of the concentrations. The Dean of Science has been in contact and received approval from all departments contributing courses to this program. All the courses within the proposed concentrations are currently being offered on a regular basis so there is active commitment to support the IHS program streams.

The three new 'core' courses (i.e., foundation, cornerstone, and capstone courses) will be taught by a **newly requested** AAS position who will also be responsible for coordinating and advising students in the various streams. There may also be an increase in the number of GAs/TAs to each of the courses in each concentration; however, this will correspond with increases in enrollment. The cost of any additional GAs/TAs are covered under the new budget model through direct tuition to the student's home Faculty and through service teaching payments between departments.

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Administrative tracking will be provided within the UWinsite Student system. Academic advising will occur within each Department/School offering a stream in conjunction with the new AAS responsible for coordinating the program. These individuals will also advise students on matters related to appropriate sequencing and course selection.

B.5.1.1a Faculty Members Involved in the Delivery of the Program

Complete the following table listing all faculty members in the AAU that will offer the program as well as faculty members from other AAUs who are core to the delivery of the revised program. Indicate in the table the involvement of each faculty member in the revised and existing program(s) offered by the AAU.

Note: Only faculty who typically teach courses included in any of the program streams are included in the table below. Their program affiliations remain the same.

FAHSS

First Name	Last Name	Rnk	Categ.	AAU
Tina	Pugliese	2	T	Drama
Lionel	Walsh	2	T	Drama
Michael	Keating	2	T	Drama
Esther	Van Eek	2	T	Drama
Michelle	MacArthur	3	TT	Drama
Alice	Nelson	3	TT	Drama
Meaghen	Quinn	3	TT	Drama
David	Court	2-6	P	Drama
Phebe	Lam	2-6	P	Drama

Louis	Cabri		T	E& CW
Carol	Davison		T	E& CW
Thomas	Dilworth		T	E& CW
Richard	Douglass Chin		T	E& CW
Johanna	Frank		T	E& CW
Susan	Holbrook		T	E& CW
Dale	Jacobs		T	E& CW
Mark	Johnston		T	E& CW
Joanna	Luft		T	E& CW
Nicole	Markotic		T	E& CW
Suzanne	Matheson		T	E& CW
Sandra	Muse		TT	E& CW
Stephen	Pender		T	E& CW
Katherine	Quinsey		T	E& CW

Christina	Burr	2	T	History
Guy	Lazure	2	T	History
Miriam	Wright	2	T	History
Mohamed	Hassan	2	T	History
Robert	Nelson	2	T	History
Shauna	Huffaker	2	T	History
Steven	Palmer	2	T	History

Hans	V. Hansen	1	T	Philosophy
Christopher	Tindale	1	T	Philosophy
Jeff	Noonan	1	T	Philosophy
Marcello	Guarini	1	T	Philosophy
Philip	Rose	2	T	Philosophy
Catherine	Hundleby	2	T	Philosophy
Radu	Neculau	2	T	Philosophy

Andrea	Sullivan-Clarke	3	TT	Philosophy
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First Name	Last Name	Rnk	Categ.	AAU
Catherine	Kwantes	1	T	Psychology
Kathryn	Lafreniere	1	T	Psychology
Rosanne	Menna	1	T	Psychology
Carlin	Miller	1	T	Psychology
Antonio	Pascual-Leone	1	T	Psychology
Jill	Singleton-Jackson	1	T	Psychology
Charlene	Senn	1	T	Psychology
Renee	Biss	3	TT	Psychology
Michael	Boroughs	3	TT	Psychology
Chantal	Boucher	3	TT	Psychology
Onawa	LaBelle	3	TT	Psychology
Jessica	Kichler	2	TT	Psychology
Dana	Menard	2	TT	Psychology
Lance	Rappaport	2	TT	Psychology
Kristoffer	Romero	2	TT	Psychology
Kendall	Soucie	2	TT	Psychology

Robert	Arnold	2	T	SAC
Tanya	Basok	1	T	SAC
Gerald	Cradock	2	T	SAC
Ronjon	Paul	2	T	SAC
Natalie	Deckard	3	T	SAC
John	Deukmedjian	2	T	SAC
Amy	Fitzgerald	1	T	SAC
Glynis	George	2	T	SAC
Jacqueline	Lewis	2	T	SAC
Randy	Lippert	2	T	SAC
Suzanne	McMurphy	2	T	SAC
Reza	Nakhaie	2	T	SAC
Francisca	Omorodion	2	T	SAC
Cheran	Rudhramoorthy	2	T	SAC
Danielle	Soulliere	2	T	SAC
Jane	Ku	2	T	SAC

Bruce	Kotowich		T	SOCA
Min	Bae		T	SOCA
Sally	Bick		T	SOCA
Karen	Engle		T	SOCA
Brent	Lee		T	SOCA
Cyndra	MacDowall		T	SOCA
Kimberly	Nelson		T	SOCA
Nicholas	Papador		T	SOCA

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Chris	Abeare	2	T	Psychology
Kimberly	Babb	2	T	Psychology
Lori	Buchanan	1	T	Psychology
Joseph	Casey	1	T	Psychology
Gregory	Chung Yan	2	T	Psychology
Jerome	Cohen	1	T	Psychology
Ken	Cramer	1	T	Psychology
Laszlo	Erdodi	2	T	Psychology
Patti	Fritz	2	T	Psychology
Julie	Larson	1	T	Psychology
Kenneth	Hart	2	T	Psychology
Calvin	Langton	2	T	Psychology
Dennis	Jackson	1	T	Psychology
Josee	Jarry	2	T	Psychology
Ben	Kuo	1	T	Psychology

Lee	Rodney		T	SOCA
Sigi	Torinus		T	SOCA
Janice	Waldron		T	SOCA
Jennifer	Willet		T	SOCA
Jason	Grossi		TT	SOCA
Catherine	Heard		TT	SOCA
Nick	Hector		TT	SOCA

Betty Jo	Barrett	1	T	W &GS
Richard	Douglass	2	T	W &GS
Ashley	Glassburn	3	TT	W &GS
Catherine	Hundleby	2	T	W &GS
Jane	Ku	2	T	W &GS
Charlene	Senn	1	T	W &GS

Science

First Name	Last Name	Rnk	Categ.	AAU
Dora	Cavallo-Medved	6	P	Biomed.
Michael	Crawford	1	T	Biomed.
Martin	Crozier	4-3	LTA	Biomed.
Jeffrey	Dason	3	TT	Biomed.
Andrew	Hubberstey	2	T	Biomed.
John	Hudson	1	T	Biomed.
Shashi	Jasra	6	P	Biomed.
Phillip	Karpowicz	2	T	Biomed.
Lisa	Porter	1	T	Biomed.
Mir Munir	Rahim	3	TT	Biomed.
Andrew	Swan	2	T	Biomed.
Huiming	Zhang	1	T	Biomed.

First Name	Last Name	Rnk	Categ.	AAU
Marcelo	Arbex	1	T	Economics
Tarek	Jouini	2	T	Economics
Dingding	Li	2	T	Economics
Jinyue	Li	4-3	LTA	Economics
Hyuk-Jae	Rhee	1	T	Economics
Sang-Chul	Suh	1	T	Economics
Christian	Trudeau	1	T	Economics
Nurlan	Turdaliev	1	T	Economics
Yuntong	Wang	1	T	Economics
Chenyang	Xu	4-3	LTA	Economics
Yahong	Zhang	3	TT	Economics

Imran	Ahmad	2	T	C. Science
Saja	Al Mamoori	4-3	LTA	C. Science
Dima	Alhadidi	3	TT	C. Science
Abedalr.	Alkhateeb	4-3	LTA	C. Science
Ahmad	Biniiaz	3	TT	C. Science
Boubak.	Boufama	1	T	C. Science
Curtis	Bright	3	TT	C. Science
Xiao	Chen	2	T	C. Science
Christie	Ezeife	1	T	C. Science
Hossein	Fani	3	TT	C. Science
Mahdi	Firoozjaei	4-3	LTA	C. Science
Scott	Goodwin	1	T	C. Science
Robin	Gras	1	T	C. Science
Arunita	Jaekel	1	T	C. Science
Shaoquan	Jiang	4-3	LTA	C. Science
Shafaq	Khan	4-3	LTA	C. Science
Ziad	Kobti	1	T	C. Science
Jianguo	Lu	1	T	C. Science
Usama	Mir	4-3	LTA	C. Science
Pooya	Moradian	3	TT	C. Science
Asish	Mukhopadhy	1	T	C. Science
Alioune	Ngom	1	T	C. Science
Prashanth	Ranga	4-3	LTA	C. Science
Luis	Rueda	1	T	C. Science
Sherif	Saad Ahmed	3	TT	C. Science
Ikjot	Saini	3	TT	C. Science
Saeed	Samet	2	T	C. Science

Ihsan	Al-Aasm	1	T	Environment
Michelle	Bondy	8	PT	Environment
Maria	Cioppa	2	T	Environment
Jill	Crossman	3	TT	Environment
Ken	Drouillard	1	T	Environment
Aaron	Fisk	1	T	Environment
Joel	Gagnon	1	T	Environment
Alice	Grgicak-Mannion	6	P	Environment
Chris	Houser	1	T	Environment
Pardeep	Jasra	7	PT	Environment
Hugh	Mac Isaac	1	T	Environment
Robert	McKay	1	T	Environment
Ali	Polat	1	T	Environment
Neil	Porter	9	P	Environment
Cameron	Proctor	3	TT	Environment
Iain	Samson	1	T	Environment
Frank	Simpson	1	T	Environment
Chris	Weisener	1	T	Environment
Jianwen	Yang	1	T	Environment

John	Albanese	2	T	iBio
Isabelle	Barrette-Ng	1	T	iBio
Stephanie	Doucet	2	T	iBio
Catherine	Febria	3	TT	iBio
Daniel	Heath	1	T	iBio
Dennis	Higgs	1	T	iBio
Nigel	Hussey	2	T	iBio
Oliver	Love	2	T	iBio

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Kalyani	Selvarajah	4-3	LTA	C. Science
Yung H.	Tsin	1	T	C. Science
Dan	Wu	2	T	C. Science
Aznam	Yacoub	4-3	LTA	C. Science
Xiaobu	Yuan	1	T	C. Science

Daniel	Mennill	1	T	iBio
Tanya	Noel	6	P	iBio
Trevor	Pitcher	1	T	iBio
Kirsten	Poling	6	P	iBio
Christina	Semeniuk	2	T	iBio
Julie	Smit	6	P	iBio
Sherah	Vanlaerhoven	1	T	iBio

B.5.1.1b Faculty Expertise Available and Committed to Supporting the Revised Program

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 the revised program, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

All courses aside from the common core courses included in the IHS concentrations currently exist at the University of Windsor and are offered from FAHSS, Faculty of Science, Faculty of Nursing, and Odette School of Business. Given that all courses are already listed within the current academic calendar, and that UWindsor has been supporting students in their pursuit to become knowledgeable in areas of health science for many years, there is strong evidence of sufficient and highly qualified faculty to support the creation of these new program streams and the concentrations. The faculty teaching these courses are specialists in the area who have expertise in the subjects that are central to the IHS concentrations. Faculty members who will teach courses in the concentrations are considered experts in the subjects, have active research programs, publish in high quality peer-reviewed journals, and have been awarded institutional and provincial teaching awards.

The common core courses will be taught by a dedicated AAS. The AAS hired to teach these courses will have a strong interdisciplinary background in health sciences, capable of introducing the various concentrations. This individual will have published in leading national and international journals and will be capable of teaching and assessing students.

B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

There is no anticipated reliance on adjunct, limited term, or sessional faculty beyond what is already being used in various Departments/Schools to offer the courses included in the concentrations.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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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B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

Provide 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, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA

Courses within the proposed IHS concentrations are offered regularly within the current academic calendar so there are few anticipated additional resources required to offer these concentrations. Resources include potentially an increase in GA/TAs support; however, this will be based upon enrollment numbers and one AAS position to teach the three new core courses.

Given that all but three courses in the IHS concentrations already exist, we do not anticipate requiring any additional support staff, library resources, teaching and learning support, student support services, space, equipment, or facilities.

B.5.1.2 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

The proposed IHS streams and concentrations were intentionally designed to leverage campus-wide strengths and foster collaboration among multiple Departments/Schools at the University of Windsor. As such, this proposal relies on existing resources (primarily in the form of courses) from other units on campus. With this in mind, the proposal includes formal approvals by Departments/Schools who will be creating program streams within the majors and the departments whose courses are included in the concentration(s). The decision on what courses should be included in the concentration was done directly by the participating departments.

The new streams and three new core courses do not require maintenance/upgrading of any resources.

B.5.1.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*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.5.1.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

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.5.1.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

If not applicable, write n/a.

Faculty:	1 AAS with experience in Interdisciplinary Health Sciences
Staff:	N/A
GA/TAs:	No additional GA/TA resources required beyond what would be expected for growth

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B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

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.*

Students completing an IHS stream will adhere to the **same admission requirements** as their corresponding major.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)

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

The IHS streams were intentionally created by guiding open electives to an IHS concentration. Learning outcomes have been created for each IHS concentration and the curriculum within these concentrations have been scaffolded to ensure students' progress from introductory to mastery of the learning outcomes.

Admission requirements for IHS streams are consistent with the requirements for the corresponding major program. Students in an IHS stream will complete the same core courses as students in the corresponding major program. Therefore, students in an IHS stream will be well-prepared to meet the programmatic learning outcomes.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

*Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience. 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.*

IHS Program Structure (11 courses total): 8 courses from a concentration + 3 IHS core courses

Appendix D includes a summary of major degree programs and IHS streams for each Department/School participating in this program development as well as how IHS concentration and core courses were applied to degree requirements.

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Note: Thesis options and experiential learning opportunities in IHS streams are consistent with the respective degree majors.

IHS Core Courses:

1. IHSC-1000: Foundations in Interdisciplinary Health Sciences
2. IHSC-3000: Health Promotion and Translation
3. IHSC-4000: Capstone Project

Concentrations:

The concentrations have been developed by the contributing departments and include courses that they view as being directly or indirectly relevant to some aspect of the health sciences. As noted, the 'core' of the IHS program will ensure that the topics explored through the concentrations are related back to modern healthcare and the student's health-related major. In this respect, the 'core' courses are key to meeting the learning outcomes for each concentration.

It is noted that some concentrations provide choice for students and include pre-requisite courses. Advising datasheets will be created by the IHS Coordinator (AAS Hire) to ensure that students are able to successfully complete their degree. The AAS will also work with the Registrar's Office to identify potential course conflicts between the concentrations and the major to build the advising sheets.

Healthcare Economics

1. ECON-1100 Introduction to Economics I
2. ECON-1110 Introduction to Economics II
3. ECON-2120 Intermediate Statistical Methods
4. ECON-2210 Intermediate Microeconomics
5. ECON-2900 Health Economics
6. ECON-4300 Economic Analysis of Law
7. ECON-4600 Cost-benefit analysis
8. STAT-2910 Statistics for the Sciences

Aging and Health (Pick 8 courses)

1. GART-2040 Health-Care Ethics through the Lifespan
2. NURS-3510 The Meaning of Death
3. PHIL-2250 Ethics of Life, Death and Health Care
4. PHIL-2520 Existentialism
5. PSYC-1150 Introduction to Psychology as a Behavioural Science
6. PSYC-1160 Introduction to Psychology as a Social Science
7. PSYC-2250 Developmental Psychology: Adulthood and Aging
8. PSYC-2360 Introduction to Social Psychology
9. PSYC-3390 Health Psychology
10. SACR-3150 On Death and Dying
11. SWRK-3560 Serving Older People

Health and Society (Pick 8 courses)

1. GART-1210 An Introduction into Indigenous Topics
2. GART-2040 Health-Care Ethics through the Lifespan
3. GART/SOSC**** Psychoactive Substances and Social Policy
4. GART/SOSC**** Advanced Seminar on Prostitution
5. SACR-1000 Understanding Social Life

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- | | |
|---------------|--|
| 6. SACR-2040 | Sociology of Families |
| 7. SACR-2050 | Sociology of Sexualities |
| 8. SACR-3150 | On Death and Dying |
| 9. SACR-3400 | Food and Global Sustainability |
| 10. SACR-3650 | Green Criminology |
| 11. SWRK-1170 | Meeting Human Needs through Social Welfare |
| 12. WGST-1000 | Women in Canadian Society |
| 13. WGST-2500 | Women's Bodies, Women's Health |
| 14. WGST-2800 | Boys to Men: A critical exploration |
| 15. WGST-3470 | Social Work and Violence |
| 16. WGST-2100 | Gender Sexuality and Social Justice |
| 17. WGST-2200 | Women, Race and Social Justice |
| 18. WGST-3500 | Practical Strategies for Social Change: Intervening to Prevent Sexual Violence |
| 19. WGST-4500 | Practicum in Social Change |

Indigenous Health (Pick 8 courses)

- | | |
|---------------|--|
| 1. GART-1210 | An Introduction into Indigenous Topics |
| 2. ENGL-2320 | Indigenous Literature |
| 3. HIST-2460 | Aboriginal Peoples in Canadian History: Beginnings to Mid-Nineteenth Century |
| 4. HIST-2470 | Aboriginal Peoples in Canadian History: Mid-Nineteenth Century to Present |
| 5. ENGL-3330 | Indigenous Literature of Turtle Island |
| 6. PHIL-2300 | Indigenous Philosophy of the Americas |
| 7. PHIL-4260 | Philosophy of Law |
| 8. ESTU-1100 | Humans and the Environment |
| 9. POLS-2000 | Indigenous Policy and Constitutional Relationships |
| 10. POLS-3000 | Indigenous Policy and Constitutional Relationships |
| 11. POLS-4000 | Indigenous Nation-Building: Traditional Governance |

Healthy Spaces and Places (Pick 8 courses)

- | | |
|---------------|--|
| 1. ESCI-1151 | Fundamentals of GIS |
| 2. MACS-2500 | Stories of the City |
| 3. VABE-1100 | Architectural Design I |
| 4. VABE-1200 | Architectural Design II |
| 5. VABE-2130 | Principles of Structural Behaviour |
| 6. VABE-4600 | Space in Acoustics and Light |
| 7. MACS-4520 | Urban Ecologies |
| 8. MACS-4500 | Border Culture |
| 9. MACS-2200 | The Planned City as a Work of Art |
| 10. VSAR-3850 | Green Corridor |
| 11. MACS-1500 | Contemporary Visual Culture |
| 12. MACS-2140 | Survey of Art History: Ancient to Medieval |
| 13. MACS-2150 | Survey of Art History: Renaissance to Modern |

Medical Humanities (Pick 8 courses)

- | | |
|---------------|---|
| 1. CMAF-1010 | Introduction to Media and Society |
| 2. DRAM-2100 | Speech Communication to Inform |
| 3. ENGL-24010 | Rhetoric |
| 4. GART-1210 | An Introduction into Indigenous Topics |
| 5. GART-2040 | Health-Care Ethics through the Lifespan |
| 6. HIST-2500 | Women in Canada and the United States, 1870-present |

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- | | |
|---------------|---|
| 7. HIST-4030 | Medicine, Healing and the Health Profession |
| 8. HIST-4630 | History of Gender and Sexuality |
| 9. MACS-2500 | Stories of the City |
| 10. PHIL-2550 | Knowledge, Science and Society |
| 11. PSYC-2400 | Psychology of Sex and Gender |
| 12. PHIL-3590 | Women, Knowledge & Reality |
| 13. PSYC-1150 | Introduction to Psychology as a Behavioural Science |
| 14. PSYC-1160 | Introduction to Psychology as a Social Science |
| 15. PSYC-2400 | Psychology of Sex and Gender |
| 16. ENGL-2310 | World Literatures in English |
| 17. ENGL-2320 | Indigenous Literature |
| 18. ENGL-2330 | Gender and Literature |

One Health

1. BIOL-2101 (Ecology)
2. BIOL 2070 (Introductory Microbiology) or BIOL-2071 (Introductory microbiology and techniques)
3. 3 of:
 - o BIOL-2040 Human Physiology I
 - o BIOL-2080 Economic Botany
 - o BIOL-2480 Principles of Neuroscience
 - o BIOL-3212 (Environmental Physiology)
 - o BIOL-3201 (Applied Entomology)
 - o BIOL-3250 (Population and community ecology)
 - o BIOL-4232 (Pollution Ecology)
 - o BIOL-4252 (Evolutionary Endocrinology)
 - o BIOL-4270 (Conservation Biology)
 - o BIOM-3070 (Medical microbiology) or BIOM-3071 (Medical Micro & Techniques)
 - o BIOM-3540 (Immunology)
 - o BIOM-3550 (Embryology)
4. 2 of:
 - o ESCI-1100 (Environmental systems – an introduction to environmental science)
 - o ESCI-1111 (Introduction to Earth Science)
 - o ESCI-1130 (Atmosphere and Climate)
 - o ESCI-2210 (Introduction to climate change)
 - o ESCI-3310 (Global water crisis)
 - o ESCI-4500 (Ecosystem Health)
5. 1 of:
 - o GART-1210 (An introduction into Indigenous topics)
 - o SACR-2270 (Globalization, Development and Social Change)
 - o ESTU-1100 (Humans and the Environment)
 - o ESTU-2500 (Concepts for Ecosystem Management)
 - o GART-2040 (Health-Care Ethics through the Life-Span)
 - o PHIL-2270 (Environmental Ethics)
 - o PHIL-2280 (Technology, Human Values and the Environment)
 - o PHIL-2300 (Indigenous Philosophy of the Americas)

Biostatistics

1. MATH 1720/1760 Differential Calculus
2. MATH1250/1260 Linear Algebra
3. Math 1730 Integral Calculus

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4. STAT-2920	Introduction to Probability
5. STAT-2950	Introduction to Statistics
6. STAT-3420	Probability
7. STAT-3950	Statistics
8. STAT-4xxx	Any other statistics
9. STAT-4550	Regression Analysis
10. STAT-4970	Biostatistics

Honours Biomedical Science- IHS Stream

Total courses: 40

Degree requirements:

- (a) BIOL-1101, BIOL-1111, BIOL-2111, BIOL-2040, BIOL-2071, BIOM-2131, BIOM-3500, BIOM-3530
- (b) Eight courses from: BIOM-2021, BIOL-2480*, BIOM-3070 or BIOM-3071, BIOM-3400, BIOM-3540, BIOM-3550, BIOM-3560, BIOM-3581**, BIOM-3750, BIOM-4008, BIOM-4440* BIOM-4510, BIOM-4530, BIOM-4540, BIOM-4550, BIOM-4560, BIOM-4590, BIOM-4904**, BIOL-4450*, BIOL-4481*. Take 2 courses from: BIOL-2050, BIOL-3022, BIOL-3142, BIOL-3571, CHEM-2200, CHEM-2310, CHEM-2500, CHEM-3210, BIOC-4010, BIOC-4030, BIOC-4050, PHYS-3700.
- (c) CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, BIOC-3100, BIOC-3110, BIOC-3130
- (d) MATH-1720 (or MATH-1760)***, STAT-2910, and one pair of both PHYS-1400 and PHYS-1410 or both PHYS-1300 (or PHYS-1400) and PHYS-1310
- (e) Three IHS core courses
- (f) Four courses from an IHS concentration
- (g) Four courses from an IHS concentration

*BIOM-4440, BIOL-4450, and BIOL-4481 require the pre-requisite BIOL-2480

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

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

Courses used to calculate the major average are: Same as Honours Biomedical Science

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

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]:* N/A

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.): N/A

Guidelines for experiential learning/co-op work term reports: N/A

General length of experiential learning/co-op work term: N/A

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

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Honours Psychology-IHS Stream

Total courses: 40

Degree requirements:

(a) eighteen courses, including PSYC-1150, PSYC-1160, PSYC-2300, PSYC-3200, PSYC-3350 or PSYC-3530 or PSYC-3580. The total number of courses must include at least four 3000-level courses and two 4000-level courses.

