



NOTICE OF MEETING

There will be a meeting of the SENATE
Friday, May 29, 2026, at 2:30pm
LOCATION: Toldo Room 203 (2nd Floor)

AGENDA

Land Acknowledgement

1 Approval of Agenda (Unstarring agenda items)

2 Minutes of the meetings of April 10, 2026 and May 21, 2026

Approval
S260410M
S260521M

3 Business arising from the minutes

4 Outstanding Business/Action Items

*4.1 Convocation Awards – Spring 2026

JJ McMurtry-Approval
S260529-4.1

5 Reports/New Business

5.1 Program Development Committee

*5.1.1 Program/Course Changes

Kyle Asquith-Approval
S260529-5.1.1a-bb

- (a) Economics (BA) – Minor Program Changes (Form C)
(b) Languages, Literatures, and Cultures – Minor Program Changes (Form C)
(c) Engineering – New Course Proposals (Form D)
(d) Industrial Engineering – Minor Program Changes (Form C)
(e) Science – Minor Program Changes (Form C)
(f) Nursing – Minor Program Changes (Form C)
(g) Women’s and Gender Studies – Minor Program Changes (Form C)
(h) School of Creative Arts (Music) – Minor Program Changes (Form C)
(i) School of Creative Arts (Music) – New Course Proposals (Form D)
(j) Bachelor of Interdisciplinary Arts and Science – Minor Program Changes (Form C)
(k) Biomedical Sciences – New Course Proposal (Form D)
(l) Computer Science – New Course Proposal (Form D)
(m) Engineering (Graduate) – New Course Proposal (Form D)
(n) Science – New Course Proposal (Form D)
(o) Certificate in Economic Analysis and Policy – Minor Program Change (Form C)
(p) Certificate in Quantitative Economics – Minor Program Change (Form C)
(q) Economics (BSc) – Minor Program Changes (Form C)

- (r) English and Creative Writing – Minor Program Changes (Form C)
 - (s) Interdisciplinary Health Science Stream – Minor Program Changes (Form C)
 - (t) Master of Economics – Minor Program Changes (Form C)
 - (u) Master or Applied Economics and Policy – Minor Program Changes (Form C)
 - (v) Master of Applied Computing – Minor Program Changes (Form C)
 - (w) Engineering (Graduate) – Minor Program Changes (Form C)
 - (x) Master of Engineering Management – Minor Program Changes (Form C)
 - (y) Master of Medical Biotechnology – Minor Program Changes (Form C)
 - (z) Physics (Graduate) – Minor Program Changes (Form C)
 - (aa) Political Science – Minor Program Changes (Form C)
 - (bb) Political Science (International Relations) – Minor Program Changes (Form C)
 - (cc) Master of Science in Computing Science – Minor Program Changes (Form C)
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|--------|---|--|
| 5.1.2 | MSc and PhD in Biomedical Sciences – New Program Proposal (Form A) and New Course Proposals (Form D) | Kyle Asquith-Approval
S260529-5.1.2 |
| 5.1.3 | Bachelor of Arts in Economics – Major Program Changes (Form B) and New Course Proposals (Form D) | Kyle Asquith-Approval
S260529-5.1.3 |
| *5.1.4 | Bachelor of Science (Kinesiology and Health Studies) Degree Completion Pathway for Graduates of Mohawk College’s Occupational Therapist Assistant/Physiotherapist Assistant Program – Major Program Changes (Form B) | Kyle Asquith-Approval
S260529-5.1.4 |
| *5.1.5 | Bachelor of Sport Management and Leadership Degree Completion Pathway for Graduates of Georgian College’s Sport Administration Program – Major Program Changes (Form B) | Kyle Asquith-Approval
S260529-5.1.5 |
| 5.1.6 | Bachelor of Engineering Technology – Major Program Changes (Form B) | Kyle Asquith-Approval
S260529-5.1.6 |
| 5.1.7 | BASc in Civil Engineering with Architecture Option (with/without Co-op) – Major Program Changes (Form B) and Minor in Media Art History and Visual Culture Revision | Kyle Asquith-Approval
S260529-5.1.7 |
| 5.1.8 | Honours Biology (with Life Sciences Stream, Animal Biology Stream, and Aquatic Biology Stream) – Major Program Changes (Form B) | Kyle Asquith-Approval
S260529-5.1.8 |
| *5.1.9 | PDC Reports on University Program Reviews Final Assessment Reports and Implementation Plans and Progress Reports: Business, English and Creative Writing, and School of Creative Arts | Kyle Asquith-Information
S260529-5.1.9 |

*5.1.10	Odette School of Business – Suspension of Admissions to Specializations and Minor	Kyle Asquith-Information S260529-5.1.10
*5.1.11	Master of Social Work/Juris Doctor (MSW/JD) – Suspension of Admissions	Kyle Asquith-Information S260529-5.1.11
*5.1.12	Nursing – Primary Health Care Nurse Practitioner – Name Change	Kyle Asquith-Information S260529-5.1.12
5.2 Academic Policy Committee		
*5.2.1	Division of Student Affairs Annual Report (2025-2026)	Isabelle Barrette-Ng-Information S260529-5.2.1
*5.2.2	Student Academic Misconduct Report (2024-2025)	Isabelle Barrette-Ng-Information S260529-5.2.2
*5.2.3	Master of Social Work (MSW) Grading Policy – Revision	Isabelle Barrette-Ng-Approval S260529-5.2.3
5.2.4	Alternative Admission Pathway to Faculty of Arts, Humanities and Social Sciences (FAHSS) Programs (Three Year Pilot)	Isabelle Barrette-Ng-Approval S260529-5.2.4
*5.2.5	Nursing – English Language Proficiency Requirement for International Applicants	Isabelle Barrette-Ng-Approval S260529-5.2.5
*5.2.6	Graduate Committee Membership – Revision	Isabelle Barrette-Ng-Approval S260529-5.2.6
5.3 Senate Governance Committee		
5.3.1	Report of the Review Committee on Employment Equity (RCEE)	JJ McMurtry-Information S260529-5.3.2
5.3.2	Policy on Research Centres and Institutes – Revisions	JJ McMurtry-Approval S260529-5.3.2
5.3.3	Policy on Eligibility to Apply for and Hold Research Funding	JJ McMurtry-Approval S260529-5.3.3
5.3.4	Report of the Research Ethics Board (REB)	JJ McMurtry-Information S260529-5.3.4
*5.3.5	UCAPT Report on Renewal, Tenure/Permanence, and Promotion Process	JJ McMurtry-Information S260529-5.3.5
*5.3.6	Senate Standing Committee Membership (2026-2027)	JJ McMurtry-Approval S260529-5.3.6
*5.3.7	Senate Membership (2026-2027)	JJ McMurtry-Information S260529-5.3.7
5.3.8	Revisions to Bylaws 2, 54, and 55	JJ McMurtry-Approval S260529-5.3.8

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| 5.4 | Senate Student Caucus | Michael Macdonald |
| 5.5 | Report from the Student Presidents | UWSA/GSS/OPUS |
| 5.6 | Report of the Academic Colleague | Fazle Baki-Information
S260529-5.6 |
| 5.7 | Report of the President | JJ McMurtry-Information
S260529-5.7 |
| 5.8 | Report of the Provost | Cheryl Collier-Information
S260529-5.8 |
| | 5.8.1 Strategic Mandate Agreement (SMA4) – Year 1 Evaluation (2025-2026) | John Dube-Discussion
S260529-5.8.1 |
| 5.9 | Report of Vice-President, People, Equity, and Inclusion | Clinton Beckford-Information
S260529-5.9 |
| 5.10 | Report of Vice-President, Research and Innovation | Shanthi Johnson-Information
S260529-5.10 |
| 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**

***4.1: Convocation Awards – Spring 2026**

Item for: **Approval**

MOTION: That the candidates for the Board of Governors’ medals, the President’s Medal, and the Governor General’s Silver Medal be approved; and that the Dean of the Faculty concerned, in consultation with the Office of Student Awards and Financial Aid, be empowered to approve the names of award recipients whose final grades arrived too late for the Senate meeting.

Board of Governors’ Medals

Faculty of Arts, Humanities, and Social Sciences

FAHSS General Program - Arts	Megan Ashley MacLeod
FAHSS General Program - Social Science	Sarah Bayoa Julius
Interdisciplinary Arts and Science	Hannah A. Sauve
Communication, Media, and Film	Zeina Abou Haidar
Dramatic Art	Rachel Kristin Pitre
English and Creative Writing	Jackson Sawyer Peacock
History	Linda T. Jones
Languages, Literatures & Cultures	Brooke Julia Bissonnette
Philosophy	Natalija Crvenkovski
Political Science	Gina G. Touma
Psychology	Natasha Nakhle
Social Work	Mehak Warring
Sociology and Criminology	Lourdes Taan
School of Creative Arts - Visual Arts	Parker Jade Xiuzhe Mosey
School of Creative Arts - Music	David C. Paniccia
Women and Gender Studies	Sabrina Jade Kelly

Faculty of Science

General Program - Science	Zachary David Thomas
Biomedical Sciences	Meelad Elias
Integrative Biology	Aleksandra Todorovski
Chemistry and Biochemistry	Jonathan W. Houser
Computer Science	Tanzim Farhat Hossain
School of the Environment	David Albert Ross Dello
Economics	Tyler Jacob Wasilewski
Forensic Science	Madison Riley Leung
Mathematics and Statistics	Kennedy Lomax
Physics	Samantha Brooklyn Connell

Odette School of Business
Business Administration

Da Jiang Zhang

Faculty of Education
Education

Olivia Marie Marsella

Faculty of Human Kinetics
Kinesiology

Rahul Singh Seehra

Faculty of Law
Law - J.D.
Law - Dual J.D.

Gurbir Singh Mander
TBD

Faculty of Nursing
Nursing

Ryan Blay

President's Medal

Zeina Abou Haidar, Honours BA in Communication, Media, and Film

Governor General's Silver Medal

Brett Mitchell Blondin, Honours BAsc in Mechanical Engineering with Automotive Option (Co-operative Education)

**University of Windsor
Senate**

*5.1.1a: **Economics (BA) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree and admission requirements for the Bachelor of Arts Honours Economics be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Economics Council and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.12.

**University of Windsor
Senate**

*5.1.1b: **Languages, Literatures, and Cultures – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department Languages, Literatures, and Cultures Council and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.7.

**University of Windsor
Senate**

*5.1.1c: **Engineering – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following courses be approved:^

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

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This proposal has been approved by the Department of Mechanical, Automotive, and Materials Engineering Council, the Faculty of Engineering 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.1

**University of Windsor
Senate**

*5.1.1d: **Industrial Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the BAsc in Industrial Engineering (with/without Co-op) and the BAsc in Industrial Engineering with Minor in Business Administration (with/without Co-op) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This proposal has been approved by the Department of Mechanical, Automotive, and Materials Engineering Council, the Faculty of Engineering 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.2.

**University of Windsor
Senate**

*5.1.1e: **Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements and Calculation of Averages for the Bachelor of Science (General Science) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.23.

**University of Windsor
Senate**

*5.1.1f: **Nursing – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Faculty of Nursing Council 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.6.