(b) two courses from Arts;

(c) two courses from Languages or Science;

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

(e) GART-1500, GART-1510;

(f) SOSC-2500;

(g) three courses from an IHS concentration and two courses from any area of study, including psychology

(h) three IHS core courses and five courses from an IHS concentration

Courses used to calculate the major average are: Same as Honours Psychology

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

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]:* N/A

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.): N/A

Guidelines for experiential learning/co-op work term reports: N/A

General length of experiential learning/co-op work term: N/A

Is the completion of the experiential learning/co-op component a requirement of the program: N/A

Honours Biological Sciences-IHS Stream

Total courses: 40

Degree requirements:

(a) twenty courses, including the “Core” courses BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOM-2131, and BIOL-3142; and fourteen other Biology (BIOL-and BIOM-) courses. At least nine courses must be at the 3000 level or above. (Recommended: BIOL-2071 and BIOL-3022.)

(b) eight Science courses, including CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, STAT-2910, MATH-1720 (or MATH-1760)*, and at least one pair of both ESCI-1100 and ESCI-1111, or both PHYS-1300 and PHYS-1310, or both

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PHYS-1400 and PHYS-1410, or both COMP-1047 or COMP-2067 and COMP-2057, or both COMP-1400 and COMP-1410, or both ESCI-1120 and ESCI-1130;

(c) six courses from the chosen IHS concentration

d) three IHS core courses and one course from Arts/Languages or Social Sciences

(e) two courses from the same chosen IHS concentration

*It is recommended that students who have taken MATH-1720 (or MATH-1760) also take MATH-1730.

**ECON-XXXX courses will be counted as Social Science courses.

Courses used to calculate the major average are: Same as Honours Biological Sciences

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

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). [If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]: N/A

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.): N/A

Guidelines for experiential learning/co-op work term reports: N/A

General length of experiential learning/co-op work term: N/A

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

C.3.1 For Graduate Program ONLY (QAF sections 2.1.3 and 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.

Students completing an IHS stream will adhere to the **same requirements** for continuation in their program as the corresponding major:

- Continuation in the Honours Biomedical Sciences - Interdisciplinary Health Science Stream is consistent with the Honours Biomedical Sciences
- Continuation in the Honours Psychology - Interdisciplinary Health Science Stream is consistent with the Honours Psychology
- Continuation in the Honours Biological Sciences - Interdisciplinary Health Science Stream is consistent with the Honours Biological Sciences

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.

Students completing an IHS stream will adhere to the **same requirements** for graduation in their program as the corresponding major:

- Graduation from the Honours Biomedical Sciences - Interdisciplinary Health Science Stream is consistent with the Honours Biomedical Sciences
- Graduation from the Honours Psychology - Interdisciplinary Health Science Stream is consistent with the Honours Psychology
- Graduation from the Honours Biological Sciences - Interdisciplinary Health Science Stream is consistent with the Honours Biological Sciences

C.3.2.3 New or Changes to Suggested Program Sequencing

Provide suggested program sequencing for each year of the revised program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the revised program. Please ensure 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).

Courses taken for the concentrations will be taken in place of electives in the relevant program sequencing. Students will also need to carefully consult their undergraduate advisor to ensure appropriate sequencing and degree requirements are met.

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C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2.1.1, 2.1.3, and 2.1.6)

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.*

Note: The IHS streams were created by redirecting electives to an IHS concentration. Therefore, students in any stream will continue to meet the programmatic learning outcomes that correspond to their major degree program and concentrations learning outcomes are ‘add-ons’. For example, students in the Honours Biomedical Sciences - Interdisciplinary Health Science Stream will complete the same core degree requirements as those students in the Honours Biomedical Sciences and therefore will meet the same programmatic learning outcomes. In addition to meeting these program level learning outcomes, students in an IHS stream will also meet the learning outcomes for the IHS concentration that they complete. For simplicity purposes, the learning outcomes for each concentration have been listed in the tables below and the programmatic level learning outcomes are listed in Appendix B and can be found on CuMA.

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Healthcare Economics

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Integrate and apply economic theories and models to healthcare.</p> <p>Discuss the costs and benefits of health promotion/disease prevention services, and the role of determinants of health.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Retrieve, review, and critically evaluate scientific literature related to healthcare economics (also relevant to C and D).</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Apply health economics and economic models to solve health science problems (also relevant to A and D).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Use statistical packages in analyzing health-related data.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Analyze and critically address economic aspects of healthcare policies and decisions (also relevant to C).</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Formulate findings and recommendations on healthcare economic problems using oral, written, and numerical formats (also relevant to D).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Use evidence-informed approaches when applying health economics and economic models to solve problems in areas of health science.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Create varied solutions by adapting economic models to solve healthcare problems.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
I. Identify and describe the importance of economic considerations and models in the delivery of healthcare.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

Health and Society

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Explain and apply fundamental theories and definitions of health and illness from a social science and humanities perspective (also relevant to I). Apply multiple theoretical approaches to understand the health of individuals, groups, and communities (also relevant to H).	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. Retrieve, review, and critically evaluate scientific literature related to health and society (also relevant to C and D).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Compare, evaluate, and apply key concepts related to societal health issues/theories/policies/debates.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Analyze and interpret academic and non-academic sources to examine societal health trends (also relevant to I).	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Critically discuss inequalities and ethical issues related to modern health from a social perspective (also relevant to F)	E. responsible behaviour to self, others and society	6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
F. Communicate societal health issues related to social determinants of health at individual, community, and policy levels (also related to D and I).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Discuss topics pertaining to health and illness from a social, cultural, and political and environmental perspective.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Identify and critically evaluate the complexities of health and illness in a society, including emerging health problems, inequalities, health policies, and quality of life (also relevant to C).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and describe new advances in healthcare technologies and policies aimed to address societal health issues.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

Health and Aging

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Identify and explain current health challenges across the lifespan. Identify and explain key theories and frameworks of successful aging and apply these to health science-related problems (also relevant to C, H, and I).	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Retrieve, review, and critically evaluate scientific literature related to health and aging (also relevant to C).	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

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Analyze and interpret academic and non-academic sources to examine health trends across the lifespan (also relevant to I).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Critically discuss ethical issues that arise throughout the lifespan (also relevant to F)</p>	<p>E. responsible behaviour to self, others and society</p>	<p>7. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Communicate health issues related to aging and age-related social determinants of health at individual, community, health system, and policy levels (also related to I).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Interact constructively with others to identify solutions to health challenges across the lifespan.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Identify and critically evaluate the complexities of aging across the lifespan and explore health issues related to aging and social determinants of health (also relevant to C).</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Identify and describe how changing social determinants of health and aging influence healthcare</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

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Healthy Spaces and Places

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Identify and explain the key theories, frameworks, and approaches of user-centered design.</p> <p>Identify and describe how the build environment can affect the health and wellbeing of communities (also relevant to D)</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>B. Retrieve, review, and critically evaluate scientific literature related to principles of design, architect, and ergonomics (also relevant to C).</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Conduct evaluations of spaces and recognize how their design may fall short in following a user-centered approach (also relevant to D).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Solve problems related to built environment challenges (also relevant to C).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Explain and adhere to code, regulatory requirements, and universal accessibility in the design of spaces (also relevant to F).</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Communicate design solutions for the built environment that adhere to codes and regulations (also relevant to D and E)</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Interact constructively with others to discuss solutions to issues of the built environment (also relevant to E).</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Propose and design spaces using user-centered approaches (also relevant to C, E and I).</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Monitor changes to code, regulatory, and accessibility requirements.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

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Medical Humanities

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Explain social, historical, and cultural concepts and theories that shape understandings of health, wellness, and healing (also relevant to I).</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>B. Retrieve, review, and critically evaluate scientific literature related to medical humanities (also relevant to C and D).</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Critically evaluate how social, historical, and cultural factors have influenced health, wellness, and healing in past and present cultures (also relevant to H).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Analyze and interpret academic and non-academic sources to examine factors which have influenced the construction of health, wellness, and healing in past and present cultures (also relevant to B and I).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Critically discuss the ethical implications of health, wellness, and healing in society (also relevant to F)</p>	<p>E. responsible behaviour to self, others and society</p>	<p>8. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Communicate social, historical and cultural concepts of health, wellness, and healing to a wide audience using oral, written, visual formats (also related to D and I).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Discuss and debate topics pertaining to health, wellness and healing from a social, historical and cultural environmental perspective.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Identify and critically evaluate the complexities and evolution of health, wellness, and healing from social, historical, cultural, and environmental perspectives (also relevant to C and I).</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>I. Evaluate how changes in society and environment may influence healthcare in the future</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

One Health

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Identify and explain the interconnection between people, animals, plants, and their shared environment.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>B. Retrieve, review, and critically evaluate scientific literature related to One Health (also relevant to C and D).</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Apply scientific knowledge to evaluate solutions to health and sustainability challenges (also relevant to A).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Interpret scientific data related to biodiversity, ecology, and environmental science (also relevant to B)</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

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E. Describe and advocate for responsible practices with respect to biodiversity and ecological and biological sustainability (also relevant to A).	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Communicate ecological and environmental factors that influence health and sustainability using oral, written, visual formats and numerical formats (also related to D and I).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Develop and promote interventions for sustainability that consider the impacts to humans, animals, and the environment (also relevant to E and H).	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Describe the process, techniques, and methodology to assess ecological and environmental factors that influence health and sustainability.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Use a transdisciplinary approach to assess ecological and environmental factors that influence health and sustainability.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

Indigenous Health

<p>Program Learning Outcomes (Degree Level Expectations)</p> <p><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></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
A. Explain the diversity of cultures, experiences, histories and geography of Indigenous Communities that that shape understandings of health, wellness, and healing (also relevant to I).	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Retrieve, review, and critically evaluate scientific literature related to Indigenous culture and history, and explain the connection between history and present health outcomes, (also relevant to C and D).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Critically evaluate how social, historical, and cultural factors have influenced health, wellness, and healing in Indigenous Communities and Identify,	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>acknowledge, and analyse how this is considered by Western medical knowledge (also relevant to H).</p>		<p>3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Analyze and interpret academic and non-academic sources to examine factors which have influenced health, wellness, and healing in Indigenous Communities (also relevant to B and I).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Critically discuss the ethical implications of health, wellness, and healing in Indigenous Communities including inequity of care and access to services (also relevant to F)</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Communicate social, historical, and cultural concepts relevant to Indigenous health, wellness, and healing to a wide audience using oral, written, visual formats (also related to D and I).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Discuss and debate topics pertaining to Indigenous health, wellness, and healing from a social, historical, and cultural perspective.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Identify and critically evaluate the complexities and evolution of Indigenous health, wellness, and healing from social, historical, cultural, and environmental perspectives (also relevant to C and I).</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Acknowledge and analyse the limitations of one's own knowledge and perspectives, and incorporate new ways of seeing, valuing, and understanding with regard to Indigenous health</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

C.4.1 Revised Program Structure and Regulations Ensure Learning Outcomes Can be Met

Describe how the revised program's structure and regulations ensure that the specified learning outcomes can be met by successful students.

Students in any stream will continue to complete their corresponding core degree requirements and there will be no discernable difference in students' achievement of programmatic learning outcomes. Learning outcomes for each IHS concentration were created to recognize the additional knowledge, skills, and abilities that students will acquire. Course-specific assessments will be used to evaluate students' mastery of the concentration learning outcomes. These assessments may include, though are not limited to: examinations, papers (e.g., research papers, literature reviews, reflection papers), presentations, laboratory reports, and assignments. The structure of the concentrations are scaffolded to ensure students can meet the learning outcomes as well as progress from

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‘introduction’ to ‘mastery’ of concentration learning outcomes. In particular, the common core courses will play a key role in ensuring the introduction, reinforcement, and mastery of concentration learning outcomes. The additional courses included in each concentration will provide additional opportunities for students to reinforce, practice, and master these skills.

C.4.2 Impact of Experiential Learning Component on Attainment of Learning Outcomes

For programs with a proposed experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet 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.

Given that the IHS concentrations are comprised on existing courses, there will be no differences in the model of delivery for these courses. Students in any stream will continue to complete their corresponding core degree requirements and there are no changes to the modes of delivery of these courses. IHS concentrations are also comprised of existing courses and there will be no difference in the model of delivery for these courses. The common core courses will be delivered face-to-face. Courses may include: standard lectures with active learning techniques embedded (e.g., discussions), tutorials, laboratories, field trips, field work, integrative review of research papers, presentations, and written assignments. The modes of delivery and the teaching methods used will provide students with a variety of learning experiences and assist them in developing the knowledge, skills, and abilities to meet concentration learning outcomes.

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this revised program. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/Week	Average Time <i>per week</i> the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	0-3
Tutorials	0-3
Practical experience	Will vary depending on major
Service or experiential learning	Will vary depending on major
Independent study	1-2
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	1-2
Studying for tests/examinations	3
Other: <i>[specify]</i>	

Compare the student workload for this program with other similar programs in the AAU:
The core university courses for each stream are courses that are completed by students enrolled in the corresponding major degree program. Therefore, the workload for the new streams are consistent with the workload for a student completing the corresponding major degree program.

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D. MONITORING AND EVALUATION (QAF section 2.1.6)

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.

Students in any stream will continue to complete their corresponding core degree requirements and there will be no discernable difference in students' achievement of programmatic learning outcomes. Learning outcomes for each IHS concentration are 'add-ons' to recognize the additional knowledge, skills, and abilities that students will acquire by redirecting their electives to focus on an area of health science. The planned assessment activities in courses are intended to focus on achievement of knowledge and skills in various areas of health sciences (e.g., healthcare economics, etc.). This is consistent with the concentration learning outcomes. Assessments may take different forms, including though not limited to: examinations, laboratory/field reports and/or assignments, research projects, written documents (e.g., research papers, literature reviews), and oral and visual presentations. The common core courses will play key role in ensuring the introduction, reinforcement, and mastery of concentration learning outcomes. The additional courses included in each concentration will provide additional opportunities for students to reinforce, practice, and master these skills.

The academic advisors within each department and the IHS program coordinator will be responsible for overseeing that requirements are being met as well as how student process through the program. As questions arise students can consult the academic advisor.

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the new or revised stated learning outcomes and degree level expectations.

As the IHS streams evolve, student success and performance level will be tracked through consultation, student feedback, and grades. The academic advisors and IHS program coordinator will be responsible for monitoring student progression and responding to student questions regarding the IHS completion. All courses will contribute to students' attainment of the program learning outcomes.

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

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

Provide evidence of the availability of an adequate number of positions of good quality 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).

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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 Mechanism for Supervision of Placements (QAF section 2.1.9)

Describe the mechanism that will be established for the supervision of the new or revised experiential learning placements.

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

The following appendices are filed in the University Secretariat:

Appendix A: Budget Summary Sheet*

Appendix E: Higher Education Strategy Associates (HESA) Report*

*or go to the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.3.

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

Appendix B – Degree Level Learning Outcomes

Honours BSc in Molecular Biology and Biotechnology
Program Learning Outcomes
 Last Updated: May 11, 2018
 (Sa180511-5.5.1)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
<p>Describe a wide range of core biological concepts that include molecular biology, genetics, ecology, and evolution.</p> <hr/> <p>Define the scientific method as it relates to research and societal issues</p> <hr/> <p>Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere)</p> <hr/> <p>Illustrate an advanced understanding of cellular and molecular biology concepts.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Locate and access resources and primary scientific literature information in molecular biology and biotechnology.</p> <hr/> <p>Conduct safe laboratory experiments in molecular biology and biotechnology</p> <hr/> <p>Develop a research proposal with literature citations to address research hypotheses in the area of molecular biology and biotechnology.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 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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<p>Critically analyze a topic in molecular biology and provide a justification for this evaluation</p> <hr/> <p>Access and effectively utilize the primary research literature for solving problems in Biology and Biotechnology</p> <hr/> <p>Formulate and test hypotheses</p> <hr/> <p>Apply the primary literature to a new research problem in molecular biology or biotechnology</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Write a formal paper with the correct structure (e.g. include proper citations, references, etc.)</p> <hr/> <p>Express complex concepts in written form</p> <hr/> <p>Demonstrate an ability to analyze data and interpret results demonstrate an ability to solve quantitative problems</p>	<p>D. literacy and numeracy skills</p>	<ol style="list-style-type: none"> 4. Communication skills 5. Awareness of limits of knowledge
<p>Show advanced research skills in a molecular biology laboratory setting</p> <hr/> <p>Recognize and practice the rules of academic integrity as appropriate to the program</p>	<p>E. responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> 5. Awareness of limits of knowledge 6. Autonomy and professional capacity
<p>Formulate an in-depth research report and communicate the results in a community setting qualitatively summarize and objectively present data (Also relevant to B)</p>	<p>F. interpersonal and communications skills</p>	<ol style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity
<p>Participate constructively and cooperatively in group activities</p> <hr/> <p>Work as part of a team in a research setting</p>	<p>G. teamwork, and personal and group leadership skills</p>	<ol style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity

**PROGRAM DEVELOPMENT COMMITTEE
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<p>Analyze methodology used to distinguish between different functionalities of diverse biological systems</p> <hr/> <p>Design innovative solutions to demonstrate biological concepts</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies</p> <p>3. Application of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Predict future patterns based on present data on the rapidly changing nature of biology</p> <hr/> <p>Apply knowledge and skills to present issues</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>

PDF generated on March 19, 2021

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**PROGRAM DEVELOPMENT COMMITTEE
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Bachelor of Arts Honours Psychology *

Program Learning Outcomes

Last Updated: May 26, 2017

(Sa170526-5.5.6)

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Characterize the nature of psychology as a discipline and explain, contrast, and critique major perspectives of psychology (e.g., cognitive, psychodynamic, sociocultural).</p> <hr/> <p>Apply and integrate psychological concepts, language, major theories, and research findings to explain psychological phenomena.</p> <hr/> <p>Compare and contrast psychological explanations across diverse populations and contexts</p> <hr/> <p>Articulate how psychological principles can be used to explain social issues.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Synthesize ideas from psychological literature.</p> <hr/> <p>Seek scientific evidence about psychological claims.</p> <hr/> <p>Evaluate the appropriateness of conclusions derived from psychological research (Also relevant to C). (Also applies to C.)</p> <hr/> <p>Explain different research methods used by psychologists.</p> <hr/> <p>Design and conduct basic research to address psychological questions using appropriate research methods.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 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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FORM B**

<p>Design and conduct psychological research in accordance with the ethical requirements for the discipline of Psychology regarding the treatment of participants.</p>		
<p>Recognize, develop, defend, and criticize arguments.</p> <p>Solve complex problems using appropriate applications of psychological terms and concepts and nuanced problem-solving strategies.</p> <p>Evaluate new ideas with an open but critical mind.</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Evaluate the suitability, relevance, accuracy, and reputability of informational sources.</p> <p>Write effectively in various formats in the publication style of the American Psychological Association.</p> <p>Interpret statistics and other quantitative information in relation to the methodology by which it was generated.</p> <p>Conduct statistical analyses to evaluate research questions and hypotheses.</p>	<p>D. literacy and numeracy skills</p>	<ol style="list-style-type: none"> 4. Communication skills 5. Awareness of limits of knowledge
<p>Explain, assess, and apply ethical behaviour in the science and practice of psychology</p> <p>Use information and technology in accordance with the Canadian Code of Ethics for Psychologists.</p>	<p>E. responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> 5. Awareness of limits of knowledge 6. Autonomy and professional capacity
<p>Write, discuss, and argue effectively for various audiences and purposes.</p>	<p>F. interpersonal and communications skills</p>	<ol style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity

**PROGRAM DEVELOPMENT COMMITTEE
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<p>Collaborate and interact effectively with people from diverse backgrounds and/or cultural perspectives.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication skills 6. Autonomy and professional capacity</p>
<p>Generate novel approaches to problem-solving in psychology.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies 3. Application of knowledge 6. Autonomy and professional capacity</p>
<p>Ask reasonable and skeptical questions about causes of behaviour.</p> <hr/> <p>Tolerate ambiguity and accept the tentative and complex nature of psychological explanations.</p> <hr/> <p>Accurately self-assess their abilities, achievement, and work habits.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
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Honours BSc in Biological Sciences

Program Learning Outcomes

Last Updated: May 11, 2018

(Sa180511-5.5.1)

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Describe a wide range of core biological concepts that include molecular biology, genetics, ecology, and evolution.</p> <hr/> <p>Define the scientific method as it relates to research and societal issues.</p> <hr/> <p>Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere)</p> <hr/> <p>Bachelor of Science – Biological Sciences with thesis: Integrate acquired content into a specific research context</p>	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Locate and access resources and primary scientific literature information.</p> <hr/> <p>Conduct laboratory experiments accurately and safely, employing appropriate tools and procedures.</p> <hr/> <p>Formulate and test a hypothesis using appropriate methodologies.</p> <hr/> <p>Bachelor of Science – Biological Sciences with thesis: Design and conduct a research investigation that is thoughtfully situated in extant literature</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 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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FORM B**

<p>Critically analyze a biological topic and provide a justification for this evaluation</p> <hr/> <p>Access and effectively utilize the primary research literature for solving problems</p> <hr/> <p>Formulate and test hypotheses</p> <hr/> <p>Bachelor of Science – Biological Sciences with thesis: Apply the primary literature to a new research problem</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Write a formal paper with the correct structure (e.g. include proper citations, references, etc.)</p> <hr/> <p>Express complex concepts in written form analyze data and interpret results of biological research</p> <hr/> <p>Solve quantitative problems</p> <hr/> <p>Bachelor of Science – Biological Sciences with thesis: write a research paper in a publishable format</p>	<p>D. literacy and numeracy skills</p>	<ol style="list-style-type: none"> 4. Communication skills 5. Awareness of limits of knowledge
<p>Provide evidence of basic technical skills and safe practice in a laboratory or field situation</p> <hr/> <p>Recognize and practice the rules of academic integrity</p> <hr/> <p>Bachelor of Science – Biological Sciences with thesis: conduct independent research. (Also relevant to B)</p>	<p>E. responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> 5. Awareness of limits of knowledge 6. Autonomy and professional capacity
<p>Produce an effective communication (e.g. paper, presentation, website, etc.) on a biological subject.</p> <hr/> <p>Qualitatively summarize and objectively present data</p> <hr/> <p>Bachelor of Science – Biological Sciences with thesis: Formulate an in-depth research report and communicate the results in a community setting. (Also relevant to B)</p>	<p>F. interpersonal and communications skills</p>	<ol style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity

**PROGRAM DEVELOPMENT COMMITTEE
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<p>Participate constructively and cooperatively in group activities</p> <hr/> <p>Bachelor of Science – Biological Sciences with thesis: Work as part of a team in a research setting.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication skills</p> <p>6. Autonomy and professional capacity</p>
<p>Analyze methodology used to distinguish between different functionalities of diverse biological systems</p> <hr/> <p>Design innovative solutions to demonstrate biological concepts</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies</p> <p>3. Application of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Predict future patterns based on present data on the rapidly changing nature of biology</p> <hr/> <p>Apply knowledge and skills to present issues</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>

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**PROGRAM DEVELOPMENT COMMITTEE
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Appendix D

IHS Program Structure (11 courses total): 8 courses from a concentration + 3 IHS core courses (will be science courses)

Below is a summary of major degree programs and IHS streams for each department participating in this program development. The **red** illustrates how IHS concentration and core courses were applied.

<p>Honours Molecular Biology and Biotechnology</p> <p>Note: Soon to be changed to Honours Biomedical Science</p> <p>Degree requirements listed below reflect the proposed changes that are underway</p>	<p>Honours Biomedical Science- IHS Stream</p>
<p>(a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2040, BIOL-2071, BIOM-2131, BIOL-3142, BIOM-3500, BIOM-3530, BIOM-3581*, BIOM-4560, BIOL-4570, BIOL-4904*</p>	<p>(a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2040, BIOL-2071, BIOM-2131, BIOL-3142, BIOM-3500, BIOM-3530, BIOM-3581*, BIOM-4560, BIOL-4570, BIOL-4904*</p>
<p>(b) Eight courses from: BIOM-2021, BIOL-2480*, BIOM-3070 or BIOM-3071, BIOM-3400, BIOM-3540, BIOM-3550, BIOM-3560, BIOM-3581**, BIOM-3750, BIOM-4008, BIOM-4440* BIOM-4510, BIOM-4530, BIOM-4540, BIOM-4550, BIOM-4560, BIOM-4590, BIOM-4904**, BIOL-4450*, BIOL-4481*</p>	<p>(b) Eight courses from: BIOM-2021, BIOL-2480*, BIOM-3070 or BIOM-3071, BIOM-3400, BIOM-3540, BIOM-3550, BIOM-3560, BIOM-3581**, BIOM-3750, BIOM-4008, BIOM-4440* BIOM-4510, BIOM-4530, BIOM-4540, BIOM-4550, BIOM-4560, BIOM-4590, BIOM-4904**, BIOL-4450*, BIOL-4481*</p>
<p>(c) <i>Chemistry and Biochemistry</i>: CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, BIOC-3100, BIOC-3110, BIOC-3130, BIOC-4010.</p>	<p>(c) <i>Chemistry and Biochemistry</i>: CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, BIOC-3100, BIOC-3110, BIOC-3130, BIOL-4010.</p>
<p>(d) COMP-1047 or COMP-2067, MATH-1720 (or MATH-1760)***, STAT-2910, and one pair of both PHYS-1400 and PHYS-1410 or both PHYS-1300 (or PHYS-1400) and PHYS-1310 (not pair PHYS-1300 and PHYS-1410) (d) Five courses from the list of Molecular Biology and Biotechnology courses (see below)</p>	<p>(d) COMP-1047 or COMP-2067, MATH-1720 (or MATH-1760)***, STAT-2910, and one pair of both PHYS-1400 and PHYS-1410 or both PHYS-1300 (or PHYS-1400) and PHYS-1310 (not pair PHYS-1300 and PHYS-1410) (d) Five courses from the list of Molecular Biology and Biotechnology courses (see below)</p>
<p>(e) Three courses from: the list of Chemistry and Biochemistry, and other Biology Courses (see below); BIOL-2050, BIOL-3022, BIOL-3142, BIOL-3571, CHEM-2200, CHEM-2310, CHEM-2500, CHEM-3210, BIOC-4010, BIOC-4030, BIOC-4050, PHYS-3700.</p>	<p>(e) Three IHS core courses (serves as an emphasis in a similar way the courses in 'e' serve)</p>
<p>(f) Six courses from any Science</p>	<p>(f) Four courses from an IHS concentration (if in an IHS stream, can take courses outside of science)</p>
<p>(fg) Four courses from any other area of study or, if taking MATH-1720 (or MATH-1760) and MATH-1730, three courses. (Recommended: at least one Arts course and one Social Science course).</p>	<p>(g) Four courses from an IHS concentration</p>

**PROGRAM DEVELOPMENT COMMITTEE
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Honours Psychology	Honours Psychology-IHS Stream
(a) eighteen courses, including PSYC-1150, PSYC-1160, PSYC-2300, PSYC-3200, PSYC-3350 or PSYC-3530 or PSYC-3580. The total number of courses must include at least four 3000-level courses and two 4000-level courses.	(a) eighteen courses, including PSYC-1150, PSYC-1160, PSYC-2300, PSYC-3200, PSYC-3350 or PSYC-3530 or PSYC-3580. The total number of courses must include at least four 3000-level courses and two 4000-level courses.
(b) two courses from Arts;	(b) two courses from Arts;
(c) two courses from Languages or Science;	(c) two courses from Languages or Science;
(d) two courses from any area of study, excluding Social Sciences.	(d) two courses from any area of study, excluding Social Sciences.
(e) GART-1500, GART-1510;	(e) GART-1500, GART-1510;
(f) SOSC-2500;	(f) SOSC-2500;
(g) five courses from any area of study, including Psychology;	(g) three courses from an IHS concentration and two courses from any area of study, including psychology
(h) eight courses from any area of study, excluding Psychology.	(h) three IHS core courses and five courses from an IHS concentration

Honours Biological Sciences	Honours Biological Sciences-IHS Stream
(a) twenty courses, including the “Core” courses BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOM-2131, and BIOL-3142; and fourteen other Biology (BIOL-and BIOM-) courses. At least nine courses must be at the 300 level or above. (Recommended: BIOL-2071 and BIOL-3022.)	(a) twenty courses, including the “Core” courses BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOM-2131, and BIOL-3142; and fourteen other Biology (BIOL-and BIOM-) courses. At least nine courses must be at the 300 level or above. (Recommended: BIOL-2071 and BIOL-3022.)
(b) eight Science courses, including CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, STAT-2910, MATH-1720 (or MATH-1760)*, and at least one pair of both ESCI-1100 and ESCI-1111, or both PHYS-1300 and PHYS-1310, or both PHYS-1400 and PHYS-1410, or both COMP-1047 or COMP-2067 and COMP-2057, or both COMP-1400 and COMP-1410, or both ESCI-1120 and ESCI-1130;	(b) eight Science courses, including CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, STAT-2910, MATH-1720 (or MATH-1760)*, and at least one pair of both ESCI-1100 and ESCI-1111, or both PHYS-1300 and PHYS-1310, or both PHYS-1400 and PHYS-1410, or both COMP-1047 or COMP-2067 and COMP-2057, or both COMP-1400 and COMP-1410, or both ESCI-1120 and ESCI-1130;
(c) six additional Science courses (five additional courses if taking MATH-1720 (or MATH-1760) and MATH-1730)* excluding **ECON-XXXX and including additional courses in Biology. At least two of these courses must be at the 300 level or above;	c) six courses from an IHS concentration (if in an IHS stream, can take courses outside of the listed areas)
(d) four courses from Arts/Languages or Social Sciences, with at least one from each;	d) Three IHS core courses and one course from Arts/Languages or Social Sciences
(e) two courses from any area of study.	(e) Two courses from an IHS concentration
*It is recommended that students who have taken MATH-1720 (or MATH-1760) also take MATH-1730. **ECON-XXXX courses will be counted as Social Science courses.	

**University of Windsor
Senate**

*5.6.4a: **Interdisciplinary Health Sciences – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following courses be approved:

IHSC-1000. Foundations in Interdisciplinary Health Sciences

IHSC-3000. Health Promotion and Translation

IHSC-4000. Capstone Project

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The courses have been approved by the Faculty of Arts Humanities and Social Sciences Coordinating Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 15, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.3.1.

**University of Windsor
Senate**

*5.6.5: **Department of Sociology, Anthropology and Criminology – Proposed Name Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Department of Sociology, Anthropology and Criminology be renamed the *Department of Sociology and Criminology*.

Rationale:

- As of Fall 2013 and Fall 2014, there have been no new admissions to Anthropology Honours programs and to the Anthropology General program, respectively. The General degree program was subsequently discontinued effective Fall 2016 and the Honours programs were discontinued effective Fall 2021.
- There is no prospect at the present time that Anthropology programs will be reinstated.
- The continued inclusion of “Anthropology” in the department name is thus inaccurate and misleading for prospective students.
- The Department of Sociology, Anthropology and Criminology approved a motion on September 21, 2021 to change its name to the Department of Sociology and Criminology. The proposal was approved by the FAHSS Coordinating Council on Oct. 21, 2021, and by the Program Development Committee on November 15, 2021.

**University of Windsor
Senate**

*5.6.6a: **Dramatic Art – Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following program learning outcomes:

BA General in Dramatic Art

Concurrent Bachelor of Arts (Drama)/Bachelor of Education

PROGRAM TITLE: BA General in Dramatic Art

DEPARTMENT/FACULTY: Dramatic Art/ FAHSS

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Identify and analyze various critical theories and methodologies and connect them to examples of theatre and performance	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. Use performance, design, and/or embodied research as instruments to explore critical issues and questions in Theatre and Performance Studies	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. Analyze and interpret plays and performance texts.	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. Communicate clear, accessible, and supported analyses of theatre performance in both oral and written forms	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Connect theatre practice and social awareness in all aspects of work.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
F.-Employ professional etiquette in studios, rehearsal processes, and productions	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Practice collaborative and process skills in the production of knowledge in creative and theoretical settings.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Employ the interrelationship between the various disciplines of theatre production (performance, direction, creation, management, and design)	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Employ practice and reflection for continued professional development of a unique approach to theatre projects	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: Concurrent Bachelor of Arts (Drama)/Bachelor of Education

DEPARTMENT/FACULTY: Dramatic Art/ FAHSS

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>A. Education:</p> <p>Make decisions based on an understanding of the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral), and the nature of learning;</p> <p>-Respect and care for all students' physical, psychological, and educational well-being, guided by the nature and characteristics of the learners (Also applies to E, F & G)</p> <p>-Create and maintain inclusive classroom environments that engage and facilitate the learning of all students (also applies to E)</p>	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

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>-Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics (also applies to C, E, G, & H)</p> <p>-Recognize, differentiate among, select, and apply general and subject-specific theories and models of teaching and learning (also applies to C, E, F, & G)</p> <p>Promote collegiality, cooperation, and professionalism in schools and among teachers in an equity-based context (also applies to F)</p> <p>Demonstrate inclusive and collaborative pedagogical praxis that values diversity and prepares students for living in a global, multicultural and equity-informed context (Also applies to A, C & H)</p> <p>Drama:</p> <p>Analyze and implement various critical theories and methodologies and connect them to examples of theatre and performance</p> <p>Apply design theory and technical skills to create theatre designs</p> <p>Employ drama/theatre training and leadership skills in ways that will lead to innovative arts programming for a variety of demographics in educational and community settings</p> <p>design and deliver age, ability, and context appropriate drama/theatre experiences and activities, taking into consideration the diversity of populations and the needs of the community</p>		

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>B. Education: Question alternative perceptions such as post-colonial bodies of knowledge (also applies to C)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Think critically about issues in education and the role of teachers in society, informed by a sound knowledge of the social, historical, political and cultural foundations of public education (also applies to E)</p> <p>Drama: Use performance, design, and/or embodied research as instruments to explore critical issues and questions in Theatre and Performance Studies</p> <p>Apply critical and creative thinking to question and challenge existing constructs for the creation of more relevant and meaningful ways of working (also applies to A)</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Education: Evaluate suitability of theory-based practices when developing curriculum and/or programing (also applies to A & C)</p> <p>Drama: Effectively communicate verbally and in writing how theory informs practice</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Education: Commit to the values of social justice, equity, and diversity in all aspects of their professional roles.</p> <p>Drama: Integrate social awareness in all aspects of theatre practice</p>	<p>E. responsible behaviour to self, others, and society</p>	<p>6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>Analyze the application of skills in theatre creation and production within broader community and professional contexts</p> <p>Employ and evaluate the skills, values, practices, and approaches that will empower students to become agents of change and advocates in local and global communities</p>		
<p>F. Drama:</p> <p>Reflect on and assess the specific qualities that create a distinct identity as an individual drama educator/practitioner</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Drama:</p> <p>Make meaningful contributions to teams and successfully meet expected project goals</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Drama:</p> <p>Explain ways that creative play as embodied experience is essential to all drama/theatre work.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Drama:</p> <p>Demonstrate professional etiquette and become a contributing member of the arts and education community</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

University of Windsor
Senate

*5.6.6b: **Chemistry and Biochemistry – Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following program learning outcomes:

BSc Honours with Thesis in Biochemistry

BSc Honours with Thesis in Chemistry

BSc Honours with Thesis in Biochemistry

Program Learning Outcomes

Last Updated: August 31, 2021

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>Explain and apply the major theories and concepts of chemistry and biochemistry (Also applies to D.)</p> <hr/> <p>Explain and apply the scientific method as it relates to biochemistry research and societal issues (Also applies to B, C, H, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Operate standard and modern laboratory instruments for solving biochemical problems (Also applies to C.)</p> <hr/> <p>Collect, read, evaluate, and analyze relevant scientific literature to address a specific biochemistry area (Also applies to C, D.)</p> <hr/> <p>Develop an hypothesis and select an appropriate methodology to test the hypothesis (Also applies to C, D, F, I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge
<p>Access and effectively utilize the primary research literature for solving chemical and biochemical problems (Also applies to D.)</p> <hr/> <p>Correctly interpret experimental data and the accuracy of the results (Also applies to D.)</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and breadth of knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge

<p>Write a formal scientific paper and report with the correct structure (e.g., include proper citations, references, etc.)</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication skills</p> <p>5. Awareness of limits of knowledge</p>
<p>Effectively use safe laboratory practice (e.g use and handling of chemicals)</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of limits of knowledge</p> <p>6. Autonomy and professional capacity</p>
<p>Produce an effective oral and written communication on a scientific subject</p> <hr/> <p>Qualitatively summarize and objectively present data</p> <hr/> <p>Prepare written laboratory reports using conventional scientific style</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication skills</p> <p>6. Autonomy and professional capacity</p>
<p>Participate constructively and cooperatively in small group activities</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication skills</p> <p>6. Autonomy and professional capacity</p>
<p>Describe examples that illustrate the functionality and diversity of chemistry and biochemistry</p> <hr/> <p>Design innovative solutions to demonstrate scientific concepts</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies</p> <p>3. Application of knowledge</p> <p>6. Autonomy and professional capacity</p>
	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>

BSc Honours with Thesis in Chemistry

Program Learning Outcomes

Last Updated: August 31, 2021

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
<p>Explain and apply the major theories and concepts of chemistry in all four traditional sub-disciplines (analytical, inorganic, organic, and physical) (Also applies to D.)</p> <hr/> <p>Explain and apply the scientific method as it relates to chemistry research and societal issues (Also applies to B, C, H, I.)</p>	A. the acquisition, application and integration of knowledge	<ol style="list-style-type: none">1. Depth and breadth of knowledge2. Knowledge of methodologies3. Application of knowledge5. Awareness of limits of knowledge
<p>Collect, read, analyze, synthesize and evaluate relevant scientific literature to address a specific science-relevant problem (Also applies to C, D.)</p> <hr/> <p>Operate laboratory instruments for solving chemical problems (Also applies to C.)</p> <hr/> <p>Develop an hypothesis and select an appropriate methodology to test that hypothesis (Also applies to C, D, F, I.)</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	<ol style="list-style-type: none">1. Depth and breadth of knowledge2. Knowledge of methodologies3. Application of knowledge5. Awareness of limits of knowledge
<p>Access and effectively utilize the primary research literature for solving chemical problems (Also applies to D.)</p> <hr/> <p>Correctly interpret experimental data and the accuracy of the results (Also applies to D.)</p>	C. critical thinking and problem-solving skills	<ol style="list-style-type: none">1. Depth and breadth of knowledge2. Knowledge of methodologies3. Application of knowledge5. Awareness of limits of knowledge

Write a formal scientific paper and report with the correct structure (e.g., include proper citations, references, etc.)	D. literacy and numeracy skills	4. Communication skills 5. Awareness of limits of knowledge
Effectively use safe laboratory practice (e.g use and handling of chemicals)	E. responsible behaviour to self, others and society	5. Awareness of limits of knowledge 6. Autonomy and professional capacity
Produce an effective oral and written communication on a chemistry subject <hr/> Qualitatively summarize and objectively present data <hr/> Prepare written laboratory reports using conventional scientific style	F. interpersonal and communications skills	4. Communication skills 6. Autonomy and professional capacity
Participate and contribute constructively and cooperatively to team work activities	G. teamwork, and personal and group leadership skills	4. Communication skills 6. Autonomy and professional capacity
Describe examples that illustrate the functionality and diversity of chemical systems <hr/> Use scientific concepts in designing solutions to chemistry problems	H. creativity and aesthetic appreciation	2. Knowledge of methodologies 3. Application of knowledge 6. Autonomy and professional capacity
	I. the ability and desire for continuous learning	6. Autonomy and professional capacity

University of Windsor
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*5.6.6c: **Mathematics and Statistics – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following course learning outcomes:

MATH-4000. Topics in Mathematics Learning Outcomes

STAT-4000. Topics in Statistics

MATH-4000. Topics in Mathematics

Learning Outcomes

Last Updated: September 14, 2021

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Illustrate a fundamental knowledge of an advance topic in mathematics. <i>(Also applies to D.)</i></p> <hr/> <p>Provide precise definitions for the mathematical terms and concepts. <i>(Also applies to D.)</i></p> <hr/> <p>State and prove the main theorems in the topic area <i>(Also applies to D.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Find and evaluate current published peer review articles in the topic area. <i>(Also applies to C, G, H, I.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Discuss and solve problems in the topic area using appropriate terminology and notation.</p> <hr/> <p>Compose organized and logical solutions to problems in the topic area.</p>	<p>D. literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in the topic area.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