**University of Windsor
Senate**

*5.1.1g: **Women's and Gender Studies – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Womens and Gender Studies 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 Department of Interdisciplinary and Critical Studies Council, the Faculty of Arts, Humanites and Social Sciences 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.24.

**University of Windsor
Senate**

*5.1.1h: **School of Creative Arts (Music) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the program regulations and degree requirements for the Bachelor of Music (Honours), BA in Music (Honours), BA Combined in Music, and Concurrent Bachelor of Music Education (General)/Education be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the School of Creative Arts and the Faculty of Arts, Humanities, and Social Sciences Coordinating Council) 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.16.

**University of Windsor
Senate**

*5.1.1i: **School of Creative Arts (Music) – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course be approved:[^]
MUSP-2720. Applied Lessons (Classical)
MUSP-2730. Applied Lessons (Jazz/Pop)

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

Rationale/Approvals:

- The changes have been approved by the School of Creative Arts, 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.17.

**University of Windsor
Senate**

*5.1.1j: **Interdisciplinary Arts and Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Bachelor of Interdisciplinary Arts and Science be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Faculty of Arts, Humanities and Social Sciences 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.4.

**University of Windsor
Senate**

*5.1.1k: **Biomedical Sciences – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following courses be approved: ^
BIOM-1000. Biomedical Science Impacts on Society**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposal has been approved by the Biomedical Sciences' 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.5.

**University of Windsor
Senate**

*5.1.1j: **Computer Science – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^
 COMP-2717. Artificial Intelligence: Practice and Ethics for Common Users**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposal has been approved by the School of Computer Science Council and 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.6.

**University of Windsor
Senate**

*5.1.1m: **Engineering (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:[^]
 CIVL-8010. Project Planning and Control**

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- The new course has been approved by the Faculty of Civil and Environmental Engineering Council, the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.7.

**University of Windsor
Senate**

*5.1.1n: **Science – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:[^]
SCIE-2700. Perspectives in Science**

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

Rationale/Approvals:

This new course proposal has been approved by the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.8.

**University of Windsor
Senate**

*5.1.1o: **Certificate in Economic Analysis and Policy – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the requirements for the Certificate in Economic Analysis and Policy be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Economics Council, 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.9.

**University of Windsor
Senate**

*5.1.1p: **Certificate in Quantitative Economics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the requirements for the Certificate in Quantitative Economics be changed in accordance with the program/course change forms.[^]

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

The proposed changes have been approved by the Department of Economics Council, 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.10.

**University of Windsor
Senate**

*5.1.1q: **Economics (BSc) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

^Subject to approval of the expenditures required.

Rationale/Approvals:

The proposed changes have been approved by the Department of Economics Council, 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.11.

**University of Windsor
Senate**

*5.1.1r: **English and Creative Writing – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours English and Creative Writing 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 English and Creative Writing Council, the Faculty of Arts, Humanities and Social Sciences 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.12.

**University of Windsor
Senate**

*5.1.1s: **Interdisciplinary Health Science Stream – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Biomedical Sciences (Interdisciplinary Health Science (IHS) Stream), Honours Biological Science (Interdisciplinary Health Science (IHS) Stream), and Honours Psychology (Interdisciplinary Health Sciences (IHS) Stream) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

The proposed changes have been approved by the Department of Biology Council, the Department of Biomedical Sciences Council, Department of Psychology Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Program Development Committee.

- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.13.

**University of Windsor
Senate**

*5.1.1t: **Master of Economics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Master of Economics be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Economics Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.14.

**University of Windsor
Senate**

*5.1.1u: **Master of Applied Economics and Policy – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the admission and degree requirements for the Master of Applied Economics and Policy (MAEP) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

The proposed changes have been approved by the Department of Economics Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.15.

**University of Windsor
Senate**

*5.1.1v: **Master of Applied Computing – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the admission requirements for the Master of Applied Computing and Master of Applied Computing Artificial Intelligence Stream be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the School of Computer Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.16.

**University of Windsor
Senate**

*5.1.1w: **Engineering (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements Master of Applied Science (MASc), PhD in Engineering, and the International Master of Applied Science (MASc) in Civil Engineering be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

The changes have been approved by the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.17.

**University of Windsor
Senate**

*5.1.1x: **Master of Engineering Management – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the admission and degree requirements for the Master of Engineering Management be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

The proposed changes have been approved by the Faculty of Engineering Council, the Odette School of Business Council, the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.18.

**University of Windsor
Senate**

*5.1.1y: **Master of Medical Biotechnology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the admission requirements for the Master of Medical Biotechnology (MMB) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Chemistry and Biochemistry Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.19.

**University of Windsor
Senate**

*5.1.1z: **Physics (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the MSc in Physics and PhD in Physics be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Physics Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.20.

**University of Windsor
Senate**

*5.1.1aa: **Political Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Political Science with French Specialization (with Thesis) 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 Political Science Council, the Faculty of Arts, Humanities, and Social Sciences 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.21.

**University of Windsor
Senate**

*5.1.1bb: **Political Science (International Relations) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1: That the degree requirements for the Honours International Relations and Development Studies (with/without thesis) be changed and the program be renamed Honours International Relations (with/without thesis), 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 Political Science Council and the Faculty of Arts, Humanities and Social Sciences Council (April 9, 2025) 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 May 13, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.22.

University of Windsor
Senate

*5.1.1cc: **Master of Science in Computer Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the admission requirements Master of Science in Computer Science (MSc) and Master of Science in Computer Science (MSc) (Artificial Intelligence Stream) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the School of Computer Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Council), the Faculty of Graduate Studies, 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 April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.15.

**University of Windsor
Senate**

5.1.2: **MSc and PhD in Biomedical Sciences – New Program Proposal (Form A) and New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

BIOM-8009. Special Topics in Biomedical Sciences

BIOM-8970. Thesis Research

BIOM-9980. Dissertation Research

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The new program and course proposals have been approved by the Department of Biomedical Sciences Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, the Provost, and the Program Development Committee.
- Provost Comments: The Provost delegate expressed strong support for these innovative programs, as they are well aligned with the University's strategic direction to increase student enrolment and advance STEM initiatives.
- Supporting documentation for the new course proposals can be accessed by contacting the University Secretariat at ext. 3325, or through the April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.5.1.
- *See attached.*

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

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

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

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

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

B. Overall Program Plan

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM A

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

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

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

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

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

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

B.2 Program Content (QAF Section 2.1.2.2)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B.4 DEMAND FOR THE NEW PROGRAM

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

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

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

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

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

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

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

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM A

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

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

Market Demand

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

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

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

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

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

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

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

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

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

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

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

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B.4.3 Duplication (Ministry section 3)

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

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

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

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

Similar programs at other institutions:

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

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

B.5 RESOURCES

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

B.5.1 Resources Available

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

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

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

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

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

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

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

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

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

This section demonstrates strong support for the program:

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

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

Equipment List:

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

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

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

ARTICLE 14 - FINANCIAL SUPPORT

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

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

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

Include:

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

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

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

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

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

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

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

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

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

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

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

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

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

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

We do not anticipate requiring any additional resources as we plan to utilize the current resources in the Department of Biomedical Science to support students in the new program.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

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

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

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

Faculty:	N/A
Staff:	1 Graduate Secretary
GA/TAs:	N/A

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

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

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

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe

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

Master of Science in Biomedical Sciences

Admission requirements:

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

Please see the Policy on English Language Proficiency Requirement

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

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PhD in Biomedical Sciences

Admission requirements:

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

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

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

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

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

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

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

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

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

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

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

Master of Science in Biomedical Sciences

Degree Requirements

Total courses: 2 graduate courses + thesis

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

*Special topics may include:

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

- b) BIOM-8970. Thesis Research

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

PhD in Biomedical Sciences

Degree requirements

Total courses: 2 graduate courses + dissertation

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

*Special topics may include:

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

- b) BIOM-9980. Dissertation Research

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

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

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

N/A

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

No

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

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

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

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

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

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

C.3.1.1 Normal Duration for Completion

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

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

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

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C.3.1.2 Program Research Requirements

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

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

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

C.3.1.3 Fields in a Graduate Program (optional)

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

N/A

C.3.2 For All Program Proposals

C.3.2.1 Standing Required for Continuation in Program

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

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

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C.3.2.2 Standing Required for Graduation

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

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

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

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

MSc. Master’s Program

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

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

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Ph.D. Doctoral Program

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

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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>	OCGS-approved Graduate Degree Level Expectations
I. Apply knowledge of their field to Biomedical Sciences.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

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

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

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

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

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

Describe the appropriateness of the plans to monitor and assess:

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

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

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

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

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

N/A

APPENDIX A

FACULTY CURRICULA VITAE (QAF)

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

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

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APPENDIX B – BUDGET SUMMARY SHEET

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

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

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

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

** Assume provincial funding =domestic tuition.

*** Assume 2% annual increase.

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APPENDIX C : TUITION CALCULATIONS

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

**University of Windsor
Senate**

5.1.3: **Bachelor of Arts in Economics – Major Program Changes (Form B) and New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the BA General in Economics be changed and that the following new course proposals be approved, in accordance with the program/course change forms:[^]
ECON-1060. Quantitative Methods in Economics I
ECON-2661. Behavioural Economics
ECON-3140. Financial Econometrics

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

Rationale/Approvals:

- The major program changes have been approved by the Department of Economics Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Council), the Provost, and the Program Development Committee.
- Provost Comments: The Provost is in support of the major program changes and noted that consideration should be given to having students enter directly into the honours program, with the option to revert to a three-year program as needed as this approach encourages more students to pursue honours degrees and helps maximize reporting to the Ministry, while still maintaining the three-year degree as a flexible fallback option.
- Supporting documentation for the new course proposals can be accessed by contacting the University Secretariat at ext. 3325, or through the April 16, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.11.1.
- *See attached.*

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FORM B**

A. Basic Program Information

Faculty(ies)	Science
Department(s)/School(s)	Department of Economics
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Arts General Economics
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
Mode of Delivery:	Classroom
Planned steady-state Student Enrolment (per section B.4.2)	30
Normal Duration for Completion:	3 years (Full time)
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

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

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

The Bachelor of Arts General in Economics provides a flexible, accessible foundation in economic reasoning and policy awareness, preparing students for a wide range of careers and further study. The proposed revisions to the Bachelor of Arts General in Economics clarify the program's role as the Department's foundational and most accessible pathway, while strengthening its relevance in an increasingly data-informed and policy-oriented economic environment. The revised program is designed to provide students with a broad and coherent introduction to economic thinking, while ensuring that graduates develop the analytical and data awareness skills expected in today's labour market.

A central objective of the revision is to position the BA General as a flexible program that accommodates students with diverse academic backgrounds and career goals. The program emphasizes core competencies in economic reasoning, policy analysis, and problem-solving, while maintaining an appropriate level of quantitative training for students who may not pursue advanced technical specialization. In doing so, the program serves both as a stand-alone degree and as a foundation for students who may wish to pursue further studies in economics, business, public policy, or related fields.