STAT-4000. Topics in Statistics

Learning Outcomes

Last Updated: September 14, 2021

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Illustrate a fundamental knowledge of an advance topic in statistics. <i>(Also applies to D.)</i></p> <hr/> <p>Provide precise definitions for the mathematical terms and concepts. <i>(Also applies to D.)</i></p> <hr/> <p>State and prove the main theorems in the topic area <i>(Also applies to D.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Find and evaluate current published peer review articles in the topic area. <i>(Also applies to C, G, H, I.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Discuss and solve problems in the topic area using appropriate terminology and notation.</p> <hr/> <p>Compose organized and logical solutions to problems in the topic area.</p>	<p>D. literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in the topic area.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

**University of Windsor
Senate**

*5.6.6d: **Psychology – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:

PSYC-1150. Introduction to Psychology as a Behavioural Science
PSYC-1160. Introduction to Psychology as a Social Science
PSYC-2200. Introduction to Adjustment and Personality
PSYC-2230. Developmental Psychology: The Child
PSYC-2240. Developmental Psychology: Adolescence
PSYC-2250. Developmental Psychology: Adulthood and Aging
PSYC-2280. Abnormal Psychology
PSYC-2300. Social Science Research Methods
PSYC-2360. Introduction to Social Psychology
PSYC-2400. Psychology of Sex and Gender
PSYC-2560. Introduction to the Brain and Human Behaviour
PSYC-3130. Advanced Statistics
PSYC-3200. Tests and Measurement
PSYC-3220. Child Psychopathology
PSYC-3230. Developmental Disabilities
PSYC-3240. Educational Psychology
PSYC-3270. Psychological Perspectives on Parenting
PSYC-3300. Personality Theory and Research
PSYC-3310. Conducting Research in Psychology
PSYC-3330. Introduction to Clinical Psychology
PSYC-3340. Applied Social Psychology
PSYC-3350. Human Sensation and Perception
PSYC-3390. Health Psychology
PSYC-3420. Culture and Psychology
PSYC-3530. Learning and Behaviour
PSYC-3580. Cognitive Processes
PSYC-4150. History and Systems of Psychology
PSYC-4210. The Psychology of the Family
PSYC-4220. Advanced Developmental Psychology: Emotional Development
PSYC-4230. Advanced Developmental Psychology: Cognitive Development
PSYC-4240. Advanced Developmental Psychology: Social Development
PSYC-4270. Methods of Behavioural Change
PSYC-4280. Practicum in Developmental Psychology
PSYC-4290. Practicum in Psychology
PSYC-4300. Clinical and Counselling Psychology
PSYC-4320. Community Psychology
PSYC-4330. Seminar in Law and Psychology

PSYC-4360. Seminar in Psychopathology
PSYC-4400. Seminar in the Psychology of Women
PSYC-4410. Special Topics in Health Psychology
PSYC-4450. Stereotyping, Prejudice, and Discrimination
PSYC-4570. Comparative Cognition
PSYC-4750. Popular Literature in Psychology
PSYC-4960. Thesis: Seminar
PSYC-4970. Thesis: Research

PSYC-1150. Introduction to Psychology as a Behavioural Science

Formerly known as: 02-46-115

Learning Outcomes

Last Updated: September 14, 2020

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
<p>Recognize and explain the practical, theoretical, and scientific value of psychology</p> <hr/> <p>Apply the six key principles of critical thinking. <i>(Also applies to C.)</i></p> <hr/> <p>Describe the most common research designs used in psychological research and give examples of basic statistics used in psychological research. <i>(Also applies to D.)</i></p> <hr/> <p>Explain the ethical obligations of researchers toward their research participants both human and non-human. <i>(Also applies to E.)</i></p> <hr/> <p>Identify the main structures of the brain and describe the main functions of those structures.</p> <hr/> <p>Identify the basic principles that apply to all senses.</p> <hr/> <p>Identify the basic principles that apply to states of consciousness.</p> <hr/> <p>Explain the major principles and terminology associated with classical and operant conditioning.</p> <hr/> <p>Identify the basic principles of how memory operates in humans.</p> <hr/> <p>Describe the major theories of emotion and motivation.</p> <hr/> <p>Cite information correctly following the American Psychological Association style guidelines. <i>(Also applies to B, D.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>

	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

PSYC-1160. Introduction to Psychology as a Social Science

Formerly known as: 02-46-116

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe the basic principles of thinking, reasoning, and language.</p> <hr/> <p>Identify different models and types of intelligence and intelligence testing.</p> <hr/> <p>Track the trajectory of typical human development and describe the major theories of human development.</p> <hr/> <p>Describe the mind-body interconnection in the management of stress and how this impacts coping and health.</p> <hr/> <p>Identify the ways that individuals are affected by social situations.</p> <hr/> <p>Describe the main theories of personality development and assessment.</p> <hr/> <p>Describe the history, diagnosis, and expression of mental disorders and the theories pertaining to the development of mental disorders.</p> <hr/> <p>Describe the basic principles of psychological and biological treatments of mental disorders.</p> <hr/> <p>Cite information correctly following the American Psychological Association style guidelines.</p> <p style="text-align: right;">(Also applies to B, D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>

	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

PSYC-2200. Introduction to Adjustment and Personality

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and describe how psychological concepts, theoretical perspectives, and empirical findings relate to everyday problems and challenges.</p> <hr/> <p>Apply scientific reasoning and skepticism concerning psychological and behavioral concepts and issues. <i>(Also applies to C.)</i></p> <hr/> <p>Identify factors that can affect one's own psychosocial development and ability to cope with everyday stress in everyday life</p> <hr/> <p>Identify and explain where psychological explanations may apply only to specific populations, cultural contexts, and eras.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate effectively and respectfully with diverse others. <i>(Also applies to G.)</i></p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-2230. Developmental Psychology: The Child

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Recognize and define key concepts and developmental milestones in child development</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate the suitability, relevance, accuracy, and credibility of informational sources</p> <p style="text-align: right;"><i>(Also applies to D.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Analyze and critically evaluate empirical findings related to child development and their implications for real life situations</p> <p style="text-align: right;"><i>(Also applies to A.)</i></p> <hr/> <p>Integrate cultural and contextual knowledge in addressing issues related to child development</p> <p style="text-align: right;"><i>(Also applies to A.)</i></p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
<p>Facilitate group discussions effectively</p> <p style="text-align: right;"><i>(Also applies to F.)</i></p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-2240. Developmental Psychology: Adolescence

Formerly known as: 46-224

Learning Outcomes

Last Updated: October 07, 2019

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>1. Recognize and define key concepts in adolescent and emerging adulthood development</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>5. Evaluate the suitability, relevance, accuracy, and credibility of informational sources</p> <p style="text-align: right;">(Also applies to D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>3. Integrate cultural and contextual knowledge in addressing issues related to adolescent and emerging adulthood development</p> <p style="text-align: right;">(Also applies to A.)</p> <hr/> <p>4. Analyze and critically evaluate empirical findings related to adolescent and emerging adult development and their implications for real life situations</p> <p style="text-align: right;">(Also applies to A.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
<p>6. Facilitate group discussions effectively</p> <p style="text-align: right;">(Also applies to F.)</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-2250. Developmental Psychology: Adulthood and Aging

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Explain crucial definitions within lifespan psychology, including the different periods of the lifespan, senescence, longevity, and health span.</p> <hr/> <p>Describe, compare, and critically analyze the major biological, personality, socioemotional, and systems theories associated with aging</p> <p style="text-align: right;">(Also applies to C.)</p> <hr/> <p>Identify major biological and psychological disorders within each period of the lifespan, as well as the factors that contribute to health and longevity over the lifespan</p> <hr/> <p>Explain important life roles and experiences within different phases of the lifespan (e.g. parenthood, dying, bereavement), as well their impact on physical and mental health.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Accurately apply psychological theories associated with lifespan psychology to everyday life situations, and reflect on the strengths/weaknesses of the different theoretical perspectives to aging</p> <p style="text-align: right;">(Also applies to A.)</p> <hr/> <p>Critically analyze and reflect on current theoretical frameworks within lifespan psychology and their applicability to marginalized groups (e.g. LGBTQ2S, racialized communities, persons with disabilities)</p> <p style="text-align: right;">(Also applies to A.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>

	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

PSYC-2280. Abnormal Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define and critique the concepts of psychopathology in psychology. <i>(Also applies to C.)</i></p> <hr/> <p>Appraise and synthesize current biological, psychological, and sociocultural perspectives of psychopathology. <i>(Also applies to E.)</i></p> <hr/> <p>Define and identify the features of psychological disorders.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Critically engage with, and synthesize, scientific research. <i>(Also applies to D, E, F, I.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Describe and critically appraise current perspectives on the nosology of psychopathology, such as the DSM-5, ICD-11 and dimensional diagnostic formulations. <i>(Also applies to B.)</i></p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate original perspectives on psychological science through a paper written in APA format. <i>(Also applies to B, C, D, I.)</i></p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-2300. Social Science Research Methods

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
	<p>A. the acquisition, application and integration of knowledge</p>
<p>Analyze the contributions and limitations of empirical research in Psychology</p> <hr/> <p>Explain the limitations of specific qualitative or quantitative methodologies and methods</p> <p style="text-align: right;">(Also applies to A.)</p> <hr/> <p>Locate and summarize credible research relevant to Psychology</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Synthesize relevant theory and empirical research to support conclusions</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Evaluate the suitability, relevance, accuracy, and credibility of informational sources.</p> <p style="text-align: right;">(Also applies to B.)</p> <hr/> <p>Cite sources correctly in APA style.</p>	<p>D. literacy and numeracy skills</p>
<p>Describe and apply (in the design of a research project) the Tri-Council Policy Statement of ethical conduct of research involving human participants.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Prepare documents and reports in clear and effective language using APA publication standards</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-2360. Introduction to Social Psychology

Formerly known as: 46-236

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Outline common research methods used in social psychology. (Also applies to B, D.)</p> <hr/> <p>Describe theories fundamental to the social psychology discipline including those linking attitudes and behaviour; social beliefs and judgements; group influence; altruism; aggression; attraction; and prejudice, and discrimination. (Also applies to B.)</p> <hr/> <p>Summarize key concepts, strengths, and limitations of major social psychological research findings. (Also applies to B.)</p> <hr/> <p>Incorporate ethical decision-making into research design. (Also applies to B, E.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Apply social psychology to real-world situations. (Also applies to A.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-2400. Psychology of Sex and Gender

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, describe, and critique the typical categories, range of diversity, and social issues present within the realms of sex and gender.</p> <p style="text-align: right;">(Also applies to C.)</p> <hr/> <p>Think critically about sociocultural issues as they align with sexuality, its range and diversity, and how this intersects with sex and gender.</p> <p style="text-align: right;">(Also applies to C.)</p> <hr/> <p>Describe, explain, and critique the historical, philosophical, and scientific development of the concepts and methodologies that are involved in the scholarly inquiry into sex, gender, and sexuality.</p> <p style="text-align: right;">(Also applies to B, C.)</p> <hr/> <p>Identify, describe, and critique the constructs and theories used for the study of sex, gender, and sexuality, and the resulting findings and analyses.</p> <p style="text-align: right;">(Also applies to B, I.)</p> <hr/> <p>Describe, explain, and critique the interactive influences of nature and nurture on various aspects (e.g., physical, cognitive, psychological, occupational, interpersonal, social, and cultural) of sex, gender, and sexuality and be able to frame that discussion within the main over-arching theories, scientific findings, and perspectives in the field.</p> <p style="text-align: right;">(Also applies to E.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>

	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

PSYC-2560. Introduction to the Brain and Human Behaviour

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>identify and define key concepts in biopsychology (Also applies to B, C.)</p> <hr/> <p>explain the biological and psychological foundations of typical and atypical behaviour and mental processes (Also applies to B, C.)</p> <hr/> <p>evaluate the theoretical foundations of brain/behaviour relationships (Also applies to B, C.)</p> <hr/> <p>analyze the contributions and limitations of empirical research in biopsychology (Also applies to B, C.)</p> <hr/> <p>synthesize relevant theory and empirical research in biopsychology to support conclusions. (Also applies to B, C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-3130. Advanced Statistics

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Determine what type of statistical test is appropriate given a particular research design.</p> <p style="text-align: right;">(Also applies to B, C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Explain and interpret hypothesis testing.</p> <p style="text-align: right;">(Also applies to C, D.)</p> <hr/> <p>Interpret the results of data analyses</p> <p style="text-align: right;">(Also applies to C, D.)</p> <hr/> <p>Effectively communicate the results of data analysis to a scientific and lay audience.</p> <p style="text-align: right;">(Also applies to D, F.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Articulate the limitations of conclusions that are drawn from the analyses of data</p> <p style="text-align: right;">(Also applies to B, D, E, F.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-3200. Tests and Measurement

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Explain the key concepts in psychometric theory</p> <hr/> <p>Explain the steps necessary to create a sound psychometric instrument, such as item construction and analysis (Also applies to B, C, D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Conduct a psychometric analysis on computer, including data analysis and interpretation (Also applies to D.)</p> <hr/> <p>Evaluate the psychometric strengths and weaknesses of a leading psychological instrument</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-3220. Child Psychopathology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>1. Explain the DSM-5 classification systems for child and adolescent disorders <i>(Also applies to C.)</i></p> <hr/> <p>2. Differentiate the psychosocial risk and protective factors related to child and adolescent psychological disorders <i>(Also applies to C.)</i></p> <hr/> <p>3. Describe clinical research design as it relates to child and adolescent psychopathology <i>(Also applies to B, C.)</i></p> <hr/> <p>4. Identify the important diagnostic, assessment, and treatment issues for conduct problems, anxiety disorders, mood disorders, learning disorders, health-related disorders, and eating disorders in children and adolescents <i>(Also applies to C, E.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Cite resources correctly in APA style</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-3230. Developmental Disabilities

Formerly known as: 02-46-323

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define a developmental disability and describe the major features that distinguishes it from other childhood disorders.</p> <hr/> <p>Identify the major risk factors for and protective factors against developmental disorders, including prenatal, perinatal, postnatal, and childhood factors.</p> <hr/> <p>Describe key concepts, issues, trends, theories, and controversies in developmental disabilities research, practice, and advocacy.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Apply what the theoretical and empirical literature supports and does not support in terms of the identifying features, assessment, diagnosis, and treatment of developmental disorders.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-3240. Educational Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe what educational psychology is and how it relates to the broader domain of psychology.</p> <hr/> <p>Discuss how adjacent domains of psychology (i.e., cognitive psychology, neuroscience) relate to and influence impact teaching and learning.</p> <hr/> <p>Explain the fundamentals of human development (cognitive, emotional, social, and physical) as they apply to the context of learning and education.</p> <hr/> <p>Describe the types of knowledge and understanding achieved by learners, including different approaches to learning, assessment models, and the application of knowledge.</p> <hr/> <p>Describe how diversity, individual differences, and exceptionalities impact learning, learners, teachers, and educational settings.</p> <hr/> <p>Describe major theories of educational psychology, such as behaviorism, constructivism, social constructivism, and social cognitive theory.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Interpret and apply major theories of educational psychology through the lens of the student’s own teaching and learning experiences.</p> <p style="text-align: right;"><i>(Also applies to I.)</i></p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>

	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

PSYC-3270. Psychological Perspectives on Parenting

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
	<p>A. the acquisition, application and integration of knowledge</p>
<p>Critique and evaluate current research studies on issues pertaining to parent-child relationships.</p> <p style="text-align: right;">(Also applies to F, I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Examine and summarize the factors which facilitate or hinder positive parent-child interactions.</p> <p style="text-align: right;">(Also applies to A, F.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Assess the dynamics of family relationships and analyze the potential changes to the impact of those family dynamics on individuals as they grow to adulthood.</p> <p style="text-align: right;">(Also applies to A, C.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Articulate and appraise the family’s role in the process of socializing a child through various parenting styles and approaches.</p> <p style="text-align: right;">(Also applies to A, C.)</p> <hr/> <p>Break down and integrate the major developmental concepts, issues, and theories in parent-child relations from birth to adulthood.</p> <p style="text-align: right;">(Also applies to C, H.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Reflect on how parenting determinants have impacted contemporary parenting practices.</p> <p style="text-align: right;">(Also applies to E, G.)</p>	<p>I. the ability and desire for continuous learning</p>

PSYC-3300. Personality Theory and Research

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Explain the different theoretical perspectives in personality psychology, and evaluate their relative strengths and weaknesses</p> <hr/> <p>Outline the key concepts and interconnected mechanics of leading theories in personality</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Describe and evaluate research that supports the leading theories in personality</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically examine current controversies in personality psychology.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Apply the theories of personality psychology to increase self-understanding and meaning in one's life.</p>	<p>I. the ability and desire for continuous learning</p>

PSYC-3310. Conducting Research in Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>review literature to effectively support rational hypotheses. (Also applies to B, D.)</p> <hr/> <p>recognize and identify ethical issues in research, and consider possible ways of handling problematic situations. (Also applies to B, C, E.)</p> <hr/> <p>plan a strategy for recruiting participants. (Also applies to B, C, E.)</p> <hr/> <p>formulate a data analysis strategy. (Also applies to B, C, D.)</p> <hr/> <p>generate research ideas that may be used to develop future research studies. (Also applies to B, C, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>locate research materials, such as relevant literature and measures. (Also applies to C.)</p> <hr/> <p>prepare a time management plan. (Also applies to C, G.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-3330. Introduction to Clinical Psychology

Learning Outcomes

Last Updated: September 18, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define the profession of a clinical psychologist in the context of related professions, and describe the career path to becoming a clinical psychologist. <i>(Also applies to I.)</i></p> <hr/> <p>Critically examine current controversies in clinical psychology. <i>(Also applies to C.)</i></p> <hr/> <p>Apply the principles of the Canadian Code of Ethics for Psychologists to professional dilemmas. <i>(Also applies to E.)</i></p> <hr/> <p>Identify and critically discuss the methods used for conducting an assessment of mental health disorders. <i>(Also applies to C.)</i></p> <hr/> <p>Identify and describe the different types of clinical intervention and the theories that support them. <i>(Also applies to C.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Write and build arguments clearly in APA style</p>	<p>D. literacy and numeracy skills</p>
<p>Recognize and describe the impact of cultural issues on mental health professions, as well as cultural competence and culturally appropriate clinical skills. <i>(Also applies to A, C.)</i></p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

PSYC-3340. Applied Social Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Recognize and discuss the application of social psychology to real-world problems (e.g., physical and mental health, behavior, education, the environment, business settings, etc.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate primary and secondary research sources relevant to social psychology</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Analyze empirical findings in the field of applied social psychology and their implications for solving social issues (Also applies to A, B.)</p> <hr/> <p>Reflect constructively and critically on practical experiences, and draw connections to relevant theories and disciplinary concepts</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Articulate, clearly and cogently, concepts, ideas, and theories, orally and in writing following APA publication standards.</p>	<p>F. interpersonal and communications skills</p>
<p>Collaborate effectively with people from diverse backgrounds and cultural perspectives.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>Identify novel solutions to social problems (Also applies to C.)</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-3350. Human Sensation and Perception

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe basic perceptual process and outline their physiological underpinnings.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Explain psychophysics experimentation data in the context of relevant theory.</p> <p style="text-align: right;">(Also applies to C.)</p> <hr/> <p>Generalize principles of processing across modalities</p> <p style="text-align: right;">(Also applies to C, D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-3390. Health Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, summarize, and critique key models, principles, and theories in Health Psychology.</p> <hr/> <p>Explain the links between psychological and physiological factors in the initiation, elaboration, and attenuation of the stress response.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Describe the issues and problems involved in conducting psychological research on health and illness.</p> <p style="text-align: right;"><i>(Also applies to A.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically evaluate the role of psychological, social, and behavioural factors in health and illness.</p> <hr/> <p>Evaluate how health care is delivered and describe and critique the philosophies that underlie our system.</p> <p style="text-align: right;"><i>(Also applies to A.)</i></p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Identify and describe the various routes through which your cognitions, emotions, and behaviours influence your health and illness, and the role of the social context in which these factors may be shaped.</p> <p style="text-align: right;"><i>(Also applies to A.)</i></p> <hr/> <p>Detail why we engage in risky and unhealthy behaviours, what we can do to change this, and the health costs of poor health behaviours.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-3420. Culture and Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, articulate, and describe basic theories, concepts, and principles of cross-cultural psychology and multicultural psychology <i>(Also applies to C.)</i></p> <hr/> <p>Incorporate and apply critical cross-cultural and multicultural perspectives in evaluating and analyzing psychological phenomena and research <i>(Also applies to B, C.)</i></p> <hr/> <p>Identify and explain culture's influences on various domains of psychology, such as development, self identity, emotion, personality, psychopathology, social relationship etc. <i>(Also applies to B, F.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Reflect on the range of cultural variations in human behaviours, including their own unique cultural characteristics and heritages and those of others <i>(Also applies to F, I.)</i></p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-3530. Learning and Behaviour

Formerly known as: 45-353

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>outline basic principles in the psychology of learning and behavior, and distinguish between different theoretical perspectives</p> <hr/> <p>differentiate between radical behavioral and current cognitive-behavioral theories, and explain which provides a more empirically valid account of learning processes. <i>(Also applies to B.)</i></p> <hr/> <p>describe modified extensions of current experiments that can test alternative hypotheses. <i>(Also applies to B, C.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>analyze data (graphically and statistically) and communicate empirical findings in acceptable standard (APA) approved ways <i>(Also applies to C, D, H.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Apply basic principles of animal research to human behaviour and propose approaches aimed at alleviating various behavioural problems.</p> <hr/> <p>Explain the principles and rationale for Tri-Council ethical standards for both human and non-human research</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-3580. Cognitive Processes

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>identify and explain foundational concepts, theories, and experiments in cognitive psychology</p> <hr/> <p>detect and classify the different cognitive processes used in everyday thinking situations</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>operationalize how unobservable cognitive processes can be examined using experimental design</p> <p style="text-align: right;">(Also applies to B.)</p> <hr/> <p>evaluate the strengths and limitations of cognitive psychology experiments</p> <p style="text-align: right;">(Also applies to B.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>self-reflect on their own cognitive processes and apply knowledge of cognitive psychology to understand why these processes sometimes function well and sometimes fail</p> <p style="text-align: right;">(Also applies to A, C.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>write a lab report in a specified format adapted from APA that describes the components of a cognitive experiment</p> <p style="text-align: right;">(Also applies to A, B, C, D.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4150. History and Systems of Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Discuss the philosophy of science underlying modern psychology. (Also applies to B, C, E.)</p> <hr/> <p>Identify the major historical systems and contemporary global trends that are relevant to psychology. (Also applies to B, C, I.)</p> <hr/> <p>Explain the contributions of psychologists from various countries, including Canada, to psychology. (Also applies to B, C, F, G, I.)</p> <hr/> <p>Analyze and synthesize the links between theory, research, and applied practice in the field of psychology. (Also applies to B, C, F.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4210. The Psychology of the Family

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Articulate the most influential theories of individual and family development and apply these theories to past and current family issues.</p> <p style="text-align: right;">(Also applies to C, D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Critique and evaluate current research studies on issues pertaining to family development and functioning.</p> <p style="text-align: right;">(Also applies to F, I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Examine and summarize how families developed over time and will continue to change and adapt in response to various contextual factors in the future.</p> <p style="text-align: right;">(Also applies to A, C.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Integrate the individual and family development theories within multiple ecological levels.</p> <p style="text-align: right;">(Also applies to E, G.)</p>	<p>I. the ability and desire for continuous learning</p>

PSYC-4220. Advanced Developmental Psychology: Emotional Development

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe the key events in the history of the study of emotion. (Also applies to B, C, E, I.)</p> <hr/> <p>Critically evaluate research on emotions from infancy through adulthood. (Also applies to B, C, E, F.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Apply analysis of emotion to their daily interpersonal lives and work (Also applies to F.)</p> <hr/> <p>Communicate clearly, concisely and persuasively orally and in writing. (Also applies to F, G, I.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Differentiate and discuss issues related to human emotional experience, expression, and regulation. (Also applies to G.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4230. Advanced Developmental Psychology: Cognitive Development

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Explain and compare concepts, major theories, and processes in the field of cognitive development. <i>(Also applies to B, C.)</i></p> <hr/> <p>Describe biological, social, and cultural factors that influence cognitive development. <i>(Also applies to B.)</i></p> <hr/> <p>Identify and critique research about cognitive development. <i>(Also applies to B, C, D.)</i></p> <hr/> <p>Apply cognitive developmental theories and concepts to current topics. <i>(Also applies to B, I.)</i></p> <hr/> <p>Communicate clearly, concisely and persuasively orally and in writing. <i>(Also applies to D, F.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Generate questions about cognitive development that develop future research directions. <i>(Also applies to A, C, I.)</i></p> <hr/> <p>Apply current APA Publication Style to written work. <i>(Also applies to D.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>

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

PSYC-4240. Advanced Developmental Psychology: Social Development

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Explain concepts, major theories, and research in the field of social development</p> <hr/> <p>Identify and critically evaluate research in the field of social development</p> <p style="text-align: right;">(Also applies to B, C.)</p> <hr/> <p>Describe biological, social and cultural factors that influence social development</p> <hr/> <p>Apply an integrated understanding of social development to their daily lives and work</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Practice caution and thoughtfulness when consuming information about research on children and adolescents</p> <p style="text-align: right;">(Also applies to C, D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Cite sources correctly in APA style</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Clearly, accurately, and persuasively communicate orally and in writing.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4270. Methods of Behavioural Change

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define and evaluate the theoretical foundations of and empirical research on behaviour modification as well as their application to clinical settings</p> <p style="text-align: right;">(Also applies to B, C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Reflect constructively and critically on practical experiences and apply them to relevant theories and disciplinary concepts</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Describe ethical issues relevant to behaviour modification</p> <p style="text-align: right;">(Also applies to C.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Articulate, clearly and cogently, concepts, ideas, and theories, orally and in writing and incorporate received feedback effectively into revised drafts</p> <p style="text-align: right;">(Also applies to D.)</p>	<p>F. interpersonal and communications skills</p>
<p>Facilitate group discussions effectively, establishing a positive environment and encouraging engagement and contributions from all participants</p> <p style="text-align: right;">(Also applies to F.)</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>Design data gathering and analytic strategies to address specific questions/issues and create charts and figures to clearly and accurately display the information</p> <p style="text-align: right;">(Also applies to B, D.)</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4280. Practicum in Developmental Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define the key concepts related to behaviour modification, including theoretical foundations and application to clinical settings</p> <hr/> <p>Identify and describe problems or needs within the context of an individual client's environment</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Identify and select appropriate qualitative and quantitative research methods (including their limitations) to facilitate hypothesis testing</p> <p style="text-align: right;"><i>(Also applies to C.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Integrate cultural and contextual knowledge in addressing issues related to behaviour modification and human development</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Describe ethical issues relevant to behaviour modification and human development</p> <hr/> <p>Reflect on personal identity, considering cultural similarities and differences between self and others</p> <p style="text-align: right;"><i>(Also applies to C.)</i></p>	<p>E. responsible behaviour to self, others and society</p>
<p>Prepare documents and reports in clear and effective language according to APA publication standards</p> <hr/> <p>Communicate effectively through appropriate verbal and non-verbal means (e.g., charts and figures)</p>	<p>F. interpersonal and communications skills</p>
<p>Facilitate group discussions effectively, establishing a positive environment and encouraging engagement and contributions from all participants.</p> <p style="text-align: right;"><i>(Also applies to F.)</i></p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>Design data gathering and analytic strategies to address specific questions and issues</p> <p style="text-align: right;"><i>(Also applies to B.)</i></p>	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-4290. Practicum in Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Apply accumulated knowledge of psychology in an organizational setting, and articulate this application to theories and principles of psychology. <i>(Also applies to C, F, G.)</i></p> <hr/> <p>Explain the current issues in research, theory, and practice as they relate to work beyond the university setting. <i>(Also applies to B, C, E, G.)</i></p> <hr/> <p>Utilize both report writing and presentation skills when summarizing their practicum experiences. <i>(Also applies to B, C, F, G.)</i></p> <hr/> <p>Interact collegially and respectfully with diverse others, and adhere to workplace expectations. <i>(Also applies to E, F, G.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4300. Clinical and Counselling Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain important concepts and significant issues related to effective helping, communication and counselling/psychotherapy</p> <hr/> <p>Attend, observe, conceptualize, and respond to others within an interpersonal helping relationship (Also applies to E, F.)</p> <hr/> <p>Evaluate and compare major theoretical schools/approaches of counselling and psychotherapy (Also applies to B, C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Reflect on one's own values, dispositions, limitations, and sociocultural backgrounds and that of others, both as a helper and as an individual (Also applies to F.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Implement basic interviewing and counselling skills in communication and social interaction with others (Also applies to F, G.)</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4320. Community Psychology

Formerly known as: 02-46-432

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe the major types of prevention and mental health promotion in the development of community mental health.</p> <hr/> <p>Describe the history and development of the field of community psychology and relate it to public health.</p> <hr/> <p>Interpret how the concepts of risk, resilience, and protection are critical for understanding community mental health prevention programs and interventions.</p> <p style="text-align: right;">(Also applies to C.)</p> <hr/> <p>Evaluate the effectiveness of Canadian policies on prevention and mental health promotion.</p> <p style="text-align: right;">(Also applies to B, C, D.)</p> <hr/> <p>Communicate current issues in theory, research, and practices in community psychology.</p> <p style="text-align: right;">(Also applies to B, C, D, F, H.)</p> <hr/> <p>Cite information correctly following the American Psychological Association style guidelines.</p> <p style="text-align: right;">(Also applies to B.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

PSYC-4330. Seminar in Law and Psychology

Learning Outcomes

Last Updated: September 18, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Recognize and discriminate between key concepts, theories, methodologies, authorities, and findings in forensic psychology (Also applies to B, D, F.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Summarize, analyze, and critique the contributions, limitations, and implications of empirical research in forensic psychology (Also applies to C, D, F, G.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Integrate forensic, clinical, cultural, and contextual knowledge in addressing issues arising from empirical research in forensic psychology (Also applies to D, F.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Identify and critique quantitative and qualitative data analytic procedures used to investigate research questions in empirical research in forensic psychology (Also applies to C, F.)</p>	<p>D. literacy and numeracy skills</p>
<p>Explain and evaluate ethical issues and dilemmas in forensic research and practice (Also applies to F, H.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Articulate, clearly and cogently, concepts, ideas, theories, and findings, orally and in writing (Also applies to G, H, I.)</p> <hr/> <p>Prepare materials in clear and effective language, following APA publication standards (Also applies to D.)</p>	<p>F. interpersonal and communications skills</p>
<p>Contribute productively to the planning and execution of a collaborative synthesis of forensic research on a specified topic (Also applies to C, H, I.)</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4360. Seminar in Psychopathology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe and synthesize biological, psychological, and social bases of psychopathology.</p> <p style="text-align: right;">(Also applies to C.)</p> <hr/> <p>Explain and evaluate the epidemiology, phenomenology, and distinguishing features of major clusters of psychopathology.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically appraise theoretical models for the etiology and development of psychopathology.</p> <p style="text-align: right;">(Also applies to A.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Summarize and explain relevant empirical and theoretical scientific literature concisely in writing.</p> <p style="text-align: right;">(Also applies to B, D, I.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Develop knowledge of empirical research on a specific topic within psychopathology.</p> <p style="text-align: right;">(Also applies to B, C, D.)</p>	<p>I. the ability and desire for continuous learning</p>

PSYC-4400. Seminar in the Psychology of Women

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define and explain the distinctions between key concepts in the field (Psychology of Women/Feminist Psychology)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Identify and evaluate sexist bias when it occurs in research and theory in psychology and in popular media reports of research (Also applies to A, B.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Explore current knowledge about various issues in the psychology of women and communicate these ideas effectively to others verbally and in writing (Also applies to A, F.)</p>	<p>D. literacy and numeracy skills</p>
<p>Engage with issues in psychology of women with a balanced perspective based on personal perceptions and experiences, feminist psychological theory, and data from good research (Also applies to A, B, C, F.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Apply theories and key concepts learned in one context of the psychology of women to a range of situations and topics, orally and in writing (Also applies to C, I.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4410. Special Topics in Health Psychology

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define and explain the distinctions between key concepts in health psychology</p> <hr/> <p>Critically evaluate research findings on various topics in health psychology</p> <p style="text-align: right;">(Also applies to B, C.)</p> <hr/> <p>Outline current knowledge about various issues in health psychology and communicate these ideas effectively to others verbally and in writing</p> <p style="text-align: right;">(Also applies to D, F.)</p> <hr/> <p>Apply theories and key concepts from one topic in health psychology to a range of situations and topics, orally and in writing</p> <p style="text-align: right;">(Also applies to F, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically examine current controversies in health psychology</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4450. Stereotyping, Prejudice, and Discrimination

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>describe and evaluate contemporary psychological theories regarding the formation and function of stereotypes, prejudice, and discrimination.</p> <p style="text-align: right;">(Also applies to C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>identify individual and sociocultural factors associated with stereotypes, prejudice, and discrimination.</p> <p style="text-align: right;">(Also applies to A.)</p> <hr/> <p>analyze and apply psychological interventions designed to reduce stereotyping, prejudice, and discrimination.</p> <p style="text-align: right;">(Also applies to C.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>recognize their own stereotypes, prejudices, and discriminatory behaviours.</p> <p style="text-align: right;">(Also applies to E, I.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4570. Comparative Cognition

Also known as: Also known as: PSYC-8570, BIOL-8470

Formerly known as: 46-457, 46-557, 55-557

Learning Outcomes

Last Updated: December 13, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Compare and contrast cognitive processes in human and non-human organisms within ecological context.</p> <p style="text-align: right;"><i>(Also applies to C.)</i></p> <hr/> <p>Describe theories of ecological and evolutionary bases for cognitive processes in human and non-human organisms.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Locate and critique research related to contrasting cognitive processes between organisms.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critique theories of cognitive processing in light of research evidence.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

PSYC-4750. Popular Literature in Psychology

Formerly known as: 02-46-475

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Integrate some of the most popular and famous works of classical and contemporary literature with psychological theory and concepts. <i>(Also applies to B, C, H.)</i></p> <hr/> <p>Recognize and critically analyze psychological themes as they appear in literary works. <i>(Also applies to C.)</i></p> <hr/> <p>Evaluate literary themes and author biographies and relate them to the major schools of psychological thought. <i>(Also applies to B, C.)</i></p> <hr/> <p>Present a literature analysis that represents the integration of a work of literature and the biography of the writer with one or more major theoretical frameworks in psychology. <i>(Also applies to B, C, F, G, H.)</i></p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-4960. Thesis: Seminar

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
	<p>A. the acquisition, application and integration of knowledge</p>
<p>Generate a research idea and plan that is relevant to a specific field of study and manageable. (Also applies to A, C.)</p> <hr/> <p>Locate and select research materials that are appropriate to one's specific project (Also applies to A, C.)</p> <hr/> <p>Review literature effectively to support one's research idea (Also applies to A, C, D.)</p> <hr/> <p>Describe the appropriate methods that will be used to test one's research question (Also applies to C, F.)</p> <hr/> <p>Write a research proposal for an empirical research investigation (Also applies to C, F.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Identify and justify the appropriate statistical techniques or other analytic methods for one's research questions (Also applies to B.)</p>	<p>D. literacy and numeracy skills</p>
<p>Prepare an application for Tri-Council research ethics review (Also applies to B, F.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Clearly and concisely propose a research idea and methodology. (Also applies to H.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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PSYC-4970. Thesis: Research

Learning Outcomes

Last Updated: September 14, 2020

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Integrate research findings in the context of a relevant body of literature</p> <p style="text-align: right;">(Also applies to B, C, D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Apply appropriate empirical methods to test specific research questions or hypotheses</p> <p style="text-align: right;">(Also applies to B.)</p>	<p>D. literacy and numeracy skills</p>
<p>Apply ethical principles to the conduct of research, the treatment of participants or data sources, and the writing and dissemination of findings</p> <p style="text-align: right;">(Also applies to B.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate research findings through written, oral, and visual means</p> <p style="text-align: right;">(Also applies to H.)</p> <hr/> <p>Write a research project that adheres to current APA manuscript style.</p> <p style="text-align: right;">(Also applies to B, C.)</p> <hr/> <p>Prepare and present a scientific research poster</p> <p style="text-align: right;">(Also applies to B, H.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

**University of Windsor
Senate**

5.7.1: **Proposed Policy on Timing of Assessments for Asynchronous Online Courses – Update**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed Policy on Timing of Assessments for Asynchronous Online Courses be approved.

Rationale:

- At the Senate meeting of February 14, 2020, concern was raised regarding the issue that students in online courses have a narrow time during which all students are expected to write their exams which creates a barrier for students who are working or have care-giving and family responsibilities.
- Students are requesting a broader window of time for writing exams for online courses, such as within a 24-hour time slot.
- Students who enrol in online courses often do so for a variety reasons, most notably the belief that this mode will enable them to accommodate other pressures and responsibilities such as work and family commitments.
- The Subcommittee is recommending a policy that provides instructors with the flexibility of determining the best assessments for their courses while recognizing the need for scheduling flexibility on the part of the student. Factors considered include: assessment design strategies, technical limitations, Senate bylaw provisions, and academic integrity.
- Information on the course proofs will confirm whether the course will be delivered in-person on campus, delivered in-person at a remote location, delivered via a hybrid in-person/online mode, online synchronous, or online asynchronous. This will be reported to students as they make their registration choices. Changes in mode of delivery cannot be made once registration has been opened.
- At the May 21, 2021 Senate meeting, consideration of this policy was deferred in light of questions from the Registrar's about how to operationalize the policy on three exams in 24 hours as it relates to asynchronous online courses. The APC Subcommittee and the SGC Bylaw Review Committee met with the Director of Open Learning and the Registrar to review this concern and determined that the new policy would be accommodated within the existing bylaw language around three exams in 24 hours. No changes are required to this bylaw clause. The SGC Bylaw Review Committee is bringing forward a change to bylaw 54, paragraph 1.2, clarifying the timing of asynchronous exams consistent with the proposed policy (see item S2112210-5.8.3).



***Policy Title:** Timing of Assessments for Asynchronous Online Courses

***Date Established:** TBD

***Office with Administrative Responsibility:** University Secretariat

***Approver:** Senate

***Revision Date(s):** TBD

Introduction / Background / Purpose

Students in asynchronous online courses often have a set time to write their exams which creates a barrier for students who are working or have other pressures and responsibilities, and who specifically enrolled in the asynchronous online course for scheduling flexibility. This policy addresses the need for flexibility in the scheduling and timing of online assessments.

Application / Scope of Policy

Applies to all asynchronous online courses.

Exceptions to Policy

Any accommodations permitted within Senate Bylaw 54 and Senate Bylaw 55.

Course Delivery Modes with Definitions:

A course could be divided into multiple sections, and the Sections could then be designated separately if the Program, Head and Dean agree and students can clearly see the section options when registering. (See Appendix)

Information on the course proofs will confirm whether the course will be delivered in-person on campus, delivered in-person at a remote location, delivered via a hybrid in-person/online mode, online synchronous, online asynchronous, etc. This will be reported to students as they make their registration choices. Changes in mode of delivery cannot be made once registration has been opened.

Policy Statement

Students who enrol in asynchronous online courses often do so for a variety reasons, most notably to be able to accommodate other time pressures and responsibilities such as work, family commitments, or experiential learning requirements. Students may also be located in other time zones. The flexibility afforded by online courses allows students to review materials and complete assignments according to their particular schedule. It follows that the scheduling of the assessments and the final exams for asynchronous online courses must also provide some flexibility to students, within reason and provided that academic integrity of the assessment can be maintained.

Assessments for asynchronous online courses should uphold this principle of flexibility. This can be done by including one or more of the following assessment design strategies (or alternatives as appropriate to the discipline and the course learning outcomes):

1. Providing an extended exam writing window of at least 24 hours or more depending on the nature of the assessment, where the student can choose to use all of the time period available to complete and submit the exam.
2. Providing an exam writing window of at least 24 hours, where the student may choose to start the exam at any time during the extended time period, but with a time limit for completing the exam once started.

3. Assigning take home exams or final assignments that allow for assessment based on more complex, application-based, or authentic questions, problems, or scenarios and encouraging students to use the resources available to them, such as the Leddy Library and course textbooks.
4. Other strategies which allow timing flexibility for students in completing the assessment, while maintaining academic integrity and the integrity of the assessment.

Examples of online assessment design strategies to uphold the integrity of the assessment include:

1. Using randomisation strategies, such as randomising the order of questions in the exam, where using multichoice questions, randomising the order of responses within a question, using algorithmic questions where possible, or creating a pool of questions and randomly drawing from the pool for each student, thereby minimising the chance that two students receive the same questions.
2. Minimising the use of publisher test banks for exam questions, recognising that most of these resources will be publicly available on the internet, and altering any questions used from such resources.

*For additional examples and recommendations on online assessment design strategies, contact the Office of Open Learning and/or the Centre for Teaching and Learning.

Related Bylaws or Policies

Senate Bylaw 54: Undergraduate Academic Evaluation Procedures

Senate Bylaw 55: Graduate Academic Evaluation Procedures

APPENDIX: Definitions and Modes

Course Delivery Modes with Definitions:

A course could be divided into multiple sections, and the Sections could then be designated separately if the Program, Head and Dean agreed and students could clearly see the section options when registering.

1. **Face-to-Face (F2F)/On-Campus Teaching:** An instructional method where learners and instructors meet in real time in the same physical location to facilitate instruction and learning. This is typically on a University of Windsor campus, though it may be in approved alternative location (e.g. clinical courses in a hospital, field trips, weekend remote classes). F2F courses may intentionally and thoughtfully incorporate digital technologies into the curriculum to enhance learning.
Assessment approaches: Assessments such as mid-term or final exams, in-class essays or quizzes, lab or practical exams etc., may be held at a physical location on a University of Windsor campus or elsewhere as appropriate, but may also leverage digital tools to facilitate evaluation of learning.
2. **Fully Online:** An instructional method where the course curriculum is intentionally designed for, and facilitated, using digital/web-based technologies. Online courses may make use of **asynchronous** or **synchronous** (real-time) strategies for curriculum delivery as indicated below.
 - a) An **Asynchronous online** course utilises digital/web-based technologies to facilitate the curriculum and **does not require** real-time communication. Asynchronous courses have no **required** face-to-face, synchronous online, or on-campus activities, including assessment. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide **optional** online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.
Assessment approaches: Assessment approaches for asynchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. Online learners **will not** be required to attend a University of Windsor campus to complete or submit assessment. Facilitation of assessment tasks should be flexible, such as authentic assessments, take-home exams or providing students with choice in how their learning is assessed. Assessment should be submitted through digital/online tools.