The revised program also reflects the growing importance of data literacy and evidence-based decision-making across a wide range of sectors. Graduates are expected to develop the ability to interpret data, understand economic relationships, and apply economic concepts to real-world issues. These skills are increasingly valued in government, business, and non-profit organizations, and are essential for informed participation in economic and policy discussions.

Another key objective is to improve the overall student experience by providing a clearer and more transparent program structure - exceeding the previous minimum of five courses. By establishing a common core of required courses, the program will foster a stronger cohort experience. The revisions support more predictable progression through the degree, facilitate academic advising, and help students complete prerequisites in a timely manner. At the same time, the program maintains flexibility, allowing students to pursue interdisciplinary interests and combine Economics with other areas of study. In particular, the revised structure creates a clearer and more efficient pathway for students who later choose to pursue an Honours degree (BA Honours or BSc Honours Economics), enabling them to transition and complete the Honours requirements within one additional year rather than two.

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Overall, the revised BA General in Economics enhances academic quality while preserving accessibility and flexibility. It prepares students for a broad range of employment opportunities and for further study, while supporting the development of critical thinking, analytical reasoning, and data literacy skills. The revisions are consistent with the University of Windsor’s strategic priorities, particularly its commitment to student success, experiential and interdisciplinary learning, and the preparation of graduates who can adapt to a rapidly changing economic and policy environment.

	Current BA General	Proposed BA General
ECON-1060. Quantitative Methods in Economics I (New Course)		X
ECON-1100. Introduction to Economics I	X	X
ECON-1110 Introduction to Economics II	X	X
COMP-1047. Computer Concepts for End-Users		X
ECON-2120 Intermediate Statistical Methods	X	X
ECON-2210 Intermediate Microeconomics I	X	X
ECON-2220 Intermediate Microeconomics II		X
ECON-2310 Intermediate Macroeconomics I	X	X
ECON-2320 Intermediate Macroeconomics II		X
COMP-2067 Programming for Beginners		X
STAT-2910. Statistics for the Sciences	X	X

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

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

The revised curriculum modernizes the BA General Economics program by strengthening foundational training, improving curricular progression, and incorporating quantitative and computational skills consistent with current practices in undergraduate economics education.

The previous program structure required five core Economics courses and six upper-level electives. The revised program expands and clarifies the core by introducing ECON-1060, ECON-2220, and ECON-2320, as outlined in the program requirements. These additions strengthen the introductory and intermediate sequence, ensuring that students develop a more structured understanding of microeconomic and macroeconomic reasoning, along with exposure to basic quantitative tools. This approach aligns with current disciplinary standards, where early integration of theory and quantitative reasoning is increasingly emphasized.

The introduction of ECON-1060 addresses the need for a smoother transition from high school to university-level quantitative work, ensuring that students enter upper-level courses with a common set of skills. At the intermediate level, ECON 2220 and ECON 2320 integrate economic theory with quantitative applications, reflecting the growing importance of data interpretation and empirical reasoning in the discipline.

In addition, the inclusion of COMP 1047 and COMP 2067 introduce students to basic programming and data management. These changes respond to well-documented shifts in the discipline toward data-driven analysis, computational methods, and applied empirical work. The revised curriculum therefore reflects the current state of economics as a field that increasingly relies on quantitative tools and data literacy, even at the undergraduate level. These changes better prepare students for upper-level coursework and ensure that graduates develop the analytical, quantitative, and data literacy skills expected in today’s economic and policy environments.

The balance between core requirements and electives ensures that students receive a solid foundation in economics while retaining the ability to pursue interdisciplinary interests across the Arts and Sciences. The revised structure also facilitates progression within the Department’s undergraduate programs. By aligning core and supporting course

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requirements across the BA General, BA Honours, and BSc Honours programs, the curriculum allows students to transition more easily from the three-year BA General into four-year Honours programs, should they choose to pursue additional specialization.

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

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

The revised BA General Economics program introduces curricular elements that distinguish it from traditional General BA Economics programs by integrating economic reasoning with data literacy and computational skills. The program strengthens applied learning by linking economic theory to real-world analysis. Courses incorporate data-driven assignments and policy-oriented applications, reflecting current pedagogical practices in economics and the increasing importance of empirical skills.

A key innovation is the structured inclusion of computational training through COMP 1047 and COMP 2067, alongside enhanced quantitative economics in ECON 2220 and ECON 2320. By embedding programming, data handling, and empirical reasoning within the core curriculum - rather than treating them as optional - the program ensures that all students develop foundational competencies in data analysis and evidence-based reasoning.

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

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

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

The Department of Economics is committed to advancing the Indigenization of its curriculum in a thoughtful and discipline-appropriate manner. The Department of Economics recognizes that traditional economics curricula have historically been centered on Western market-based frameworks while giving limited attention to Indigenous economic systems, values, and ways of knowing. Led by Dr. Sang-Chul Suh (Professor, Department of Economics) and as part of an ongoing process of learning, reflection, and curriculum development, the Department of Economics has engaged in discussions with Jaimie Kecheho (Learning Specialist, Indigenization) and reviewed relevant materials on

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Indigenous and market-based economic perspectives. As for faculty participation in this process, Dr. Sang-Chul Suh, Dr. Jay Rhee, and Dr. Marcelo Arbex have taken the 'Pulling Together- Foundations series' taught by Jaimie Kechego. This series examines the role of colonization and how it continues to affect the Indigenous Peoples of Canada and defines the relationship between Indigenous and non-Indigenous people today. We strongly encourage our faculty to engage in these types of initiatives/courses/workshops to better incorporate Indigenous ways of knowing into their courses.

A key component of this approach is the integration of Indigenous economic perspectives into ECON 1100 – Principles of Economics I (microeconomics), a required course for all Economics programs and a foundational course taken by a large and diverse student population. Introducing Indigenous perspectives at the introductory level ensures that all Economics students are exposed early to alternative economic worldviews and to critical reflection on the assumptions underlying standard economic models.

In ECON 1100/1110 instructors use the *Principles of Microeconomics (Canadian Edition)* and *Principles of Macroeconomics (Canadian Edition)*, by Kevin Milligan; Philip Oreopoulos; Betsey Stevenson; Justin Wolfers. We were recently informed by the publisher that the authors will add indigenous examples throughout the 2nd edition of the textbooks. For example, examples featuring the Innu People, Head-Smashed-In Buffalo Jump and the skills of the Plains peoples, gains from trade, and discussions about indigenous property rights will be incorporated. Dr. Chen (ECON 1100 Leading Instructor) is in contact with the publisher for more information and updates.

Drawing on materials such as *Indigenous Economics (Addendum I)* and *Indigenous Economics vs. Market Economics (Addendum II)*, both prepared by Dr. Suh in consultation with Jaimie Kechego and Russell Nahdee – see references below, students in ECON 1100 will be introduced to Indigenous economic principles including interconnectedness, reciprocity, collective responsibility, sustainability, and long-term (intergenerational) decision-making. These perspectives are presented in contrast to core features of market economics such as individualism, profit maximization, private ownership, and short-term efficiency. Students may engage with these materials through assigned readings, videos (see reference below), guided discussion, and short written or reflective exercises that encourage comparison between Indigenous and mainstream economic frameworks

The department's approach to Indigenization in Economics includes the following strategies:

1. Incorporation of Indigenous Economic Perspectives

Where appropriate, courses - particularly foundational courses such as ECON 1100 - include discussion of Indigenous economic systems and values to highlight how economic behaviour, resource use, and decision-making are shaped by culture, history, and institutions.

- Concrete Next Step: Engage in discussion and prepare materials to introduce Indigenous content into ECON 1110 – Principles of Economics II (Fall/2027), which focus on macroeconomic concepts and policy.

2. Classroom Discussion and Critical Reflection

Students are encouraged to engage critically with Indigenous and market-based economic models, reflecting on the limits of standard economic assumptions and the implications of colonization for economic institutions and outcomes.

- Concrete Next Step: In ECON 1100 (starting in the Fall/2026), dedicate a structured class discussion or tutorial segment to compare Indigenous and market-based economic frameworks, supported by guided discussion questions or a short-written reflection. Where feasible, the department will invite Indigenous community members to participate through guest talks to support student learning and discussion.

3. Use of Disciplinary-Relevant Materials

Indigenous content is introduced through economics-relevant materials that focus on economic organization, sustainability, distribution, and decision-making, rather than as add-on or stand-alone content.

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- Concrete Next Step: Commit to ongoing review and updating of course materials, including relevant readings, multimedia resources, and economics-focused case examples, informed where appropriate by dialogue with Indigenous community members and Jaimie Kehego (Learning Specialist, Indigenization).

4. Curriculum Review and Development

The department views Indigenization as an ongoing process and will continue to review and refine course content to identify additional opportunities for meaningful and appropriate integration across the curriculum.

- Concrete Next Step: Beyond the introduction of Indigenous content in first-year Economics courses, the Department of Economics plans to develop (Winter/2027) a dedicated second-year ECON course in Indigenous Economics, with particular focus on Canada. Development of this course will take place in consultation and ongoing dialogue with Jaimie Kehego (Learning Specialist, Indigenization) and Indigenous community members. It will examine Indigenous economic systems emphasizing community, sustainability, and relationships, as well as Indigenous-led enterprises, land and resource stewardship, governance, and economic reconciliation in contrast to Western economic models.

5. Faculty Awareness and Development

Economics faculty has engaged and will continue to engage in learning opportunities related to Indigenization, including workshops and discussions facilitated by Indigenous learning specialists, and are encouraged to continue building capacity to incorporate Indigenous perspectives responsibly.

- Concrete Next Step: Encourage faculty to further educate themselves about Indigenous histories, economic perspectives, and ways of knowing, and to participate in workshops, training sessions, and related professional development activities offered by the University of Windsor.

6. Interdisciplinary Awareness

The department recognizes that Indigenous economic perspectives intersect with fields such as sustainability, governance, public policy, and social justice, creating opportunities for interdisciplinary dialogue within the social sciences.

- Concrete Next Step: Where appropriate, highlight connections between Indigenous economic perspectives and related themes in other social science disciplines through examples, readings, or discussion in Economics courses.

7. Student Engagement and Inclusivity

Introducing Indigenous perspectives in required Economics courses helps foster an inclusive learning environment and supports student awareness of diverse economic experiences and ways of knowing.

- Concrete Next Step: Encourage students to attend workshops, training sessions, and related learning opportunities offered by the University of Windsor that promote awareness of Indigenous perspectives and ways of knowing.

While not all Economics courses include explicit Indigenous learning outcomes, the department's strategy emphasizes early exposure, critical engagement, and gradual expansion of Indigenous perspectives throughout the curriculum. This approach aligns with the Truth and Reconciliation Commission's Calls to Action related to education and with the University of Windsor's principles on Indigenous education, while remaining appropriate to the disciplinary context of Economics.

References:

1. [Indigenous Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
2. [Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh, Department of Economics, University of Windsor \(2025\).](#)
3. [Video Indigenous vs Market Economics – Prepared by Dr. Sang-Chul Suh and Gavin Bayn, Economics major student, Department of Economics, University of Windsor \(2025\)](#)
4. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

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

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

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

N/A

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

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

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

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

The proposed revisions respond to evolving student demand and labour market expectations, particularly the increasing importance of analytical, quantitative, and data literacy skills across a wide range of occupations. This assessment is informed by labour market information from Canadian and Ontario sources (e.g., Statistics Canada, Job Bank. See also [Job prospects Economist in Ontario](#)) and observed student interest in data-oriented, applied coursework (informal conversations and focus group with current and past BAG students).

While demand for the specific occupation of economist is moderate, there is sustained demand for graduates who can apply economic reasoning alongside quantitative and data analysis skills in areas such as policy analysis, business analytics, finance, and public administration. Employers increasingly value the ability to interpret data, evaluate evidence, and support decision-making in data-driven environments. The societal need for these competencies is broad and persistent at the local, provincial, and national levels. Data-informed decision-making is widely recognized as a valuable skill for labour market success. Labour market information—including trends, employment projections, and skills data—helps individuals plan education and career pathways and align their skills with employer needs, improving their ability to make strategic decisions about training and work opportunities. For example, Canadian labour market resources emphasize the importance of such information in guiding career planning and job search decision-making. Labour market statistics also show that individuals with bachelor's degrees tend to experience stronger employment growth compared with less-educated workers, underscoring the value of postsecondary education and analytical skills in the current economy (see, e.g., [Canadian employment trends in the era of generative artificial intelligence: Early evidence](#) and [Labour market information](#)).

The BA General is distinct from the BA Honours and BSc Honours programs. As a three-year degree, it provides a broad and accessible pathway focused on economic reasoning and applied skills, without the level of specialization or technical intensity required in the Honours programs. The proposed changes were also informed by student feedback and advising experience, which indicated a need for greater program structure and clearer progression pathways. In particular, BA students transferring to Honours have often required two additional years to complete the degree, prompting the strengthened core and revised course sequencing. The revisions strengthen this pathway by ensuring that graduates complete the program with a foundation in data literacy and quantitative analysis, positioning them more competitively in the labour market. In particular, the revised BA General Economics program responds to these needs by embedding computational and statistical training (COMP 1047, COMP 2067, STAT 2910) and strengthening

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applied quantitative economics (ECON 2220 and ECON 2320). These additions ensure that graduates develop practical, transferable skills that enhance employability.

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

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

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

Projected enrolments for the first five years are provided in the accompanying table. The Department anticipates stable or modestly increased enrolments following the revisions. The updated program offers a clearer structure, improved first-year entry points, and a stronger emphasis on analytical and data literacy skills, while maintaining the flexibility of a three-year BA degree. These changes are expected to support both recruitment and retention. The long-term steady-state target of approximately 30 students is realistic and sustainable under the revised program structure.

B.4.3 Duplication (Ministry section 3)

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

The revised BA Economics (General) program is not a new area of study, but a modernization of an existing program. While most Ontario universities offer four-year BA degrees in Economics, three-year General BA programs are less common (e.g., McMaster, Guelph). Maintaining this program at the University of Windsor is therefore an important asset, as it provides an accessible and flexible pathway for students seeking a three-year degree, while also allowing progression into Honours programs for those who wish to pursue further specialization.

While similar BA programs exist across the province, the revised program is differentiated by its structured integration of computational and data literacy skills within a flexible three-year framework. The inclusion of COMP 1047, COMP 2067, alongside strengthened quantitative economics (ECON 2220 and ECON 2320), ensures that students develop applied analytical skills that are not consistently embedded in comparable General BA programs.

The program also serves a distinct role within the Department’s offerings. It provides a broad and accessible pathway focused on economic reasoning and applied skills, complementing the more specialized BA Honours and BSc Honours programs and supporting diverse student goals.

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B.5 RESOURCES

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

B.5.1 Resources Available

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

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

The revised program can be implemented within current resources and is expected to operate in a sustainable manner while maintaining the quality of instruction and student support. The Department of Economics has sufficient faculty, administrative, and support resources to deliver the revised BA General Economics program. Most required courses, including introductory and intermediate theory, are already part of the regular teaching rotation. The revisions primarily reorganize and sequence existing offerings rather than introducing significant new instructional demands.

The addition of ECON 1060, ECON 2220 (intermediate Microeconomics II), and ECON 2320 (intermediate Macroeconomics II), will be accommodated through existing teaching capacity and modest adjustments to elective offerings. As these changes largely replace, rather than expand, upper-level electives, overall teaching loads are expected to remain stable.

The program will continue to rely on existing university infrastructure, including library resources, computer labs, advising services, and IT support. Required supporting courses in Computer Science and Statistics (COMP 1047, COMP 2067, STAT 2910) will be delivered in coordination with the respective departments (see email exchange attached), with no anticipated additional resource requirements.

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

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

Include:

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

The Department of Economics has sufficient faculty expertise to support the delivery of the revised BA Economics

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(General) program. The Department currently consists of 10 full-time faculty members, with coverage across core areas of the discipline, including microeconomics (3 faculty), macroeconomics (4 faculty), econometrics (2 faculty), and applied microeconomics (1 faculty).

This distribution ensures that all core components of the program - including introductory and intermediate theory, quantitative methods, and applied courses - can be delivered on a regular basis. The new and added courses (ECON 1060 Quantitative Methods in Economics I (See Form D), ECON 2220, and ECON 2320) fall within existing areas of faculty expertise and will be staffed using current resources. Faculty in the Department are actively engaged in research and teaching across a range of applied and quantitative fields, supporting the program's emphasis on economic analysis, data literacy, and policy applications.

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

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

The Department of Economics does not anticipate reliance on Adjunct, Limited-term, or Sessional faculty to deliver the revised program.

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

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

N/A

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

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

N/A

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

The revised curriculum creates opportunities for internal reallocation and improved efficiency. A more focused set of core and elective offerings allows faculty effort to be concentrated in key courses, while clearer sequencing reduces duplication and supports more sustainable scheduling. Improved alignment across courses also facilitates advising and reduces administrative demands. These changes are consistent with the form's expectation of identifying efficiencies through program restructuring. No negative impacts on other units are anticipated.

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

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

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

No additional faculty or GA/TA resources are required to deliver the revised BA General Economics program. However, the Department of Economics currently shares its Administrative Secretary position (50% in Economics and 50% in another department). Given the size and complexity of the Economics programs, and the proposed revisions to the BA General Economics program, the department anticipates the need for a full-time, fully dedicated Administrative Secretary to adequately support students and program administration.

This need is consistent with the most recent IQAP Review report, which stated:

Recommendation #9: The Secretary to the Head should be a full-time position to adequately support Economics students. Response: We strongly agree with the reviewers' assessment that the current level of administrative support is inadequate for a department of our size and complexity.

The request for a full-time Administrative Secretary aligns with this recommendation and reflects the administrative demands associated with supporting undergraduate program delivery.

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

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

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

The revised program does not require additional institutional resources beyond those already available. Required services - including library resources, advising, information technology support, and classroom facilities - are adequately provided through existing university structures.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

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

The revisions to the BA Economics program do not introduce changes to the University of Windsor's general admission

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requirements for entry into the BA General Economics degree. Admission remains governed by the existing Senate-approved standards for undergraduate entry. Students entering the revised program will continue to be admitted under the standard BA General Economics admission model and are expected to have appropriate high-school preparation to succeed in introductory economics, statistics, and computing courses. The addition of structured first-year economics course (ECON 1060) supports students with varied academic backgrounds by introducing quantitative methods and mathematical techniques used in economic analysis and facilitating the transition from high-school to university learning.

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

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

Admission to the BA General Economics program follows University of Windsor requirements, with ENG4U as the primary prerequisite. These requirements are appropriate for a program designed to be accessible to students from diverse academic backgrounds. The revised curriculum and sequencing of courses will allow students to progress through the degree program and meet the intended program learning outcomes. Courses such as ECON 1060, ECON 1100, ECON 1110, COMP 1047, COMP 2067, and STAT 2910 provide structured training in economic reasoning, numeracy, and computational literacy, supporting a smooth transition to university-level work.

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

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

Bachelor of Arts General Economics

Degree Requirements

Total courses: thirty.

- (a) **ECON-1060**, ECON-1100, ECON-1110, ECON-2120, ECON-2210, **ECON-2220**, ECON-2310, **ECON-2320**; and ~~six~~ **three** 2XXX, 3XXX or 4XXX level courses. (With the approval of a program advisor, equivalent statistics courses may be substituted for ECON-2120.)
- (b) **COMP-1047**, **COMP-2067**, and ~~STAT-2920~~, or ~~STAT-2910~~ (**STAT-2910** or **STAT-2920**)
- (c) eight courses from outside Social Sciences with at least two from Arts/Languages and two from Sciences;
- (d) four courses from any area of study including Economics
- (e) ~~six~~ **four** courses from any area of study excluding Economics

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

Does the revised program include new courses?:

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

No

If yes, list all new courses: **ECON1060 Quantitative Methods in Economics**

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

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

N/A

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

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

Recommended Course Sequencing

Year 1

Fall: **ECON-1060**, ECON-1100, **COMP-1047** plus **two** courses

Winter: ECON-1110, **COMP-2067** plus **three** courses

Year 2

Fall: ECON-2210*, **ECON-2120**, ECON-2310, STAT-2910 (or STAT-2920), **one** courses

Winter: **ECON-2220**, **ECON-2320**, two economics courses, **one** other course

Year 3

Fall: **three** economics courses, **two** other courses

Winter: two economics courses, three other courses

Notes: STAT-2920 is recommended. If STAT-2920 is chosen instead of STAT-2910, MATH-1730 is required and should be taken in Year 1.

A student who had successfully completed ECON-1100 could take ECON-2210 in the Winter of Year 1, rather than in Winter of Year 2.

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

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

The revised program provides a coherent framework that enables students to achieve the intended learning outcomes and degree-level expectations. The structure and requirements of the revised BA General Economics program are designed to support the attainment of program-level learning outcomes through a clear and progressive sequence of courses. Foundational courses introduce core economic concepts and quantitative skills, while intermediate and upper-level courses reinforce and apply these skills in analytical and policy contexts. The inclusion of computational and statistical training further supports the development of data literacy and evidence-based reasoning.

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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.

N/A

C.3.2.2 New or Changes to Standing Required for Graduation

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

N/A

**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)
COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

Bachelor of Arts General Economics

Learning outcomes were last updated May 26, 2017. These are revised learning outcomes.

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> At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
Explain economic concepts, problems and solutions. Integrate knowledge of economics with quantitative and computational methods in order to quantify economic models.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
Retrieve and evaluate data from a wide range of public data sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
Compare the impacts of different assumptions on a theoretical model and quantify their effects on its conclusions. Apply economic analysis to everyday problems in real world situations. Describe current economic events and evaluate specific policy proposals.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge

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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 A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
Organize and interpret a range of economic data on both descriptive and analytical levels. Use statistical, computational, and mathematical tools to analyze economic problems.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
Articulate the philosophical basis of economic problems as well as give appropriate remedies.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
Convey technical information, ideas and arguments to target audiences clearly and persuasively in written form.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
Formulate findings and recommendations on economic problems in a precise and concise manner.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
Demonstrate independent and critical thinking that is required for continuing professional development.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

The program is delivered primarily through in-person, classroom-based instruction, including lectures, seminars, tutorials, and computer-based learning sessions. This approach aligns with the program's emphasis on analytical reasoning, quantitative methods, computational skill development, and effective communication.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

Student achievement in the revised BA General Economics program will be assessed through a combination of assignments, problem sets, exams, and applied projects. The introduction of ECON 1060, ECON 2220, and ECON 2320

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strengthens the assessment of core economic reasoning and quantitative skills, while COMP 1047, COMP 2067, and STAT 2910 provide additional opportunities to evaluate computational and data analysis skills.