- b) A **Synchronous Online** course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting. Synchronous courses may be recorded for review by learners as needed.
Assessment approaches: Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have assessment such as a quiz, exam or in-class essay during scheduled class time, but such assessment **must** be available to learners remotely and **not** require them to come to a University of Windsor campus. Assessment would be submitted online.
3. **Hybrid:** An instructional method where the curriculum is designed intentionally and thoughtfully to integrate face-to-face and online learning experiences. F2F teaching time in the hybrid method is reduced, but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses.
Examples may include:
- I. Lecture online – tutorials in person
 - II. Lecture online – labs in person
 - III. Lecture online – peer mentoring groups in person
 - IV. Initial classes in person, followed by online classes, and/or additional in-person class(es)
 - V. Initial introductory classes online, followed by in-person classes
 - VI. Flipped Classroom – content delivery asynchronously online, active engagement synchronous
- Assessment approaches:** Hybrid courses **may** have assessment components that require attendance at a physical location, either on a University of Windsor campus or at a designated remote location, but may also leverage digital technologies to support the flexible curriculum design and intentional use of technology to support learning typical of these curriculum designs. Based on space considerations, the assessments can **only** be completed F2F in the period the course is scheduled on-campus.
4. **Hy-flex:** An instructional method where the curriculum is designed intentionally and thoughtfully to provide choice to learners in their mode of engagement with the curriculum. Typically, learners may have the choice to attend classes in F2F or online modalities, which may change throughout the course. Remote learners may join real-time classes via digital/web-based technologies, and synchronous and asynchronous curricular elements are carefully designed to intentionally integrate remote and F2F learners, such that the learning environment and opportunities are equivalent. Real-time classes are usually recorded for review by all learners.
Assessment approaches: Hy-flex courses may have assessment such as a quiz, exam, or in-class essay during scheduled class time, but such assessment **must** be available to all learners remotely and **not** require them to come to a University of Windsor campus (i.e. all assessment should be facilitated and submitted online). All assessment must be in the same format for both on-campus and online students, for example if the course has an exam, it should be delivered online for all students.

**University of Windsor
Senate**

*5.7.2: **Revision to Policy on Standing Required for Continuation in Programs and For Graduation**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the Policy on Standing Required for Continuation in Programs and For Graduation be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

Students completing an ~~Honours BA, Honours B.F.S., Honours BSc, or Honours BComm~~ degree **a degree program in the Faculty of Arts, Humanities, and Social Sciences, Faculty of Science, and Odette School of Business** with a cumulative average of at least 60% and a major average of at least 60% but less than ~~70%~~ **the stated Honours major average requirement** will be awarded the four-year Major degree. Students completing the Honours BA Law and Politics degree with a cumulative average of at least 70% and a major average of at least 70% but less than 75% will be awarded the four-year Major degree.

Rationale:

- A discrepancy was recently noted regarding the policy for awarding four-year Major degrees (where the student does not meet the Honours average). The policy on four-year Major does not capture the new degree designations introduced following the original approval of the policy. As currently written, the policy does not capture Bachelor of Computer Science (BCS), Bachelor of Mathematics (BMath) or Bachelor of Interdisciplinary Arts and Science (BIAS) students, for instance. As such, these students are not be eligible for any degree if they have a major average over 60% but below the requirement to achieve the Honours designation.
- The revision will allow all students in FAHSS, Science, and Business to obtain a four-year Major degree if their major average is above 60% but below the requirement to achieve the Honours designation. Students with a major average below 60% will continue to be ineligible to graduate.
- FAHSS will be considering whether to place additional criteria for the BIAS, as was done for the BA in Law and Politics, and will submit a proposal if needed.
- Other Faculties with first-entry undergraduate programs have a major average and/or cumulative requirement of 60% and so this policy does not apply.

University of Windsor
Senate

5.7.3: **Revisions to Policy on Advanced Standing and Credit Transfer (Undergraduate) – Addition of Competency-Based Learning**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the Policy on Advanced Standing and Credit Transfer (Undergraduate) be approved.

Proposed Revisions:

[additions are in bold]

Deans may grant credit for a University of Windsor course in recognition of academic course work completed at another post-secondary institution, recognized organization (see #8 below for example), or secondary school under #14, provided that the course work completed is deemed to be equivalent, consistent with the Senate approved Course Equivalency Policy. **Deans may also grant credit for a University of Windsor course in recognition of equivalent university-level knowledge gained outside traditional academic course work (see #16 below).** If the work completed is not equivalent to a specific University of Windsor course but constitutes a general body of knowledge in a discipline, a credit may be awarded for an unspecified course at the appropriate level.

[...]

ADD:

16. Competency-Based Learning:

An applicant, either new to the University of Windsor or a returning student, can apply for credit for up to 10 semester courses based on their equivalent university-level knowledge acquired outside a traditional post-secondary classroom and/or through life experiences in an appropriate academic discipline and/or in Indigenous knowledge. Competencies may be gained in various capacities, including but not limited to professional experience and training, independent study/self-teaching, non-credited coursework, volunteering, travel, hobbies and family experiences. The burden of demonstrating the knowledge and skills for transfer credit lies with the student and is subject to the assessment of the Dean (or designate) of the Faculty for which credit is sought.

The application shall be submitted to the Office of the Registrar and shall include a description of the applicant's competency-based experience and learning, as well as supporting documentation and evidence (e.g., resume, work samples, assignments, portfolio, employer/reference letters, etc.) of their prior learning that demonstrates that the necessary skills and knowledge were gained through life or work experiences. A Competency-Based Learning assessment fee will be applied to the applicant's student account (please see the [Office of the Registrar website](#) for the current fees). The Office of the Registrar shall send the completed application and supporting documentation to the Dean of the appropriate Faculty for the evaluation of transfer credit. The Dean (or designate) and a qualified faculty member assigned to evaluate the application will determine the appropriate method(s) to evaluate the learning experiences and skills presented in the application, which could include but is not limited to: challenge testing, interviews, oral examination, simulation/performance evaluations, case study, practical/laboratory demonstrations, or portfolio assessment.

Background/Rationale:

- A Prior Learning Assessment and Recognition (PLAR) policy was introduced to Senate on March 23, 2001 but was stopped due to lack of use by the Faculties.
- By embedding the proposed addition to this policy, it allows for discretion in each Dean/Faculty to utilize this means for transfer credit assessment as they determine, or not utilize it all, depending on their specific considerations.
- There are many students who did not complete their degree at the University of Windsor but left their program in good standing. Other adult/mature students may also arrive at the institution with a knowledge-base that has been gained through non-traditional means that is well aligned with specific knowledge and learning outcomes in our degree programs.
- The new policy not only provides an opportunity for former students to complete their degree, it also represents a new entry point to University.
- The proposed policy is also inclusive in providing a means to recognize Indigenous knowledge and activities that are assessed to be deemed appropriate for University credit by the appropriate faculty evaluators.
- The proposed policy will allow former students with relevant work experience to gain a maximum of 10 semester courses towards the completion of their degree (25% for 4-year program or 33% for a 3-year program).
- Each Faculty that allows for Competency-Based Learning (CBL) will establish criteria that can include one or more assessment methods, including standardized tests, written and/or oral examinations, performance evaluations, interviews, portfolio assessment, etc. All these assessments require that the applicant demonstrate, to a qualified faculty member(s), that pre-determined knowledge and skills have been acquired.
- On a case-by-case basis, Faculties and individual programs wanting to use CBL Assessments will need to identify what non-academic experiences can be used as knowledge gained equivalents to specific courses based on a successful application.
- PLAR or similar policies are somewhat limited in the Ontario University Sector but do exist across Canada in both College and University post secondary institutions. (see attached)
- The lack of uptake in Ontario is not due to disagreement with granting PLAR credit, but more of a limited interest or ability to prioritize the activity. With this, and other focussed activities (actively pursuing New Beginning & Transfer), the University is actively pursuing Transfer Students, Mature Students and students who had previously attended but left before completing their degrees, to increase enrolment.
- Each Faculty will determine whether it will accept Competency-Based Learning, and may have additional criteria based on accreditation requirements.
- In addition to the Registrarial administrative fee as set out in the Office of the Registrar's website, the proposed additional fees (per course evaluation) will be set by the individual Faculties and listed on the Office of the Registrar's website.

Value and Benefit:

- Proven strategy at other institutions to encourage and enhance enrolment of adult students and former students who left the University of Windsor in good standing for personal and/or professional reasons.
- Supports adult students and former students needing a 3- or 4-year degree at their place of employment.
- Provides the University of Windsor a unique advantage or opportunity to be more competitive with other post-secondary institutions in Ontario where similar opportunities are not provided, and to be on equal ground with those that do offer PLAR or some other form of credit awarding for prior learning in a non-traditional setting.

Example Prior Learning Assessment and Recognition (PLAR) and Competency-Based Learning (CBL) Policies

1. Mount Royal University

- PLAR Policy/Procedures - <https://catalog.mtroyal.ca/content.php?catoid=7&navoid=264#prior-learning-assessment-and-recognition-plar->

2. University of Prince Edward

- General Information - <https://www.upei.ca/programs/integrated-studies/plar>
- Applying for Prior Learning Assessment - <https://www.upei.ca/programs/integrated-studies/plar/apply>
- Application - <https://files.upei.ca/skillsdevelopmentandlearning/plar-form1-application.pdf>
- PLAR Policies - <https://www.upei.ca/programs/integrated-studies/plar/policies>

3. University of Winnipeg

- General Information - <https://www.uwinnipeg.ca/adult-learner-services/rpl/plar.html>
- Process - <https://www.uwinnipeg.ca/adult-learner-services/rpl/plar.html#anchor4>
- How to apply for PLAR - <https://www.uwinnipeg.ca/adult-learner-services/rpl/plar.html#anchor5>
- Application - <https://www.uwinnipeg.ca/adult-learner-services/docs/challenge-for-credit-application.pdf>

4. University of Ottawa

- Rule on Prior Learning Recognition (Approved by the Senate on February 28, 2017)
<https://www.uottawa.ca/administration-and-governance/academic-regulation-7-prior-learning-recognition>
- Rules/Procedure/Application
<https://www.uottawa.ca/forms-and-tools/sites/www.uottawa.ca.forms-and-tools/files/request-for-prior-learning-recognition-regi3170.pdf>

5. Athabasca

- Prior Learning Assessment Recognition Policy
<http://ous.athabascau.ca/policy/centreforlearningaccreditation/plar>

6. Algoma University

- General Information/Procedure Recognition of Prior Learning
<https://www.algomau.ca/admissions/admissions-requirements/recognition-of-prior-learning/>

7. MacEwan University

- Prior Learning Assessment Recognition Policy
https://www.macewan.ca/contribute/groups/public/documents/policy/c3nl/c3nt/~edisp/prior_learning_assessment.pdf

8. Memorial University

- Regulation and Procedure Prior Learning Assessment Recognition
<https://www.mun.ca/regoff/calendar/sectionNo=REGS-1836>

9. Thompson Rivers University

- Prior Learning Assessment Recognition Policy
https://www.tru.ca/_shared/assets/PLAR5678.pdf

10. Kwantlen Polytechnic University

- <https://www.kpu.ca/sites/default/files/Policies/AC6%20Recognition%20of%20Prior%20Learning%20Procedure.pdf>

11. OCAD University

- https://www.ocadu.ca/sites/default/files/legacy_assets/content/registrarial/1006%20Prior%20Learning%20Assessment,%20Undergraduate.pdf

12. University Canada West

- <https://resources.finalsite.net/images/v1576851981/uwoca/ys17nf1rzlppzre6evht/9022-prior-learning-assessment-and-recognition.pdf>

13. University of Fraser Valley

- [https://www.ufv.ca/media/assets/secretariat/policies/Prior-Learning-Assessment-and-Recognition-\(94\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Prior-Learning-Assessment-and-Recognition-(94).pdf)

14. Brandon University

- <https://www.brandonu.ca/senate-office/files/2012/09/PLAR-Guidelines-and-Policy-.pdf>

15. Burman University

- Procedures and Policy Page 32/33 of the Academic Calendar
<https://www.burmanu.ca/sites/default/files/Registrar/Academic%20Calendars/AC%202021%2017%20Jun.pdf>

16. Capilano University

- <https://www.capilanou.ca/media/capilanouca/about-capu/governance/policies-amp-procedures/senate-policies-amp-procedures/S2002-03-Prior-Learning-Assessment.pdf>

17. University of Guelph

- **Info** - Prior Learning Assessment (PLA) At the University of Guelph, Prior Learning Assessment (PLA) is an acceptable process for assigning credit at the undergraduate level for learning stemming from experience acquired independently of courses taken at university. PLA provides a mechanism whereby credit is given for equivalence in a university course to those students who have mastered the content of the course concerned without having taken a formal course in the subject area. Such mastery may have been acquired, for example, through work experience, independent study or from non-degree courses. In the absence of a certificate or other formal acknowledgement of competence by an appropriately accredited institution. Students should contact Enrolment Services for application forms and further information
- **Process/Policies** - Prior Learning Assessment Prior Learning Assessment (P.L.A.) is a mechanism whereby students who have acquired substantial experience in a non-traditional environment have an opportunity to challenge whether such learning is equivalent to a course(s) offered at the University. Note: P.L.A. will only be available to a student if sufficient evidence is provided that the course material was acquired outside a degree program at a University. A request to challenge a course that has already been attempted at university will not normally be granted. P.L.A. is not open to students who simply wish to challenge a course. Students will be required to sign a contract stating that the learning occurred other than in a university course. Not all courses are appropriate for challenge. Each department has the responsibility of determining which of its courses may be subject to a P.L.A. challenge. The challenge process could include one or more assessment methods, including standardized tests, written and/or oral examinations, performance evaluations, interviews, and portfolio assessment. All these assessments require that the individual demonstrate, to a qualified faculty member(s), that pre-determined knowledge and skills have been acquired. The maximum number of credits a student can challenge is 5.00 for degree programs, or 30% of the certificate requirement for open learners. Credits acquired through P.L.A. will be assigned credit status (CRD) and will be on the official transcript. Students wishing to challenge a course(s) should contact Enrolment Services to obtain an application form. A request must include a clear statement as to the course(s) the student wishes to challenge, an explanation of how the knowledge necessary for the course was gained, and any relevant supporting documentation to validate the claim. Requests will be forwarded to

the appropriate department(s) for evaluation. Upon receipt of the response from all the departments concerned, Enrolment Services will inform the student which, if any, courses have been approved for challenge. If a challenge has been granted, the department will determine the nature of the assessment and the deadline by which time the work must be complete. It is the student's responsibility to contact the department with respect to the details of the assessment within three weeks of being informed by Enrolment Services of being granted the privilege. Upon completion of the assigned task(s), the department will inform the Office of Registrarial Services as to the student's success or failure of the challenge. Those students (a) whose application for a challenge is reviewed by the faculty members of the department concerned, and who are subsequently denied the opportunity to challenge, or (b) who fail a challenge examination, may appeal the decision first to the chair of the department, and subsequently, if necessary, to the dean of the college. Chapter VI--Schedule of Fees - outlines the applicable fees for Prior Learning Assessment.

- **Fees**

Prior Learning Assessment

Fees for Prior Learning Assessment

Name of Fee and Description	Fee
Application Fee A fee will be charged for each application to challenge a course, irrespective of the number of courses specified in the application.	\$50.00
Course Fee Students who are permitted to challenge a course will be charged a fee for the course, regardless of whether or not the challenge is successful.	1/2 of the tuition fee for the course

University of Windsor
Senate

5.7.4: **Experiential Learning Annual Report (2020-2021)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

2020-21 Annual Report

1. Executive Summary – Office of Experiential Learning

A. Introduction

This reporting period falls within the thick of the COVID-19 global pandemic, and Brene Brown's famous quote of 'You can choose courage, or you can choose comfort, you cannot choose both' can aptly describe some of the choices we were faced with to continue to deliver exceptional programming to our UWindsor students as well as exceptional customer service to our external community and employer partners. We chose courage and challenged our normal assumptions about how our unit offered service. It has been a successful experiment that will likely shape many years to come for our unit and the world it exists in. The Office of the Executive Director - Experiential Learning, reporting to the Provost and Vice-President-Academic facilitates experiential learning and career development opportunities across the institution. Working in collaboration with Deans, AAU Heads, faculty members, Program Committees, and student services units across campus the respective teams support effective practice related to career education and development, as well as work-integrated, community-service, and experiential learning across all faculties.

Our unit is comprised of two distinctive departments, both reporting to the Executive Director, Experiential Learning. **Co-operative Education & Workplace Partnerships (CEWP)** is responsible for facilitating work-integrated learning, specifically paid learning opportunities (i.e., co-op and internships), and solidifying employer relations and partnerships. **Career Development & Experiential Learning (CDEL)** stewards the integration of both career and experiential education into curricula along with the delivery of career development services and supports for students across campus as well as alumni, primarily during their first year after graduation.

B. Goals and Objectives of Reporting Year

The Office of Experiential Learning (OEL) and its two departments, CDEL and CEWP, support all five of UWindsor's strategic priorities by working towards related goals, outlined in our last annual report, and still guiding our work today:

1. Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their goals.
2. Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.
3. Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.
4. Act as a resource and lend expertise to faculty and staff who provide, or would like to provide, students with experiential learning opportunities or support their career development inside and outside the classroom.
5. Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.

C. Successes

Office of Experiential Learning

Breaking ground for new space in JEC

Housing both the Office of Experiential Learning and Co-op staff, the construction began in the old WFCU bank space in the Joyce Entrepreneurship Centre (JEC). With the entire unit under one roof, more collaboration can thrive as well as some cost savings from efficiencies can be reached. The move will allow us to triple the amount of professional interview room space that co-op students and employers recruiting them utilize in the hiring process. In the past employee's had to give up their personal office space for days at a time during peak periods disrupting productivity and making employers feel uncomfortable working at someone's personal desk area. This move will also provide easy access for employers from the parking garage without getting turned around on campus. As we outgrew our last space this also allows all co-op staff to be within the same floor of the building and has some room for us to grow with increased demand.

Student Work Placement Program (SWPP) Submission

Worked with campus partners (Finance, Enrolment Management, Human Resources, etc.) to lead the coordination of the University of Windsor's 2020-21 application to the federal government's SWPP wage subsidy program. The submission was successful and resulted in \$4,571,676.32 of funding to the several units across campus that hired qualifying students into paid on-campus Work Integrated Learning (WIL) roles throughout 2020-21. This included any position that either directly related to the student's course or program of study and/or provided them with an experience that aligned with their future career goals.

Expanding our paid EL opportunities across campus through a Partnership with United Way's ProsperUs

Development of a systematic and sustainable mechanism for community-university placement and partnership development with the wider community non-profit/charitable sector. In discussion with FAHSS, United Way and ProsperUs, two new courses were envisioned and a PDC form for the first course was completed in Winter/Spring 2021. The first course is designed to provide students with the theoretical knowledge of community program delivery and evaluation. The theoretical course will act as a pre-requisite for Practicing Community Program Delivery and Evaluation, which will provide students with meaningful paid experiential learning in a community setting. Ongoing development of the second PDC course will occur in the Summer/Fall of 2021.

Experiential Learning (EL) definitions, course tagging, and resources for faculty and staff

The curricular EL Tagging committee formed 2019-20 continued its mandate throughout 2020-21 to develop a revised list of [Curricular EL Categories and definitions](#). With feedback from across campus and in consideration of the Ministry of Colleges and Universities' criteria for SMA3, the category titles and definitions previously published in the 2017 report from the Provost's Task Force on Experiential Learning were revised and clarified to better describe experiential learning at UWindsor. To accompany the definitions, the committee also created a [Rubric for Curricular EL Categories](#) to help faculty determine if their course meet the criteria to be tagged as an EL course for inclusion in SMA3 reporting. In consultation with Legal Services, CDEL's Experiential Education Coordinator, Anna Galka, developed a [Guide to Risk Management for EL](#) to offer faculty and staff resources for assessing and reducing inherent risks of course-based EL.

At the December 2020 Program Development Committee (PDC) meeting, a proposal by Judy Bornais, Executive Director of Experiential Learning, was passed for revisions to be made to PDC Form D and PDC Form E. Both forms now refer to the [Curricular EL Categories and definitions](#) and require an EL category to be identified when an EL component has been included, added, or removed from a course. This process will allow for easier identification of Ministry-defined EL components in courses and improve the process for tagging and reporting on the SMA3 metric.

Career Development & Experiential Learning

Adapting to a new reality during the COVID-19 pandemic

Much of our bandwidth in reporting year was dedicated to adjusting the way we deliver our services and programs to allow for continued and uninterrupted supports in online and remote formats. Highlights include:

- Launched a [CDEL Blackboard site](#) to provide 24/7 access to career tools and resources as well as online workshops and drop-in sessions during regular business hours. The site now boasts 2500+ users (number that joined before the end of the reporting year is unknown).
- Wrapped up our [COVID-19 Career Series](#) with four new articles in May 2020.
- Modifications were made to the three co-curricular EL programs we deliver ([Ignite Work Study](#), [VIP-Community Service Learning](#), and [Job Shadow Experience](#)) to allow for remote participation where possible. Ignite allowed for students to work in person in accordance UWindsor's essential services model, whereas VIP-CSL and Job Shadow shifted to entirely online matches and placements. We also continued to offer support to 6 curricular EL courses offered during the reporting year. See Tables 1.1-1.6 in Appendix A for a detailed breakdown.
- 1848 attendances at our online workshops, which is 27% lower than 2019-20, but 9% higher than the reporting year before that. Our workshop attendance was unusually high in 2019-20 due to the overwhelming uptake in the International Student Centre's incentive program that allowed international students to earn CCR recognition for attending a certain number of workshops and events, including ours. That said, the fact that we managed to grow workshop attendance from where we were in 2018 (without the ISC incentive or the global pandemic to consider), is notable. See Tables 2.1-2.2 in Appendix A for a detailed breakdown.
- Without an on-campus presence, we explored new ways to engage with students through online guest speaking opportunities and our team ultimately participated in 58 speaking engagements (i.e., class

presentations, PD sessions for groups and clubs, orientation activities, etc.) and reached an estimated 6800+ viewers and audience members (81% higher than the estimate from the last reporting year). An especially notable initiative was facilitation of five ISC Facebook Live sessions with a combined 2645 views. However, even without those views counted, we still outpaced the estimated 3764 students engaged in 2019-20 by 10.6%. See Table 2.3 in Appendix A for a detailed breakdown.