These courses incorporate practical exercises and data-based assignments that allow students to demonstrate their ability to apply economic concepts and interpret quantitative evidence. In addition to course-based evaluation, the Undergraduate Director and the Department's curriculum committee will actively monitor the program. This will include early feedback mechanisms, such as student surveys after the first semester, periodic focus groups, and ongoing consultation with students. This approach supports continuous improvement and ensures that the program remains aligned with its intended learning outcomes.

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

Describe the appropriateness of the plans to monitor and assess:

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

The Department of Economics will establish a process to document and review program outcomes, student performance, and overall program quality. Information will be collected from multiple sources, including course outcomes, student progression and completion data, and feedback gathered through course evaluations and departmental consultations.

This information will be reviewed regularly by the Undergraduate Director and the Department to assess whether the program is meeting its objectives and whether students are achieving the intended learning outcomes. Particular attention will be given to course sequencing, workload, and student progression through the program.

Findings will be documented through departmental records and incorporated into annual reporting and the cyclical program review process. The results will be used to inform adjustments to course offerings, sequencing, and advising, ensuring ongoing alignment between program design, student experience, and learning outcomes.

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

N/A

APPENDIX A – BUDGET SUMMARY SHEET

Not applicable – This is an existing program with predominantly cost savings-oriented changes. The Department anticipates stable or modestly increased enrolments following the revisions. No additional funds or expenses are required for the program change.

**University of Windsor
Senate**

*5.1.4: **Bachelor of Science (Kinesiology and Health Studies) Degree Completion Pathway for Graduates of Mohawk College's Occupational Therapist Assistant/Physiotherapist Assistant Program – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Bachelor of Science (Kinesiology and Health Studies) degree completion pathway for Graduates of the Mohawk College Occupational Therapist Assistant/Physiotherapist Assistant Program be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal been approved by the Faculty of Human Kinetics Council, the Provost, and the Program Development Committee.
- Provost Comments: The Provost delegate expressed strong support for this initiative, noting that it aligns well with the development of pathways to attract new students and reinforces the four-pillar framework. It also facilitates student enrollment in the two-year programs, where growth is particularly needed.
- *See attached for full proposal.*
- *See also S260529-5.1.4a for Learning Outcomes and S260529-5.1.4b for Letter of Support.*

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A. Basic Program Information

Faculty(ies)	Human Kinetics
Department(s)/School(s)	Kinesiology
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Science (Kinesiology and Health Studies)(degree completion with Mohawk College Occupational Therapist Assistant/Physiotherapist Assistant program)
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2026
Mode of Delivery:	In person
Planned steady-state Student Enrolment (per section B.4.2)	3
Normal Duration for Completion:	3 years (6 terms)
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

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

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.

Describe the overall aim and intended impact of the revised program.

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

Our Home and Mission

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

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

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

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Moreover, Human Kinetics' long-standing degree completion programs with Lambton, Durham, and St. Clair Colleges, have resulted in a handful of transfer students each year. This proposal aims to create a relationship with the OT/PTA program at Mohawk College to bring in a few students each year, thus helping to increase our intake of domestic 105 students. The Associate Vice President Academic (W. Lawson), the Associate Dean of the Department of Allied Health (A DePape), and the Program and Clinical Program Coordinator and Professor (P Illman) are excited to see this relationship get off the ground (see support letters in appendix).

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

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

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

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

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

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

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

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

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

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

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

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From a program- and faculty-wide perspective:

- We introduced new program learning outcomes (senate approved: May 9, 2024) for the BSML and BScKHS undergraduate degree programs:
 - Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000, which is a core course for both degree (BSML and BScKHS) students, introduced a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority and now includes teachings related to the Medicine Wheel.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
 - Recreational Services provided support for the Turtle Island March Break Camps in 2024 and 2025, including sport activities, fitness classes, and the challenge course.
 - Recreational Services provided support for the Turtle Island Summer Camps in 2024 and 2025, including aquatic activities, sport activities, and the challenge course.
 - Recreational Services continues to honour an agreement with the Can-Am Friendship Centre for TLC memberships to use the indoor walking track.
 - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (<https://windsorstar.com/news/local-news/lacrosse>)
 - Lancer Hockey provided support to First nations communities in British Columbia (<https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx> and <https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx>)
 - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (<https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival>)
 - In 2021, The Department of Kinesiology Hosted a lecture entitled “Fire Keepers and the Fire Within” by Stanford Zhupkooum White in support of Orange Shirt Day. (<https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey>)
 - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (<https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850>)
 - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
 - Lancer Men’s Football team had an Indigenous educational session with Dr. Bev Jacobs and Kat Pasquach in honour of Orange Shirt Day in 2023.
 - A Pow Wow is currently being planned/scheduled in the Toldo Lancer Centre for May 1 & 2, 2026 (being organized by the Aboriginal Outreach and Retention Coordinator). The last Pow Wow held in the TLC was May 11-13, 2023.
- Drs. Dixon and Eddy are currently co-editing a textbook that will likely be used in future iterations of KINE-1200 and KINE-1500 (working title of Fundamentals of Sport Management in Canada). Within the text, Dr. Christine O’Bonsawin, and Indigenous scholar from University of Victoria, was asked to join the editorial team to ensure that, where applicable and appropriate, the text is responding to the Truth and Reconciliation Commission of Canada’s Call to Action 87 (greater public education on Indigenous sport history) by ensuring that our contributing authors present Indigenous content in as many chapters as possible. Drs. Gee, Millar, and Morrison have all contributed chapters to this textbook, as well as at least eight (8) SML alumni.

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- Ms. Danielle Matias is an active board member for the CUBE, in which she provides culturally relevant resources, mentorship, and opportunities specifically designed for Indigenous students to thrive in the educational pursuits.
- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). ([https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_\(Fall_2017\)](https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017))) and <https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477>
- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEMBER event open to Indigenous students from the GECDSB).
- Established a VOICES of Excellence Scholarship valued at \$1000 to support Black and/or Indigenous students entering Human Kinetics.

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

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

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

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

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

- A few instructors have consulted with the University of Windsor’s Learning Specialist, Indigenization to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,

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

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

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

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

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

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

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

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

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

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

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

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

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

B.4.3 Duplication (Ministry section 3)

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

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

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

B.5 RESOURCES

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

B.5.1 Resources Available

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

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

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

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

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

Include:

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

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

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

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

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

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

Faculty-Level (Internal)

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

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- Faculty of Human Kinetics Mentorship Award, 2020 (Dr. T. Loughead)
- Wayne Marino Faculty of Human Kinetics Teaching Award, 2018 (Dr. K. Milne)

University-Level (Internal)

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

External

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

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

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

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

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

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

N/A

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

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

N/A

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

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

A student may enter the Honours BSc-KHS degree after completing the two-year Diploma in Occupational Therapy Assistant/Physiotherapy Assistant with a cumulative average equivalent to 70% (3.0) or better.

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

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

Students enrolled in the OT/PTA program at Mohawk College take 2 terms of foundational courses, followed by 2 terms of intensive lab/hands-on training and field experience. Upon graduation, students:

- will be able to assist in the implementation of therapeutic plans and programs
- will be able to assist in enabling a client’s optimal performance, and help them effectively cope with limitations to function, activities of daily living, leisure, and work
- will have completed clinical placements within a variety of work settings including hospitals, private clinics, long-term care facilities, and children’s treatment centres

Therefore, students who graduate from the OT/PTA program at Mohawk College with a minimum of 70% (3.0) will be sufficiently prepared for the Honours BSc-KHS.

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

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

Bachelor of Science (Kinesiology and Health Studies) (degree completion with Mohawk College Occupational Therapist Assistant/Physiotherapist Assistant program)

Total courses: 30

Degree requirements: Students will have to complete the following courses in order to fulfill the requirements of the BSc-KHS degree program.

(a) Human Kinetics Core Courses (TAKE ALL):

- o KINE-1000. Health and Wellness
- o KINE-2250. Ethics in Sport and Physical Activity
- o KINE-2690. Measurement and Evaluation
- o KINE-2700. Research Design

b) Required Kinesiology and Health Studies Courses (TAKE ALL):

- o KINE-1110. Principles of Mental Skills Training
- o KINE-1650. Functional Anatomy I
- o KINE-1660. Functional Anatomy II
- o KINE-1800. Fundamental Mechanics of Human Motion
- o KINE-2040. Sport Nutrition
- o KINE-2100. Human Performance
- o KINE-2240. Physical Ergonomics and Injury Prevention
- o KINE-2600. Physiology of Human Performance
- o KINE-2850. Human Growth and Development

Kinesiology and Health Studies Course (SELECT 6 COURSES):

- o KINE-2620. Human Factors and Performance
- o KINE-3010. Use and Abuse of Drugs
- o KINE-3020. Exercise Psychology
- o KINE-3030. Imagery Effects on Performance
- o KINE-3060. Obesity and Eating Disorders
- o KINE-3100. Motor Learning and Control
- o KINE-3330. Applied Sport Psychology
- o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
- o KINE-3600. Respiratory Physiology
- o KINE-3610. Musculoskeletal Physiology
- o KINE-3630. Cognitive Ergonomics
- o KINE-3150. Scientific Principles of Strength and Conditioning
- o KINE-3770. Sport Tactics and Strategies
- o KINE-3800. Global Perspectives in Human Kinetics
- o KINE-4000. Human Movement and Aging
- o KINE-4040. Population Health
- o KINE-4080. Dynamics of Skill Acquisition
- o KINE-4100. Adapted Physical Activity
- o KINE-4150. Fundamentals and Application of Sport Science

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- o KINE-4330. Selected Topics in Sport Leadership
- o KINE-4530. Perceptual Motor Development
- o KINE-4580. The Endocrine System in Sport, Exercise and Health
- o KINE-4600. Cardiovascular Physiology
- o KINE-4610. Clinical Exercise Rehabilitation
- o KINE-4620. Exercise in Extreme Environments
- o KINE-4630. Applied Neurophysiology
- o KINE-4640. The Pathophysiology of Pain
- o KINE-4650. Advanced Physical Ergonomics and Injury Prevention
- o KINE-4660. Cardiac Rehabilitation
- o KINE-4670. User Experience
- o KINE-4710. Sports Therapy
- o KINE-4760. Principles of Coaching
- o KINE-4770. Outdoor Recreation
- o KINE-4780. Undergraduate Thesis* (6 credits)
- o KINE-4800. Advanced Biomechanics
- o KINE-4850. Group Dynamics in Sport
- o KINE-4900. Special Topics in Kinesiology and Health Studies
- o KINE-4980. Internship (4 months)

Kinesiology and Health Studies Labs (SELECT 2 COURSES):

- o KINE-4920. Laboratory Experiences in Kinesiology I
- o KINE-4930. Laboratory Experiences in Kinesiology II

(c) four courses (at the 2000 level or above) from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

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

*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only 5 of the Kinesiology and Health Studies elective courses listed in section (b).

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

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

Courses used to calculate the major average are: all of the above

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

Does the revised program include new courses?:

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

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

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

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

N/A

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

No

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

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

Year 1

- KINE-1000 – Health and Wellness (F)
- KINE-1110 – Principles of Mental Skills Training (F)
- KINE-1650 – Functional Anatomy I (F)
- KINE-2250 – Ethics in Sport and Physical Activity (F)
- KINE-1800 – Fundamental Mechanics of Human Motion (W)
- KINE-2100 – Human Performance (W)
- KINE-1660 – Functional Anatomy II (W)
- + 3 electives

Year 2

- KINE-2240 – Physical Ergonomics and Injury Prevention (F)
- KINE-2600 – Physiology of Human Performance (F)
- KINE-2700 – Research Design (F)
- KINE-2690 – Measurement and Evaluation (W)
- KINE-2040 – Sport Nutrition (W)
- KINE-2850 – Human Growth and Development (W)
- +2 3rd and 4th year major courses
- +2 electives

Year 3

- KINE-4920 (Laboratory Experiences in Kinesiology I) (F)
- KINE-4930 (Laboratory Experiences in Kinesiology II) (W)
- 4 3rd and 4th year major courses
- 4 electives

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

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

Students completing this degree completion program will obtain the same program learning outcomes as the Honours BSc-KHS (Senate approval May 24, 2024). The courses chosen for this degree completion program have been chosen based on the requirements and courses that students will have taken at Mohawk College.

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

C.3.1.1 Normal Duration for Completion

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

N/A

C.3.1.2 Program Research Requirements

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

N/A

C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

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

N/A

C.3.2 For All Program Proposals

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

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

There are no changes to the current Honours BSc-KHS degree for continuation in the program.

C.3.2.2 New or Changes to Standing Required for Graduation

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

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

Therefore, students must achieve the 30 credits with a minimum average of 60% to graduate with the Honours BSc-KHS degree.

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

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the *Characteristics of a University of Windsor Graduate* by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance*

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*with the articulation of learning outcomes (degree level expectations). **For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.] **For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

There are no changes to the current learning outcomes for the Honours BSc-KHS. (See attached)

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

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

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

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

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

Describe the appropriateness of the plans to monitor and assess:

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

Application, admission, and graduation rates will be monitored annually. Moreover, student grades will be monitored after each semester. Based on our other degree completion programs already in place that are similar in nature (e.g., St. Clair College, Durham College, Lambton College), most students have done well, and a few have even carried on into our graduate program.

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

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

N/A

APPENDIX A – BUDGET SUMMARY SHEET

Not applicable – This is pathway into an existing program. The Faculty anticipates modestly increased enrolments. No additional funds or expenses are required for the program change.

Honours Bachelor of Science (Kinesiology and Health Studies)**Program Learning Outcomes**

Last Updated: May 10, 2024

S240510-99

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>Identify and describe current concepts and issues in Kinesiology and Health Studies.</p> <hr/> <p>Identify, measure and evaluate appropriate movement patterns and functioning across multiple settings including: the workplace, sport, health, and rehabilitation.</p> <hr/> <p>Explain the importance of Kinesiology and Health Studies research and the application of knowledge gained from such inquiry.</p> <hr/> <p>For CO-OP: apply Kinesiology and Health Studies concepts in a practical context.</p>	<p>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 research through library databases.</p> <hr/> <p>Appraise, interpret and summarize Kinesiology and Health Studies research, relating the findings to relevant literature and industry practice.</p> <hr/> <p>Define research questions relevant to the study of human movement.</p> <hr/> <p>Utilize applicable laboratory equipment, software and scientific principles to collect and report research data.</p>	<p>B. 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>Identify and apply appropriate Kinesiology and Health Studies concepts, theories and methodologies to improve human functioning and well-being.</p> <hr/> <p>Utilize academic knowledge and critical thinking skills to analyze problems within the field of Kinesiology and Health Studies.</p> <hr/> <p>For CO-OP: utilize academic knowledge to solve practical problems relevant to Kinesiology and Health Studies.</p>	<p>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>Use appropriate statistical analysis techniques as required by the research design.</p> <hr/> <p>Interpret quantitative and qualitative data to solve questions related to the description and cause of human movement.</p>	<p>D. literacy and numeracy skills</p>	<ol style="list-style-type: none"> 4. Communication skills 5. Awareness of limits of knowledge
<p>Recognize and follow the University of Windsor ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <hr/> <p>For CO-OP: recognize and follow professional etiquette standards specific to the workplace.</p> <hr/> <p>Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, learn, live, and play.</p>	<p>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>Communicate Kinesiology and Health Studies concepts, methods and research effectively, in both oral and written formats.</p> <hr/> <p>For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.</p>	<p>F. interpersonal and communications skills</p>	<ol style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity

<p>Work successfully and respectfully with peers, university personnel and community organizations, both independently and as a team member.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication skills 6. Autonomy and professional capacity</p>
<p>Identify and apply innovative solutions to current Kinesiology and Health Studies issues.</p> <hr/> <p>Recognize and assess human movement patterns and development across the lifespan and within different settings, including the workplace, sport, and rehabilitation.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies 3. Application of knowledge 6. Autonomy and professional capacity</p>
<p>Identify relevant academic and non-academic sources to remain current with research and popular trends in Kinesiology and Health Studies.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>



February 11, 2026

Dear Dr. Sarah Woodruff, Associate Dean, Academic Programs

The Mohawk College Occupational Therapist/Physiotherapist (OTA/PTA) program is excited to collaborate with the University of Windsor in the development of a pathway to an undergraduate degree in Kinesiology and Health Studies. This pathway will offer our students the opportunity for a degree completion which may open up further academic pursuits towards established professional roles within a multitude of Health Care Settings.

Mohawk College's OTA/PTA Program is a unique program as students are educated in two professions within one program. Core courses in the OTA/PTA program are taught with an interprofessional course delivery model by both a Registered Occupational Therapist and a Registered Physiotherapist. Students are taught within the professional lens and practice theories of both professions.

Core OTA/PTA course curriculum builds and progresses from foundational knowledge in Semester One to musculoskeletal content in Semester Two, cognitive-neurological systems in Semester Three, and complex medical populations in Semester Four. Across all semesters, learning is scaffolded through our OTA/PTA in Health Care Delivery courses, where students work in small groups to build research skills, apply profession-specific theoretical frameworks, and use case-based learning to apply and understand the OTA/PTA role in various practice environments.

Throughout the program our students participate in skills labs in each discipline specific area supported by lab instructors who are current practicing clinicians bringing current and best practices to our skills labs. In all semesters experiential learning is an integral part of the curriculum delivery. This may include working with our Center for Healthcare Simulation and Research (CHSR) with various simulation activities incorporating Artificial intelligence (AI), Virtual Reality (VR) and real live simulated patients. In addition, fieldtrips to various clinical sites provide the OTA/PTA students with environmental context to their role.

The OTA/PTA program is accredited by the OTA/PTA Education Accreditation Program (EAP), a national accrediting body rooted within the national professional associations for both Occupational Therapy and Physiotherapy. As required by the EAP, within our curriculum all core OTA/PTA courses are mapped to the OTA and PTA national competency profiles as external standards. Another key accreditation requirement is the completion of clinical placement hours. Our students exceed the minimum requirements with over 500 hours across OTA and PTA practice areas during two clinical placement blocks in Semesters 3 and 4.

I look forward to working together to support our students in their continuing educational pursuits. Please feel free to contact me directly at anytime should you require further clarification about the Mohawk College OTA/PTA program.

With thanks,

A handwritten signature in cursive script that reads "Patricia Illman".

Patricia Illman, OT Reg. (Ont.)
Program & Clinical Coordinator and Professor
OTA/PTA Program
School of Health
Mohawk College, IAHS
Email: patricia.illman@mohawkcollege.ca

February 6, 2026

Dear Dr. Sarah Woodruff, Associate Dean, Academic Programs

Mohawk College is thrilled to be partnering with the University of Windsor by offering in-demand learning pathways. The pathway from our diploma program in Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA) program at Mohawk College to the undergraduate degree in Kinesiology and Health Studies at the University of Windsor will provide students with the opportunity to expand their learning in Health Sciences.

Our OTA/PTA program uses an inter-professional course delivery with occupational therapy (OT) and physiotherapy (PT) faculty and industry experts teaching collaboratively. The curriculum is offered through a variety of settings including virtual classrooms, in-person laboratory environments and clinical fieldwork placements. Students complete their coursework at Mohawk College's Institute for Applied Health Sciences (IAHS), which is located at McMaster University.

The OTA/PTA program at Mohawk College has been accredited by the Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP) in collaboration with Physiotherapy Education Accreditation Canada (PEAC) and the Canadian Association of Occupational Therapists (CAOT). The status of Accreditation was awarded to the program on April 30, 2025 for the period until April 30, 2031.

We look forward to working together to support our students wishing to pursue careers in the Health Sciences across different regions of Ontario. If you have any questions about our OTA/PTA program, please do not hesitate to contact us.

Sincerely,



Wendy Lawson MAppSc, CRGS, CRVS, FSC
Associate Vice President Academic
Dean, School of Health
Mohawk College, IAHS
Email: wendy.lawson@mohawkcollege.ca



Anne-Marie DePape, PhD
Associate Dean, Department of Allied Health
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Email: anne-marie.depape@mohawkcollege.ca

**University of Windsor
Senate**

*5.1.5: **Bachelor of Sport Management and Leadership Degree Completion Pathway for Georgian College's Sport Administration Program – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Bachelor of Sport Management and Leadership (degree completion with Georgian College Sport Administration program be approved. ^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal been approved by the Faculty of Human Kinetics Council, the Provost, and Program Development Committee.
- Provost Comments: The Provost delegate expressed strong support for this initiative, highlighting its alignment with efforts to develop new student pathways and strengthen the four-pillar framework.
- *See attached.*
- *See also S260529-5.1.5a for Learning Outcomes and S260529-5.1.5b for Letter of Support.*

**PROGRAM DEVELOPMENT COMMITTEE
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A. Basic Program Information

Faculty(ies)	Human Kinetics
Department(s)/School(s)	Kinesiology
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Sport Management and Leadership (degree completion with Georgian College Sport Administration program)
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2026
Mode of Delivery:	In person
Planned steady-state Student Enrolment (per section B.4.2)	3
Normal Duration for Completion:	3 years (6 terms)
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

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

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

Our Home and Mission

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

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

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

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

Moreover, our long-standing degree completion programs with Lambton, Durham, and St. Clair Colleges, have resulted in a handful of transfer students each year. This proposal builds upon a recent MOU for collaboration between Georgian Bay and the University of Windsor (Dated November 3, 2025) and aims to facilitate students wanting to continue their studies into a bachelor's program. Indeed, the coordinator of this diploma program (a past MHK-SML graduate) is excited to see this relationship get off the ground (*see support letter in appendix*).