- As we adapted the way we connect with our students, so did the employers we work with. We saw many more organizations host online events to provide information about career opportunities to our students. Much of this has to do with the fact that in an online format, it's easier for those from outside the region to include UWindsor in their recruitment plan when they don't have to also build in time and budget to travel here in person. Overall, we saw an increase of 117% in employer networking events from the last reporting year. See Table 3.3 in Appendix A for a detailed breakdown.

Collaboration on new 'From University to Work' course

After a successful pilot as a special topics course a few years ago, the CDEL team collaborated with Dr. Sutcliffe on delivery of a new course, From University to Work, offered for the first time in Winter 2021. The course is designed to get students thinking about what they will do after university and give them resources that will help them carve out a career path. The CDEL team visits the class multiple times throughout the term to engage students in career development topics such as resume writing, interview techniques, and social media profiles and Dr. Sutcliffe also arranges for UWindsor alumni with careers in the law, government, banking, and non-profit organizations to share their insights as guest speakers. In the final class, a guest speaker awarded [two students a \\$250 RESP from Libro Credit Union](#).

Ignite – Work Study

After multiple changes and modifications to the model since its inception in 2017-18, the Ignite Work Study program has stabilized and was delivered in the same way as the 2019-20 program. This reporting year saw 463 students hired into one of 242 unique roles in 53 different campus departments and affiliated organizations (e.g., UWSA, GSS, OPUS, CJAM, etc.). The number of hires is 9% lower than in 2019-20, which was to be expected with so many on-campus student roles affected by COVID-19 and limited access to campus to perform in person job duties. A new initiative implemented in 2020-21 was the introduction of a pilot cycle of Ignite for Summer 2021. The pilot was announced and proposals were accepted, reviewed, and awarded funding in Winter 2021 for positions to take place from May to August of 2021, in the next reporting year. See Tables 1.1-1.2 in Appendix A for a detailed breakdown.

Coordination of Campus Wide Wage Subsidy Programs

With the Department of Finance as a partner and signing authority, CDEL coordinates a university-wide application for federal and provincial wage subsidy programs, Canada Summer Jobs (CSJ) and Summer Experience Program (SEP), respectively. CSJ and SEP are both designed to create full-time summer employment opportunities for youth and students. There were 24 students hired through these programs in the summer of 2020, 23 CSJ and 1 SEP, which is only one more than in the previous reporting year but reflects approximately 250% more funding (\$85,000 vs. \$34,000) reimbursed to the campus departments that hired students as part of these programs due to CSJ increasing its funding amount from 50% of minimum wage to 100% in an effort to increase work opportunities for students during the COVID-19 pandemic. During the 2020-21 reporting year, the CSJ and SEP submissions were prepared and resulted in 44 positions and approximately \$145,000 in funding to be realized in the 2021-22 reporting year.

Contributions to the field beyond campus

CDEL staff members continue to contribute to our field by sitting on boards and committees outside of campus and sharing expertise with colleagues from across the country. 2020-21 highlights include:

- [Working from home during and after the pandemic](#) by career advising team members S. Dupley and K. Kelly published in January 2021 issue of University Affairs, Responsibilities May Include. Dupley also authored and submitted [Job Shadowing during a pandemic](#) during the reporting year to be published in the May 2021 issue.
- Kerri Zold, Manager – Career Development & Experiential Learning, appointed to board of the [Canadian Association of Career Educators and Employers \(CACEE\)](#), chaired its Ontario Regional Advisory Board, and served on the CACEE Competencies Committee.

Co-operative Education & Workplace Partnerships

Launched a work term satisfaction survey and increased Net Promoter Score for both our student and employer surveys

Hearing from our students and employer partners has become an important measurement of success for our office in the last few years and are happy to report that both our student and employer satisfaction or Net Promotor Scores (NPS) in this reporting period have increased since last year's results. Students who did not secure a placement expressed negative comments as they were not able to see their hard work come to fruition. Students also struggle with having to pay a fee and we expect this comment will persist in the future. The employer survey in this reporting period went from a score of 'Great' to 'Excellent' which we are very proud of. For the first time in Winter 2021 we launched a work term satisfaction survey to learn more about how the students felt about their placement upon completing it. It was amazing to see a score of 9 out of 10 when it comes to satisfaction with their Winter 2021 work term. The response was strong, and we plan to continue to measure this each term. Many qualitative comments that students shared can help our staff when working with future students to have even more insight into each placement opportunity.

Awarded 3 Rising Star Student of the Year Award

Each year we award one student in co-operative education or a paid internship a Rising Star Award. The award gives recognition to one or more co-op or internship students each year/term who have made a unique contribution in the workplace and who have done an exemplary job of representing the Cooperative Education and Workplace Partnerships department within the broader community. This year we added the one or more language to the award criteria as we have so many bright shining stars we wanted to highlight with the world. Our Rising Star award recipients included Khushbu Nakum, a Master of Applied Computing student who interned at RBC Canada, Dean Gilliam, a B. Comm student who interned at 3M in London, Ontario and finally Andrew Ng, an engineering student who completed his work terms overseas in Germany at The Schaeffler Group.

Pictured below our Rising Star Award Recipients



Pivoting to Remote placements for vast majority of co-op/internship students

We were hardest hit in the Summer of 2020 with 95 work terms cancellations of already scheduled opportunities due to COVID-19. At this time employers were pivoting to remote workplaces, managers/supervisors stretched, fears of budget constraints and layoffs very real. Despite losing 10 to 15 other placements each term of this reporting period, we worked hard with our national and provincial co-op associations to provide more resources to employers on how to supervisor students remotely and helped advocate for flexibility from the national accreditation council for co-op placement length to be flexible, for students to be able to graduate with less than three work terms and we have never been so proud of our students and employer partners for making this work with opportunities ranging from local engineering firms to national large Toronto banks and everything in between. Most of our students were working in remote environments and satisfaction with their performance based on employer feedback was outstanding.

Expanded use of SWPP federal funding program for on campus work terms for domestic co-op students

Years before COVID-19 hit, the federal government released funding through the Student Work Placement Program helping employers subsidize their use of students in work-integrated learning in their organizations. Starting Summer

2020 based on advocacy from Ontario Universities and Colleges with those nationally to include campus employment as an employer of record for use of this funding envelope. We were quite successful in using this funding to increase campus work terms which in turn helped with the transition of our university's classrooms to online. There was an 102% increase in on campus placements in this reporting period in comparison to last years.

Employer Appreciation & Recognition

Linda Krebs (She/Her) • 1st
Talent Strategist | University Relations | Diversity, Equity & Inclusion at Nokia (CA)
1w •

It is an absolute honour to be awarded the **UWindsor Co-operative Education & Workplace Partnerships** "Co-op | Internship Employer of the Year Award" for the calendar year 2020.

A huge THANK YOU to the **University of Windsor** team for recognizing **Nokia** and the continuous journey on and off campus with your students!!!

#TeamNokia #feelengaged #feempowered #students #thankyou #university
Melissa Vernon Stephania Daza Casas (She/Her) Maria Paula Camacho Lozano
Jonathan B. Toni Gill (She/Her)

Kristen Morris
Marketing/Communications/Management in Higher Ed
1w •

We are so honoured to present our next Employer of the Year Award 2020 to **Nokia**. **Nokia** has been a true supporter of UWindsor co-op for years and this recognition is well-deserved. They truly believe in offering quality exp ...see more



40 • 1 comment

Co-operative education is truly a partnership between our office, students, and our employer partners. Their time, mentorship and relevant paid work experience provide students with career-shifting opportunities and personal growth. We like to recognize and show appreciation to our employers by thanking them after each term but also shine a spotlight once a year on those who have contributed significantly over the course of the year. We highlight their successes in work-integrated learning during our National Co-op and WIL month on social media, through daily news articles and press releases and by sending them a physical award to showcase in their office. We find the employer partners use this opportunity to showcase our partnership on their own social channels and therefore benefits both of our brands. Our 2020 employer award recipients were as follows:

New Co-op/Internship Employer Partners of the Year 2020

- MOSAIC
- Bridging North America
- Co-op/Internship Employer Partners of the Year 2020
- Nokia
- Canadian Imperial Bank of Commerce (CIBC)
- WDBA (Windsor-Detroit Bridge Authority)

This year we added a new award as well, the **Unsung Hero of 2020 Award** that recognized a surge in placement opportunities on campus for co-op /internship students on campus that was awarded to the **Office of Open Learning**. Using SWPP government funding they not only took on the majority of on campus placements while busy pivoting all UWindsor courses on-line they were able to give the students mentorship and quality placements where learning and growth took place.

D. Challenges

Office of Experiential Learning

Communicating our story

Students engaged with our programming and services often have positive outcomes that shift their career trajectory or their growth as citizens in a community. The strong employer and community partnerships we hold bring strength to the University being a resource beyond the invisible walls of campus. These amazing stories are happening, but we don't have the resources to spread the word on how EL contributes positively to the student's University experience and how our career-ready students and alumni can bring value to virtually any organization that hires them. We are looking to find budget for a full-time resource in this area as communicating our story will help ensure our growth and sustainability for the long term.

Putting a pin in expansion within the GTA

Our hope to establish an "Employer Engagement Team" in both Windsor-Essex region and the Greater Toronto Area with a focus of generating new high-quality partnerships with employers had to be put on pause during the pandemic. With many offices stretched for time for inbound sales calls and their staff working from home we want to re-introduce

this concept when we better understand what the world of work looks like and how we would engage with employers post-COVID.

Career Development & Experiential Learning

Employer engagement with the job board

Job posting activity on our mySuccess job board, which is open to students and alumni and shared with the Odette School of Business career centre, continues to trend downward. In 2020-21, there were 977 unique job postings from 302 different employers, representing a 4.7% decrease in the number of job postings and almost ¼ fewer employers compared to 2019-20. The difference in postings does not seem significant, but it is when you factor in that posting activity from 2019-20 was affected by COVID-19 and a struggling job market with so many organizations having a reduced need for staff while limited in the work they could perform due to shutdowns and public health regulations. If we compare our 2020-21 job posting numbers to our last “normal” reporting year (2018), postings are down 35% and number of engaged employers is down 41%. This is largely a bandwidth issue. CDEL does not have a staff member dedicated to outward job development and the employer-facing staff member borrowed from CEWP for a fraction of the workweek only really has enough time to deal with incoming requests rather than strategic outreach to engage new employers or expand opportunities to connect with the ones already engaged. See Table 3.2 in Appendix A for a detailed breakdown.

VIP – Community Service Learning (VIP-CSL) decline in interest

VIP-CSL has not been able to engage students in the same way since the new name and amended model was launched in Fall 2018, and the COVID-19 pandemic added another layer of challenge to an already struggling initiative. There were 75 placements coordinated (down 32% from 111 in 2019-20) in the reporting year at 22 unique local non-profit or publicly funded organizations (down from 38 in 2019-20). The new model introduced in 2018 adheres to the campus definition of curricular community service learning and requires that placements are connected to the student’s program of study and offer the opportunity to apply discipline specific knowledge in the role. Prior to this change, the former “Volunteer Internship Program” used to average ~100 placements per semester (301 placements in 2017-18), so the reduced engagement is quite drastic. The demand and willingness among our community partners to take on VIP-CSL students is still strong, and clearly outpaces the number of students we have interested, meaning that several posted VIP-CSL opportunities go unfilled each term. That said, the issue is clearly on the student’s end. It’s difficult to pinpoint exactly what drove students away from the program, but likely reasons include:

- Increased growth and emphasis on curricular opportunities for students to participate in EL;
- Lack of interest in “discipline specific” EL when offered by a co-curricular program;
- Elimination of chance to participate simply to gain experience (or more specifically, Canadian experience, for our international students), build transferable skills, give back to the community, and make new connections.

See Table 1.3 in Appendix A for a detailed breakdown.

Engagement in Online Formats

As much as the COVID pivot to online encouraged us to find new ways to deliver our services and connect with our stakeholders, we faced several challenges along the way, including in three key areas:

- Reduced opportunity to support to curricular internships given that some courses were not offered, especially if the field and typical placements and employers were not conducive to online and remote placements. See Tables 1.4 and 1.5 in Appendix A for a detailed breakdown.
- With limited access to campus throughout the year and minimal bandwidth for a communications professional to actively promote our services to students in an online format, uptake on individual appointments was reduced significantly. When campus is open and we have peer advisors available for the bulk of our open hours, we gain a lot of drop-in appointments from the foot traffic around our building, which allows us to engage students in a career conversation and make referrals for them to come back for a scheduled appointment. If we eliminate the drop-in appointment type from the data, attendance would still be down 18% from 2019-20 (1321 appts) to 2020-21 (1083 appts) rather than 44% overall with drop-in included. It should also be noted that for students seeking support with career decision making and job search, a workshop is much easier to attend since it doesn’t necessarily require a camera and privacy the way a 1:1 does. For example, a student that wants to have a mock interview, talk about potentially changing their major, or discuss barriers they are

facing in their job search may not feel comfortable doing so in front of their family members or roommates. See Tables 2.4 - 2.6 in Appendix A for a detailed breakdown.

- Job and career fairs were a challenge to adapt to the protocols brought forth by COVID-19. Our large (formerly annual) job fair in partnership with St. Clair College was cancelled for 2021 and put on hold indefinitely, given that it was already becoming unsustainable and we now know it will be quite some time before hosting almost 3000 people in a shared space will be possible to even consider again. A fair event is difficult to replicate in an online environment, and while there are several vendors out there aiming to make it work, they are cost prohibitive for our budget, especially since many of the fairs we offer only charge a nominal fee, if any at all. We experimented with using our own in-house (aka “free”) technology to host a handful of smaller fairs using Blackboard but found that the benefit did not outweigh the time and resources that had to be dedicated. Uptake from exhibitors was fair, but dismal for students, likely attributed to “Zoom Burnout” and aversion to the awkwardness of trying to make a personal connection with an exhibitor in an online format. We hosted three online fairs overall, each one spread across multiple days, and only managed to engage 85 exhibitors and 314 in total. See Table 3.1 in Appendix A for a detailed breakdown.

Co-operative Education & Workplace Partnerships

Procedures, tools, and resources available from Registrars and Cashiers office

Since the launch of UWinsite in November 2018 we have worked steadily in collaboration with Registrars and the Cashiers office to find unique solutions to constraints we have faced with how UWinsite works vs our operation’s needs. The inability to directly access accurate and customized reports of students' Academic Standing, Financial Eligibility, and registration into courses requires our office to manually track and audit data which is extremely labour-intensive and leaves room for error. Not being able to self-serve as we were able to in the past with Crystal Reports also puts a strain on the human resources within Registrars as there is a fluidity to what we do that requires a lot of back and forth with their staff that can’t always be timely due to lack of staff available in Registrars. In addition, our fee schedule for co-operative education students does not fit into the product’s existing framework, so the collection of fees is completed through a manual process between our office and the Cashier’s office. UWinsite has been our greatest challenge to date, and we would like to advocate for more resources for both departments (Registrars and Cashiers) to be able to better handle the competing demands they are often faced with which makes it hard for them to always prioritize our unique issues as quickly as we are faced with them.

Lasting effects of COVID-19 on cohorts of co-op students

Students competing for a summer placement were most affected by COVID-19 as employers weren’t certain what the May to August work term would look like. This resulted in 95 cancellations of positions for Summer 2020. We offered those students an opportunity, like many other co-op schools across Canada, to graduate with less work terms to mitigate mass withdrawals from the program and give the students the opportunity to still gain experience while working on their degree as they hoped. It has become an effort to track this as students in subsequent terms were granted the same exception as the ebbs and flows of lockdowns and second waves affected the job market.

Expansion of work-integrated learning to Master of Management program on pause

As we were set to start the PDC documents and project plan for the launch of an internship for the Master of Management program through the Odette School of Business, the pandemic hit and the likelihood of finding placements for new students at a time where we were losing placement opportunities for our existing students seemed unrealistic. It will be difficult to determine when the market will be strong and stable enough to bring on a new program.

Overreliance on funding programs for work term opportunities

Not only were we able to use a federal government funding subsidy SWPP (Student Work Placement Program) to help increase placement opportunities on campus during COVID but many new and existing employers took advantage of the fund to hire students. Our challenge is that many of those employers are reliant on that funding for hiring and without knowledge of how long the funding will exist past the current government mandate we risk being optimistic about growth in opportunities for our students that may quickly vanish without subsidies.

Growth of the Master of Applied Computing Program (MAC) and its affect on our resources and placement rates

Within this reporting period it was determined that the MAC program enrolment would skyrocket to 400 students a year with a new summer intake. Our office expressed concern with that high of enrolment as it could work against the success of undergraduate co-op in Computer Science as well as our team’s ability to find enough opportunities for that

many students especially with an unknown job market during COVID-19. Considering that number is close to how many students we place in a year for all programs, it has been a challenge to build strength fast enough and to resource quality programming for this volume.

2. Report

A. Area’s Goals and Objectives and the University’s Strategic Plan

All five UWindsor strategic priorities guide our goals, objectives, services, and programming:

1. Provide an exceptional undergraduate experience.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
4. Engage and build the Windsor and Essex County community through partnerships.
5. Promote international engagement.

Goals	2020-21 Highlights	UWindsor Priorities
Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their goals.	<p>OEL</p> <ul style="list-style-type: none"> • Led coordination of UWindsor’s 2020-21 SWPP submission (\$4.5M funded) <p>CDEL</p> <ul style="list-style-type: none"> • Launched a CDEL Blackboard site • COVID-19 Career Series of articles • Shifted workshops, appointments, and 1:1 advising to online formats • Job and Career Fairs moved to online formats <p>CEWP</p> <ul style="list-style-type: none"> • Increased on-campus placement opportunities by 102% using federal government SWPP funding 	1, 2
Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.	<p>OEL</p> <ul style="list-style-type: none"> • Ongoing EL Definitions, inventory, and tagging <p>CDEL</p> <ul style="list-style-type: none"> • Launched a pilot of the Ignite program for Summer 2021 hiring • Coordinated two wage subsidy applications resulting in increased funding • VIP-CSL and Job Shadow program transitioned to remote formats • Continued to support curricular EL <p>CEWP</p> <ul style="list-style-type: none"> • Purchase of VMock AI software for competitive resume and LinkedIn profile 	1, 2, 4
Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.	<p>OEL</p> <ul style="list-style-type: none"> • Ongoing support of Carnegie Community Engagement Classification Pilot • Increased interview room capacity with construction solidified in JEC allowing for more employers to engage with co-op students on campus <p>CDEL</p> <ul style="list-style-type: none"> • Marked increase in employer information sessions in our virtual environment • 2020 VIP-CSL Community Partner Award presented to Canadian Transportation Museum and Heritage Village (CTMHV) <p>CEWP</p> <ul style="list-style-type: none"> • Employer Appreciation awards during Co-op & WIL month and regular student spotlights on social channels • Increased employer satisfaction to score of ‘Excellent’ 	1, 2, 4, 5

<p>Act as a resource and lend expertise to UWindsor faculty and staff who provide, or would like to provide, students with experiential learning (EL) opportunities or support their career development inside and outside of the classroom.</p>	<p>OEL</p> <ul style="list-style-type: none"> • Developed two courses in partnership with FAHSS & United Way’s ProsperUs • Revised curricular EL categories and definitions and introduced rubric • Published new resources to address risk management for EL on OEL web site <p>CDEL</p> <ul style="list-style-type: none"> • Partnered with Dr. John Sutcliffe to deliver career development content and activities on new “From University to Work” course • ISC Facebook Live sessions to engage with students in an online format • Increased funding available to faculty and staff to hire through Ignite and federal and provincial wage subsidy programs <p>CEWP</p> <ul style="list-style-type: none"> • Pivoted senior work term presentations to virtual in collaboration with Faculties with great success 	<p>1, 2, 3</p>
<p>Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.</p>	<p>Unit Wide Initiative</p> <ul style="list-style-type: none"> • CDEL staff articles published in <i>University Affairs’ Responsibilities May Include</i> • Co-op staff took multiple EDI focused and co-op focused workshops and PD sessions offered through EWO and UWindsor • Manager of Co-op & Workplace partnerships served as Marketing and Communications Chair as well as member of the Board for Experiential & Work-Integrated Learning Ontario (EWO) • Manager, Career Development & Experiential Learning appointed to board of the Canadian Association of Career Educators and Employers (CACEE) 	<p>3, 4</p>

B. Future Actions/Initiatives

Moving forward with intention

With many government-funded and University-wide initiatives taking place and a landscape where experiential learning is top of mind for many there is no shortage of incoming projects and tight deadlines to contend with. However, we’ve had to ask ourselves how many serve our core purpose so we can be more intention with the time spent. We look to set strategic priorities for the next year to help guide us to develop better boundaries and bring us back to working toward serving our students best. Within those priorities we can better suss out what supports the work we want to accomplish in the next year. A lot of that is taking stock of what we do well, what we can improve on and where we want to go as we have had three executive directors in the last six years. Initial ideas for the priorities include cleaning up processes that went by the wayside with unprecedented growth, a focus in on equity, diversity, and inclusion in our curriculum, communicating our story beyond campus and our employer engagement strategy.