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

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

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

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

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

The degree completion program with our Honours BSML is not new, but rather we are adding an additional program (Business Administration) from Georgian College. We regularly accept several students through various pathways and they have been successful. This pathway will help make the transition more seamless for those interested students.

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

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

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

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

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

From a program- and faculty-wide perspective:

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

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- Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000, which is a core course for both degree (BSML and BScKHS) students, introduced a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority *and now includes teachings related to the Medicine Wheel*.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
 - Recreational Services provided support for the Turtle Island March Break Camps in 2024 and 2025, including sport activities, fitness classes, and the challenge course.
 - Recreational Services provided support for the Turtle Island Summer Camps in 2024 and 2025, including aquatic activities, sport activities, and the challenge course.
 - Recreational Services continues to honour an agreement with the Can-Am Friendship Centre for TLC memberships to use the indoor walking track.
 - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (<https://windsorstar.com/news/local-news/lacrosse>)
 - Lancer Hockey provided support to First nations communities in British Columbia (<https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx> and <https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx>)
 - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (<https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival>)
 - In 2021, The Department of Kinesiology Hosted a lecture entitled “Fire Keepers and the Fire Within” by Stanford Zhupkooum White in support of Orange Shirt Day. (<https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey>)
 - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (<https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850>)
 - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
 - Lancer Men’s Football team had an Indigenous educational session with Dr. Bev Jacobs and Kat Pasquach in honour of Orange Shirt Day in 2023.
 - A Pow Wow is currently being planned/scheduled in the Toldo Lancer Centre for May 1 & 2, 2026 (being organized by the Aboriginal Outreach and Retention Coordinator). The last Pow Wow held in the TLC was May 11-13, 2023.
- Drs. Dixon and Eddy are currently co-editing a textbook that will likely be used in future iterations of KINE-1200 and KINE-1500 (working title of Fundamentals of Sport Management in Canada). Within the text, Dr. Christine O’Bonsawin, and Indigenous scholar from University of Victoria, was asked to join the editorial team to ensure that, where applicable and appropriate, the text is responding to the Truth and Reconciliation Commission of Canada’s Call to Action 87 (greater public education on Indigenous sport history) by ensuring that our contributing authors present Indigenous content in as many chapters as possible. Drs. Gee, Millar, and Morrison have all contributed chapters to this textbook, as well as at least eight (8) SML alumni.
- Ms. Danielle Matias is an active board member for the CUBE, in which she provides culturally relevant resources, mentorship, and opportunities specifically designed for Indigenous students to thrive in the educational pursuits.
- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200).

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

- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEMBER event open to Indigenous students from the GECSB).
- Established a VOICES of Excellence Scholarship valued at \$1000 to support Black and/or Indigenous students entering Human Kinetics.

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

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

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

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

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

- A few instructors have consulted with the University of Windsor’s Learning Specialist, Indigenization to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- Several faculty have relied on literature searches for Indigenous-related content. For example,
 - KINE-1000 has used literature searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority related to teachings about the social determinants of health and the Medicine Wheel.
 - KINE-2300 has consulted the TRC website <https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268> for the sport-/physical activity-related Calls to Action.

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- KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
- KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, the instructor has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
- KINE-4610 has used literature review and discussions with medical and chronic disease management specialists.
- KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

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

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

The degree name hasn't changed; we are simply adding a new degree completion pathway for graduates with a diploma in Business Administration from Georgian College.

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

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

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

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

We have not completed any formal student or market demand assessments. For the past 2 years (Fall 2025 and 2026), approximately 15 students (each year) entered our undergraduate degree programs after completing a college diploma/certificate. Based on our current degree completion pathways and the sizes of graduating classes, we expect 2-3 students/year from the Business Administration program at Georgian College.

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

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

	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation/Steady-state enrolment overall)

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	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	1		4		7		9		9	
<i>In the co-op/ experiential learning stream (if applicable)</i>										

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

B.4.3 Duplication (Ministry section 3)

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

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

B.5 RESOURCES

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

B.5.1 Resources Available

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

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

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

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

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

Include:

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

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

Specific to those that teach/research within the Sport Management and Leadership program, we have 2 full Professors, 4 Associate Professors, and 1 Assistant Professor. Faculty members have a diverse range of research interests, which when combined provide a unique and innovative way of studying Sport Management and Leadership, and their related sub-disciplines. Equally diverse are the research methods employed to collect and analyze research data (e.g., qualitative interviews, secondary data analysis, focus groups, questionnaires, document analysis, and real-time data acquisition). Faculty members have also been very active within their professional associations organizing and hosting academic conferences and serving as journal editors. Many of our faculty members have had tremendous success in publishing articles within high-quality, peer-reviewed journals and/or other peer-reviewed outlets. The success with research over the most recent years is attributed to the individual and collective excellence of our faculty, expansion of our doctoral program, and the overall enhancement of our research culture.

Several of our KHS faculty members have recently won Internal and external research awards or recognitions, including:

- University of Windsor Excellence in Research, Scholarship, and Creative Activity: Research Safety, 2023 (Dr. S. Martyn)
- University of Windsor Excellence in Research, Scholarship, and Creative Activity: Research Ethics Board, 2017-2023 (Dr. S. Martyn)
- Best article of the year, Journal of Sport History (NASSH), 2020 (Dr. C. Greenham)

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

Faculty-Level (Internal)

- Wayne Marino Faculty of Human Kinetics Teaching Award, 2021 (Dr. P. Millar)
- Faculty of Human Kinetics Mentorship Award, 2021 (Dr. V. Paraschak, Professor Emerita)
- Wayne Marino Faculty of Human Kinetics Teaching Award, 2019 (Dr. J. Dixon)

University-Level (Internal)

- University of Windsor Alumni Award for Distinguished Teaching Excellence Award, 2021 (Dr. P. Millar)
- Special Certificate for Exceptional Teaching, Celebration of Teaching Excellence, 2017 (Dr. S. Martyn)

External

- Distinguished Educator Award, North American Society for Sport Management (NASSM), 2024 (Dr. J. Dixon)
- Special Certificate for Exceptional Teaching, Beijing Sport University, 2017 (Dr. S. Martyn)

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

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

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

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

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

N/A

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

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

N/A

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

N/A

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

N/A

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

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

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

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

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

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

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

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

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

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

Students enrolled in the Business Administration program at Georgian College take 4 terms of coursework, including engaging in community leadership and field placements. The Sport Administration program provides the knowledge, skills and experience students need to undertake professional roles in the sport and recreation industry. Students are introduced to the fundamentals of business administration through courses in accounting, marketing, technology, research, and entrepreneurship, and they strengthen their ability to improve organizational outcomes using data leverage in a sports analytics course. Furthermore, operations in sports organization are developed through specialized courses in program planning, tournament and league scheduling, sponsorship, fundraising, fitness operations, and facility management. Therefore, students who graduate from the Business Administration program at Georgian College with a minimum of 70% (3.0) will be sufficiently prepared for the Honours Bachelor of Sport Management and Leadership.

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

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

Bachelor of Sport Management and Leadership (degree completion with Georgian College Sport Administration program)

Total courses: 25

Degree requirements: Students will have to complete the following courses in order to fulfill the requirements of the BSML degree program.

(a) Human Kinetics Core Courses (TAKE ALL):

- KINE-2690 Measurement and Eval

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- KINE-2700 Research Design

b) Required Sport Management and Leadership Courses (TAKE ALL):

- KINE-1330 Intro to Sport Leadership
- KINE-1400 Historical Perspectives on Physical Activity and Sport in Western Civilization
- KINE-2300 Sociology of Sport
- KINE-2450 Sport Marketing
- KINE-2520 Sport Finance
- KINE-3400 History of the Modern Olympic Movement
- KINE-4050 Gender Issues in Sport
- KINE-4330 Selected Topics in Sport Leadership
- KINE-4500 Human Resources in Sport Management
- KINE-4510 Sport and the Law
- KINE4590 Sport Media

(c) Sport Management and Leadership Courses (SELECT 2 COURSES):

- KINE-3330 Applied Sport Psychology
- KINE-3501 Practical Strategies for Social Change: Intervening and Prevent Sexual Violence
- KINE-3550 Socio-Economics Aspects of Sport and Leisure
- KINE-3570 Community Sport
- KINE-3770 Sport Tactics and Strategies
- KINE-3800 Global Perspectives in Human Kinetics
- KINE-4040 Population Health
- KINE-4400 History of Sport in Canada
- KINE-4410 Sport in America
- KINE-4430 Social Responsibility in Sport
- KINE -4440 Consumer Behaviour
- KINE-4520 Sport Policy and Governance
- KINE-4550 Global Issues in Sport Management
- KINE-4560 Sport Communication
- KINE-4570 Hockey in Canada
- KINE-4730 Social Construction of Leisure
- KINE-4750 Ind. Studies
- KINE-4760 Principles of Coaching
- KINE-4770 Outdoor Recreation
- KINE-4780 Undergrad Thesis
- KINE-4850 Group Dynamics in Sport

(d) four courses (at the 2000 level or above) from the Faculty of Arts, Humanities, and Social Sciences, the Odette School of Business, and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

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

(f) 1 course from any area of study, including 1000 or 2000 level KINE courses.

*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take none of the Sport Management and Leadership elective courses listed in section (c).

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

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

Courses used to calculate the major average are: all of the above

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

Does the revised program include new courses?:

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

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

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

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

N/A

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

No

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

Year 1

- KINE-1400 - Historical Perspectives on Physical Activity and Sport in Western Civilization
- KINE-2520 – Sport Finance
- KINE-2700 - Research Design
- KINE-1330 - Introduction to Sport Leadership
- KINE-2300 – Sociology of Sport
- KINE-2450 – Sport Marketing
- KINE-2690 - Measurement and Evaluation
- + 3 electives

Year 2

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

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- KINE-4590 - Sport Media
- +4 electives

Year 3

- 2 3rd and 4th year major courses
- 3 electives

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

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

Students completing this degree completion program will obtain the same program learning outcomes as the Honours BSML (Senate approval May 24, 2024). The courses chosen for this degree completion program have been chosen based on the requirements and courses that students will have taken at Georgian College.

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

C.3.1.1 Normal Duration for Completion

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

N/A

C.3.1.2 Program Research Requirements

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

N/A

C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

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

N/A

C.3.2 For All Program Proposals

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

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

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

C.3.2.2 New or Changes to Standing Required for Graduation

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

There are no changes to the current Honours BSML degree for graduation. As such, students must maintain a cumulative average >60% to remain in good standing. If a student does not meet this requirement at the end of any semester, they will be placed on probation. If at the end of the probation semester the average of 60% has not been met, they will be required to withdraw for a minimum of 12 months. Therefore, students must achieve the 25 credits with a minimum average of 60% to graduate with the Honours BSML degree.