Maintaining EL reporting, inventory, and course tagging data

The student-facing Experiential Catalogue initiative we referenced in the previous annual report has been placed on hold at this time due to staffing changes (i.e., ED is on sabbatical and CDEL’s Experiential Education Coordinator has been seconded to another department) and the need to focus on more critical priorities with the finite human and financial resources available. That said, our work on supporting SMA3 reporting requirements related to EL by working with the Registrar’s Office and Institutional Analysis to ensure that UWindsor’s EL course tagging is maintained and updated will continue throughout 2021-22 and beyond.

Rethinking VIP-CSL requirements

Now that we have experienced such a significant mismatch between the demand for VIP-CSL students from our community partners and the number of students engaging in the program since the constraint for all placements to include the opportunity to apply discipline-specific knowledge was introduced in Fall 2018, we aim to shift the focus back to a more inclusive approach. By removing the requirement for VIP-CSL placements to have a clear connection to a student’s area of study, the program will once again be able to welcome students that simply have a desire to engage directly with community organizations to acquire first-hand knowledge of social issues, gain work experience, and/or build their skill set while giving back to the Windsor-Essex community. Offering students in disciplines without a clear

connection to work performed by our local non-profit and publicly funded organizations a chance to participate opens the possibility of re-engaging students that have been excluded in recent years and growing the program engagement back to the successful levels we reveled in for its first 20+ years as the “Volunteer Internship Program”. This planned change also clearly aligns with UWindsor’s goal to “engage and build the Windsor and Essex County community” by providing a platform for more students, especially those that have come to study from outside the region, to make connections and integrate into our community beyond the campus. Many VIP-CSL students will still find themselves applying their discipline-specific knowledge to their placement, but even those that don’t will still be better positioned to achieve their future career goals by participating in this co-curricular EL program infused with career development and reflection activities alongside a chance to apply professional skills in a new context outside of the classroom.

Launch of VMock a new software program using AI to provide resume critiques and LinkedIn Profile reviews

Within this reporting period we purchased VMock software that we will be launching in Fall 2021 for student use for resume critiques and LinkedIn profile reviews. Using machine learning, data science and natural language processing, VMock gives instant, personalized feedback on resumes based on criteria gathered from employers, informed by our office’s expertise, and global best practices. Allowing this task to be automated and benchmarked against hundreds of other student’s scores globally allows for a more robust, less subjective review that leaves more time for Coordinators to triage service to those who need the most help. It should help somewhat with scaling issues as we grow as well.

Better understanding the landscape we work within

This was carried over from last year’s annual report as with COVID-19 we paused launching this survey as employers themselves find their way in how they conduct business and recruit talent. We think it is an important initiative to create and launch an institution-wide employer survey to collect information on how employers believe our experiential education programs are benefiting their businesses, identify engagement preferences, and to ask for suggestions on ways to improve certain processes.

Expanding engagement and reach throughout the GTA

Establish an “Employer Engagement Team” in both Windsor-Essex region and the Greater Toronto Area with a focus of generating new high-quality partnerships with employers. This Integrated approach will help facilitate new work-integrated learning opportunities across all academic programs, and potential cross-discipline research opportunities to showcase UWindsor’s top-notch student talent and Faculty research expertise.

Continued use of remote placements to allow more students opportunities outside of Windsor

Prior to COVID-19 the use of remote placements for co-operative education was frowned upon as national accreditation standards dictated that supervision took place in-person. Many start-up technological companies were excluded from co-op, not having the physical structure to support students in that way. What we can all recognize now is that that was a limited viewpoint, and we have data to support the success of students learning in organizations as remote workers. This will certainly increase our ability to make our placement goals and make employability outside of Windsor more likely and affordable. Our preference will still be for students to experience an environment where they can be supervised in-person, but the reality of job market now looks different with many national companies no longer returning to an office building. Our accrediting body is adjusting language to support remote placements.

Accessing federal funding programs to increase work experiences on campus

Our team will continue to work with our campus partners to promote and coordinate centralized applications to federal funding programs like Canada Summer Jobs (CSJ) and Student Work Placement Program (SWPP) on behalf of UWindsor. As of this writing, we have already worked closely with SWPP funding partner, Magnet, to secure an additional \$1.2M of funding from Summer 2021 placements and are actively working on our Fall 2021 submission, to be officially included in next year’s report on top of the more than \$4.5M reported on this year. The influx of funding from these programs, especially the much larger SWPP, has benefited several units across campus and allowed for the expansion of paid, on-campus work integrated opportunities at a time when fiscal responsibility is paramount, and we look forward to continuing to support this growth so that more students can benefit from the opportunity to build their skills and knowledge not only as students, but as paid UWindsor staff too.

C. Recommendations for Senate consideration (if any) – N/A

APPENDIX A: CDEL Figures and Tables

Experiential Learning Programming

Table 1.1: Ignite - Work Study

Ignite - Work Study	2017-18	2018-19	2019-20	2020-21
Students Hired	506	447	507	463
Positions Requested (full year or one-term)	unknown	880	608	664
Positions Approved (full year or one-term)	721	386	471	484
Dollars Awarded	N/A	\$900,000	\$892,000	\$822,000
Supervisors	115	119	132	120
Departments	52	50	62	53
Unique Jobs Posted	206	196	219	242
Dollars Reimbursed to Hiring Budgets	N/A	\$773,758	\$795,874	\$667,675

Table 1.2: Breakdown of Hired Ignite Students by Visa Status and Degree Category

Degree Category	2017-2018	2018-2019	2019-20	2020-2021
Undergraduate (International)	29	30	52	48
Graduate (International)	178	51	38	54
Undergraduate (Domestic)	251	299	368	307
Graduate (Domestic)	48	67	49	54
Total Hires	506	447	507	463

Table 1.3: VIP - Community Service Learning

VIP - Community Service Learning	2017*	2018-19**	2019-20	2020-21***
# of Placements	301	53	111	75
# of Unique Organizations	109	29	38	22
# of Students that Completed Program	245	49	95	62
Complete Rate	81%	92%	86%	83%
Min. Hours Contributed (40 hrs/placement)	9800	1960	3800	2480
Actual Hours Contributed****	N/A	N/A	3894****	3059
<p>* Program was called Volunteer Internship Program and there was no requirement for students to apply their academic knowledge in the community placement. **Old model in W18, program on hiatus S18, and amended model and new name launched for F18.</p> <p>***Program did not run in S20. Lack of student interest and available online roles (no in-person due to COVID-19). ****In W20 students were not able to finish all placement hours due to the stay-at-home order in late March 2020.</p>				

Table 1.4: Curricular Internships Developed or Coordinated

	2017	2018-19	2019-20	2020-21*
DRAM-3980/DRAM-3990. Internship I/II: Arts Management Certificate	12	10	5	4
CMAF-3990. Internship I / CMAF-4990. Internship II	22	18	19	5***
SACR-4670. Criminology Professional Development Practicum	16	12	N/A**	0*****
HIST-4810. Public History Practicum	8	N/A***	N/A***	0*****
EDUC-8930. Educational Research Internship	20	26	25	27
VSAR-3800. Visual Art Internship	10	22	5	4
Total Placements	88	88	54	40
Unique Organizations	49	43	35	24
<p>* No placements in S20 due to COVID-19 **Professor on sabbatical, course not offered. ***CMF department did not offer these courses in F20. **** CDEL support no longer required to secure placements. *****Course was not offered in W21 due to lack of online placements available</p>				

Table 1.5: Additional Direct Supports Provided to Curricular Internships

	F17 for W18	F18 for W19	F19 for W20	F20 for W21
PSYC-4280. Practicum in Developmental Psychology*	17	6**	13	12
PSYC-4290. Practicum in Psychology ***	28	19	35	19
History****	N/A	6	4	0
Total	45	25	52	31

*Support by conducting interviews and recommending students and placement matches to professor. Supports placement development upon request. Number of placements confirmed by professor unknown. Number above = interviews conducted.
 **Professor on sabbatical, course ultimately cancelled while interviews in progress
 ***Support by conducting interviews and recommending student candidates and placement matches to professor. Numbers indicate number of interviews conducted. Number of placements confirmed by professor unknown.
 **** Supports by coordinating MCU insurance process. Numbers indicate number of placements insured.

Table 1.6: Job Shadow Experience

	2019-20	2020-21
Number of individuals that offered to host	44	44 (17 F + 27 W)
Number of organizations represented	24	33 (16 F + 20 W, some overlap)
Number of matches made	55	75 (31 F + 44 W)
Number of placements	50	68 (29 F + 39 W)

Career Development Workshops, Presentations, and Appointments

Table 2.1: Summary of Workshop Attendance by Delivery Type and Topic

	Offered	Attendances	Average
CD&EL Core Workshops			
Resume, Cover Letter (intro, advanced, combo)	49	642	13.10
Interview Skills (intro, advanced, combo)	32	203	6.34
Interview Skills (Professional School)	2	33	16.50
Job Search (intro, advanced, combo)	33	262	7.94
Preparing for the Job Fair	0	N/A	N/A
Social Media	17	131	7.71
Personal Statements (for Grad and Prof School Apps)	4	29	7.25
Core Workshop Subtotals	137	1300	9.49
Recorded Webinars			
What is LMI?	1	3	3
Resume, Cover Letter (online recordings)	1	23	23
Interview Skills (online recordings)	1	18	18
Job Search (online recordings)	1	11	11
Social Media (online recording)	1	1	1
Recorded Webinar Subtotals	5	56	11.2
Targeted Workshops			
Propel Grad PD Sessions (various topics)	15	266	17.73
ISC - Canadian Workplace Expectations	5	24	4.8
Are You Ready For Your First Nursing Job?	1	31	31
Faculty of Ed – Resume & Interview Prep for Career Fair	1	83	83
Faculty of Science – USci Career in Science Week and Winhacks 2021	8	88	11
Targeted Workshop Subtotals	30	492	16.97
Grand Total (All Workshop Types)	172	1848	10.74

Table 2.2: Workshop Attendance by Faculty and Degree Type

Faculty	Total	% of Total	Grad & Doc	Undergrad	# Unique
Faculty of Education	140	7.58%	53	87	106
Faculty of Engineering	852	46.10%	683	169	471
Faculty of Human Kinetics	19	1.03%	10	9	18
Faculty of Nursing	45	2.44%	8	37	43
Faculty of Science	437	23.65%	233	204	265
FAHSS	166	8.98%	56	110	127
Odette School of Business	132	7.14%	93	39	69
Law	1	0.05%	0	1	1
Unknown	56	3.03%	N/A	N/A	N/A
Grand Total	1848	100.00%	1136	656	1100

Table 2.3: Summary of Faculty and Club Presentations

Faculty	# Presentations	# Students*
FAHSS	12	230
Engineering	8	2080
Science	11	312
Nursing	4	498
Education	6	214
Medical	1	30
Human Kinetics	0	0
Other (club/department/orientation)	16	3445**
Total	58	6809***

* # of students are estimated attendances based on class enrollment numbers from professor or actual count on day of. Numbers are

Table 2.4: Summary of Appointments Attended by Topic

Topic	2019-20	2020-21	% Change YoY
Career Planning / What Can I Do With My Degree?	124	108	-13%
Considering Further Education or Letters of Intent	104	86	-17%
Cover Letter, Resume & CV	617	541	-12%
Interest Testing	27	19	-30%
Interview Prep (job or professional school)	88	72	-18%
Job Search	42	36	-14%
Mock Interviews	157	172	10%
LinkedIn Profile Critique	52	49	-6%
Unspecified or Onsite in Faculty Space	110	0	-100%
Drop In	726	61	-92%
Total	2047	1144	-44%

Table 2.5: Summary of Appointments Attended by Visa Status and Degree Type

n=1144 appts	% of Total 2019-20	# Appts Attended	% of Total 2020-21	YoY Trend
Citizenship Status				
International	64.1%	530	46.3%	Decreased Share
Citizen/PR/Ref	34.1%	598	52.3%	Increased Share
Unknown	1.8%	16	1.4%	Stable
Academic Level				
Grad & Doc	58.8%	546	47.7%	Decreased Share
Undergrad	39.0%	570	49.8%	Increased Share
Med School	2.2%	28	2.4%	Stable

Table 2.6: Summary of Appointments Attended by Faculty

Faculty	2019-20	2019-20 Ratio	2020-21	2020-21 Ratio	YoY Trend
Engineering	934	45.6%	399	34.9%	Decreased Share
Science	552	27.0%	297	26.0%	Stable
FAHSS	320	15.6%	274	24.0%	Increased Share
Business	85	4.2%	53	4.6%	Stable
Education	58	2.8%	70	6.1%	Increased Share
Human Kinetics	32	1.6%	12	1.0%	Stable
Medicine	21	1.0%	28	2.4%	Stable
Nursing	18	0.9%	11	1.0%	Stable
Law	3	0.1%	0	0.0%	Stable
Unknown	24	1.2%	0	0.0%	Stable
Total	2047	100%	1144	100%	

Job Postings and Networking Fairs

Table 3.1: Fair Events Summary

Fair	Timing	Exhibitors	Attendees
Graduate & Professional Schools Fair	Fall 2020	23	92 attendances/67 students
Faculty of Ed Career Fair – Canadian Opportunities (Day 1)	Feb. 2021	28	144 students
Faculty of Ed Career Fair – Int'l Opportunities (Day 2)	Mar. 2021	9	20 students
Nursing Career Fair – Canadian Employers (Day 1)	Mar. 2021	20	95 attendances/47 students
Nursing Career Fair – U.S. Employers (Day 2)		5	70 attendances/ 36 students
Total		85	314 students

Table 3.2: Summary of mySuccess Job Posting Activity

Type of Employment	2019-20	2020-21	% Change	Unique	Unique	% Change
Contract	199	190	-5%	161	165	2%
Full-time	771	676	-12%	550	542	-1%
Graduating Student Recruitment	47	38	-19%	35	37	6%
Intern	23	28	22%	22	28	27%
On-Campus (Ignite not included)	26	20	-23%	23	20	-13%
Ongoing or N/A	23	0	-100%	22	0	-100%
Part-time	194	150	-23%	102	89	-13%
Summer	123	100	-19%	103	84	-18%
Volunteer	9	15	67%	8	12	50%
Total	1415	1217	-14%	1026	977	-5%
# Unique organizations				398	302	-16%

Table 3.3: Employer Networking Events

Event Type	2019-20	2020-21	% Change YoY
Off-Campus (advertised only, hosted by employer)	17	31	82%
On Campus (hosted exclusively for UWindsor students)	12	32	167%
Total	29	63	117%

Office of Experiential Learning



University
of Windsor

Annual Report 2020-21

The Office of Experiential Learning leads the development and promotion of experiential learning opportunities, including work-integrated learning across campus. The Office is comprised of two distinctive units: Co-operative Education and Workplace Partnerships and Career Development and Experiential Learning.

4,000+ unique students engaged with our programs and services

Cooperative Education & Workplace Partnerships

Co-operative Education and Workplace Partnerships includes both co-op and internship paid placements.

1960+

undergraduate and graduate students enrolled

397,000+

hours of on-the-job learning in industry



700+

students participated in job readiness programming

946

students participated in work terms

120

Placements cancelled due to COVID-19

102%

increase in on campus work terms due to SWPP funding



Joseph Youssouf (Electrical Engineering, 2021) like many of our co-op grads, found employment with his co-op employer after graduation.

It looked like 1, 2, 3 Hire!

- 1 1st work term – **Enwin Utilities**
- 2 2nd work term – **Windsor Detroit Bridge Authority**
- 3 3rd work term – **Preteckt**

HIRED – Preteckt as a full-time Data Analyst

25,000+

job applications



4,600+

work term opportunities posted



1800+

amount of times students participated in one or multiple interviews





VIP Rising Star Student Award Recipient 2020

MACKENZIE STANLEY

*Community Needs Assessment Assistant
Windsor Essex Community Health Centre*

Mackenzie's placement mentor Jodi Pearce said: "Mackenzie is dynamic, energetic, enthusiastic, smart and personable. Her contribution to the Community Needs Assessment has been extraordinary! She has very relevant experience and has great suggestions for accomplishing the goals of the project."

Career Development & Experiential Learning

The Career Development & Experiential Learning (CDEL) office works campus-wide to bring expertise in career exploration, job search strategies, application documents, interview preparation and labour market intelligence. Building bridges between the classroom and the world of work, this team supports students of all disciplines to connect with experiential opportunities and prepare for whatever their goals are during and after their time at the University.

68 

participants in the Job Shadow Experience at 33 different organizations

463 

students hired into 242 Ignite positions across 53 departments and units on campus

40 

curricular placements coordinated at 24 organizations for courses in FAHSS and Faculty of Education

75 

VIP Community Service Learning students placed in 22 local non-profit & publicly funded organizations

1,848 

attendances at workshops

1,144 

career advising appointments conducted

500+ 

attendances at hosted networking events and job fairs

977+ 

jobs posted by 302 organizations on our online job board

85 

exhibitors hosted on campus across 3 online fair events

6,800+ 

engagements through 58 presentations and guest speaking opportunities



**University of Windsor
Senate**

***5.8.1: Senate Standing Committee Membership**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the following Senate Standing Committee membership be approved:
Kelly Kennedy – Faculty Nursing – Program Development Committee

**University of Windsor
Senate**

5.8.2: **Proposed Revisions to Bylaw 1**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the proposed revisions to Bylaw 1 be approved.

Proposed Revisions

[revisions are in bold and strikethrough]

Bylaw 1

1 Ex Officio Members (voting)

The following are the ex officio members of the Senate:

President (Chair)

Provost and Vice-President, Academic

Vice-President, Equity, Diversity and Inclusion

[...]

Rationale:

- The proposed change will allow the Vice-President, Equity, Diversity and Inclusion to be able to fully participate and have a vote on important matters that come before Senate.
- The change will result in the addition of an elected faculty member-at-large, in light of paragraph 3.6 which states that “the total number of elected faculty/sessional lecturer/library representatives is [to be] four greater than the total number of all other voting members.”
- The number of student representatives will not change as “the number is determined by dividing the number of faculty members with voting privileges by four and rounding to the nearest whole number” (5.1). This number does not change.
- Senate composition will increase from 84 to 86.

**University of Windsor
Senate**

5.8.3: **Proposed Revisions to Bylaws 54 and 55**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the proposed revisions to Bylaws 54 and Bylaw 55 be approved.

Proposed Revisions to Bylaw 54 - Undergraduate Academic Evaluation Procedures:
[changes are in bold and strikethrough]

1.2 Two to three-hour examination slots will normally be scheduled in the formal final examination periods in each semester for all courses which terminate in that semester. All final examinations shall take place (or fall due, as the case may be) during the two to three-hour final examination slot so scheduled. **Asynchronous online examinations must commence or end within the scheduled time slot.** The actual duration of testing procedures during the scheduled final examination slot may be less than the scheduled time, at the discretion of the individual instructor.

If oral or other special types of examinations cannot be accommodated in the two to three-hour final examination slot, and satisfactory arrangements cannot be made with the course instructor, notice will be given to the Registrar by the AAU Head and special arrangements will be made.

2.3 **There shall be no instruction, nor ~~no shall there be any~~ forms of assessment ~~shall be~~ scheduled or ~~made~~ due, on days identified as break days such as reading weeks, holidays, or days that the University is officially closed.**

[...]

2.5.2 A student who has three or more final examinations scheduled or due in consecutive time slots over a 24-hour period or three or more final examinations scheduled or due in one calendar day may apply to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Vice-President, Student Experience. Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar. Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

Proposed Revisions to Bylaw 55 - Graduate Academic Evaluation Procedures:
[changes are in bold and strikethrough]

1.3 **There shall be no instruction, nor ~~no shall there be any~~ forms of assessment ~~shall be~~ scheduled or ~~made~~ due, on days identified as break days such as reading weeks, holidays, or days that the University is officially closed.**

1.4 Other Evaluative Procedures

1.4.1 A student who has three or more final examinations scheduled or due in consecutive time slots over a 24-hour period or three or more final examinations scheduled or due in one calendar day may apply to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Dean, Faculty of Graduate Studies. Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar. Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

Rationale:

- The proposed revisions clarify that for asynchronous online courses, the 3-hour block scheduled for the exam will be used to determine whether a student has 3 or more consecutive exams in 24 hours or in a calendar day, regardless of the total duration of the asynchronous online examination. Students who opt to start their asynchronous online exams outside of this 3-hour block (where, for example, 48 hours is given to complete the exam) are making a choice to potentially have conflicts or a number of exams due at the same time. This is similar to how take-home exams are treated.
- The revisions also clarify that the asynchronous exam can start or end during the scheduled exam slot, as determined by the instructor.
- No changes are required to in-term evaluations as instructor will state the deadline for submission of the asynchronous mid-term or evaluation and so that due date will be used to determine whether there are 3 or more evaluations scheduled or due within a 24-hour period.
- For greater clarity, it is being expressly stated in the bylaws (2.3/1.3) that instructors cannot schedule or hold a class on a break day.