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**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)
COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

***For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

There are no changes to the current learning outcomes for the Honours BSc-KHS. (see attached)

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

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

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

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

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

Describe the appropriateness of the plans to monitor and assess:

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

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Application, admission, and graduation rates will be monitored annually. Moreover, student grades will be monitored after each semester. Based on our other degree completion programs already in place that are similar in nature (e.g., St. Clair College, Durham College, Lambton College), most students have done well, and a few have even carried on into our graduate program.

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

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

N/A

APPENDIX A – BUDGET SUMMARY SHEET

Not applicable – This is pathway into an existing program. The Faculty anticipates modestly increased enrolments. No additional funds or expenses are required for the program change.

Honours Bachelor of Sport Management and Leadership**Program Learning Outcomes**

Last Updated: May 10, 2024

S240510-99

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>Identify and describe current concepts and issues in Sport Management and Leadership.</p> <hr/> <p>Identify, measure and evaluate effective management practices across multiple sport and recreation settings.</p> <hr/> <p>Explain the importance of Sport Management and Leadership research and the application of knowledge gained from such inquiry.</p> <hr/> <p>For CO-OP: Apply Sport Management and Leadership research and the application of knowledge gained from such inquiry.</p>	A. the acquisition, application and integration of knowledge	<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 research through library databases.</p> <hr/> <p>Appraise, interpret and summarize Sport Management and Leadership research, relating the findings to relevant literature and industry practice.</p> <hr/> <p>Utilize applicable software and scientific principles to collect and report research data.</p>	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 knowledge 2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge

<p>Identify and apply appropriate Sport Management and Leadership concepts, theories and methodologies to improve organizational functioning.</p> <hr/> <p>Utilize academic knowledge and critical thinking skills to analyze problems within the field of Sport Management and Leadership.</p> <hr/> <p>For CO-OP: Utilize academic knowledge to solve practical problems relevant to Sport Management and Leadership.</p>	<p>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>Use clear, concise written work to describe problems and solutions in Sport Management and Leadership.</p> <hr/> <p>Use appropriate statistical analysis techniques as required by the research design.</p>	<p>D. literacy and numeracy skills</p>	<ol style="list-style-type: none"> 4. Communication skills 5. Awareness of limits of knowledge
<p>Interpret quantitative and qualitative data to solve questions related to the functioning of sport-related organizations.</p> <hr/> <p>Recognize and follow the University of Windsor ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <hr/> <p>Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age where they work, learn, live and play.</p> <hr/> <p>For CO-OP: recognize and follow professional etiquette standards specific to the workplace.</p>	<p>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>Communicate Sport Management and Leadership concepts, methods and research effectively, in both oral and written formats.</p> <hr/> <p>For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.</p>	<p>F. interpersonal and communications skills</p>	<ol style="list-style-type: none"> 4. Communication skills 6. Autonomy and professional capacity

<p>Work successfully and respectfully with peers, university personnel and community organizations, both independently and as a team member.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication skills 6. Autonomy and professional capacity</p>
<p>Identify and apply innovative solutions to current Sport Management and Leadership issues.</p> <hr/> <p>Recognize and assess Sport Management and Leadership practices within and across sport related settings.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of methodologies 3. Application of knowledge 6. Autonomy and professional capacity</p>
<p>Identify relevant academic and non-academic sources to remain current with research and popular trends in Sport Management and Leadership.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and professional capacity</p>



Friday, March 20, 2026

Dr. Sarah Woodruff
Associate Dean – Academic Programs & Professor
Faculty of Human Kinetics
University of Windsor
401 Sunset Avenue
Windsor, ON N9B 3P4

Dear Dr. Woodruff,

I am writing to express our support for obtaining the necessary approvals at the University of Windsor to establish an articulation agreement between the Georgian College Sport Administration program and the University of Windsor.

This agreement will create a pathway for Georgian College Sport Administration graduates to continue their education and pursue a Sport Management and Leadership 4-Year Honours Degree program at the University of Windsor. Georgian College will provide guidance to students to ensure a smooth and successful transfer process to the University of Windsor.

If you require any additional information, please feel free to contact me at 705-728-1968 or via email at bryan.hunt@georgiancollege.ca.

Thank you for your attention, and I look forward to continuing our collaborative efforts.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bryan Hunt'.

Bryan Hunt
Dean, Business, Hospitality and Tourism
Georgian College

**University of Windsor
Senate**

5.1.6: **Bachelor of Engineering Technology – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the major program changes to the Bachelor of Engineering Technology be approved in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The major program changes have been approved by the Departments of Mechanical, Automotive, and Materials Engineering Council, Civil and Environmental Engineering Council, Electrical and Computer Engineering Council, the Faculty of Engineering Coordinating Council, the Provost, and the Program Development Committee.
- Provost Comments: The Provost delegate supports the addition of a four-year degree and recognizes the value it brings in increasing flexibility and access for students. This is a positive step toward improving degree completion rates and strengthening opportunities for collaboration with colleges. The Provost encourages engagement with the Dean of Education to explore potential concurrent offerings in Bachelor of Education and Educational Technology.
- The following Bachelor of Engineering Technology Streams exist: General Stream, Biomedical, Civil Stream and Mechanical Stream, Mechatronics and the following are new: Electrical, Industrial and Environmental Stream.
- The Biomedical and Mechatronics streams will not appear in the proposed changes and will remain only as degree completion programs. Admission to the Biomedical stream may be suspended for Fall 2026, depending on enrolment numbers. In that case students will stream into the general program.
- The Bachelor of Engineering Technology programs were designed as degree completion programs for three-year advanced diplomas from Ontario College of Applied Arts and Technology (CAAT) or a science/technical bachelor's degrees. The proposed change allows direct entry into first year of the bachelor's degree for most streams.
- *See attached.*

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A. Basic Program Information

Faculty(ies)	Engineering
Department(s)/School(s)	Faculty of Engineering Mechanical, Automotive and Materials Engineering Civil and Environmental Engineering Electrical and Computer Engineering
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Engineering Technology – General Stream Bachelor of Engineering Technology – Civil Stream Bachelor of Engineering Technology – Mechanical Stream Bachelor of Engineering Technology – Electrical Stream Bachelor of Engineering Technology – Industrial Stream Bachelor of Engineering Technology – Environmental Stream
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
Mode of Delivery:	In-Person
Planned steady-state Student Enrolment (per section B.4.2)	Total – 25 General - 5 Civil - 4 Mechanical - 4 Electrical - 4 Industrial - 4 Environmental – 4
Normal Duration for Completion:	Degree Completion – 12-16 months 4 Year Degree – 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 2.1.2.1; Ministry section 3)

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

Under the direction of the Associate Dean, Academic, and with guidance from members of the Faculty of Engineering Curriculum Committee (FECC), the Pathways Success Learning Specialist for the Faculty of Engineering has undertaken a review of the Bachelor of Engineering Technology (“BET”) core and individual stream curriculum. There were several reasons for review of the curriculum which are outlined below

Revised Bachelor of Applied Science Engineering Curriculum

The BET curriculum for the General, Civil and Mechanical streams strategically utilizes courses from the existing BASc program and with the changes that were undertaken in 2022 and 2023 to all BASc programs, revisions are now required as courses listed in the BET curriculum are no longer offered. The revisions undertaken ensure alignment between the BASc and BET programs.

Defined Learning Outcomes and Alignment of Streams

A goal, driven by the continuous improvement efforts and feedback from the IQAP review, was to better define the learning outcomes for the program and ensure that the streams consistently aligned with these outcomes by finding a common core curriculum. This was done while maintaining the course levelling definition of the current program with the requirement to take major courses in their engineering stream at the junior, intermediate, and senior levels.

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The following outcomes were deemed important for the program as well as the specific courses that aid in achieving them:

- Fundamental basis in post-secondary mathematics, including Differential Calculus (MATH-1720), Linear Calculus (MATH-1730), and Linear Algebra *for major streams* (MATH-1250 or MATH-1270)
- A basic and applied understanding of the Engineering Design process (e.g. GENG-1201-Cornerstone Design, GENG-2201 – Engineering Design II, GENG-3201- Engineering Design III, or ELEC-3000-Engineering Design)
- A fundamental understanding of programming languages, specifically MATLAB, and digital computing concepts for analyzing engineering problems (GENG-2102- Programming and Algorithms)
- Applied knowledge on analyzing engineering data through fundamental probability, statistics and other analytical methods (GENG-2220-Probability and Statistics for Engineering)
- An introduction to accounting, business and financial concepts and how they relate to the engineering world (GENG-3130-Engineering Economics)

Increased Scheduling Flexibility

The layout of the previous curriculum was developed with the intent to mimic the availability of courses term-by-term in the BAsC program; however, as scheduling was revised and program changes were made, it created difficulty in advising students as it was rigid in definition. The revised curriculum respects the previous program definition of course leveling, while providing greater flexibility in selecting options from their major subject area, allowing student to choose from courses that are being delivered and for more flexibility in the pathway they take, full or part time.

Introduction of New Streams

As efforts were made to align the existing General, Civil and Mechanical streams, the opportunity to define new streams that aligned with the current BAsC program, without adding any overall delivery costs for the Faculty of Engineering, was considered. The new streams are developed to mimic the revisions to the current streams, aligning core courses and learning outcomes. The proposed streams would add opportunities for transferring students to the Faculty of Engineering.

Establish 4-Year Curriculum

The BET programs were only designed as degree completion programs when initially launched, essentially combining a series of 15-20 courses in addition to a student's previous post-secondary education in the form of a 3-year advanced diploma from an Ontario College of Applied Arts and Technology (CAAT) or a science/technical bachelor's degree program. The goal of the proposed program change is to not only revise, improve and add streams for the existing degree completion program, but to also provide the full 4-year bachelors curriculum. The 4-year curriculum allows for BAsC at risk students to leave the program and still achieve a degree in technology. It also provides opportunity for admission from high school. The program is designed to be suitable for pathways into professional degrees such as Education and Law. The proposed curriculum could be used as a suitable basis for a future Concurrent Bachelor of Education and Bachelor of Engineering Technology program.

The 4-year curriculum is formed with a consistent 20-course basis for all streams that provides fundamentals for engineering and natural sciences. Students are able to take up to 8 courses outside of the engineering and sciences; 6 completely open to allow for the student to meet the threshold for a "teachable subject" if seeking a Bachelor of Education and/or pursue a minor or certificate in another field, and 2 are specifically defined within the Faculty of Engineering's standard for compulsory courses, one in the are of Ethics and the other in the are of Equity, Diversity, Inclusion and Decolonization.

Biomedical and Mechatronics Streams

It is important to note that this proposal does not include any changes for these two unique streams. These streams were developed separately from the other streams where they constructed with their own unique curriculum, separate from any alignment to our BAsC engineering disciplines. The Biomedical stream was the most recent launch, and it has struggled to achieve enrolment targets, so admissions for this program may pause for the Fall 2026 stream.

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The Mechatronics stream was developed to run on evenings and weekends to be uniquely available to working professionals. The more recently developed and launched BASc Mechatronic Systems program was created after the success of this BET stream. As the BASc program is running all years and levels of the program, the BET Mechatronics stream will be reviewed for alignment. As well, a discussion as to whether we maintain professional friendly delivery will be reviewed based on the enrolment data. These two streams will not appear in the proposed changes and will remain only as degree completion programs with this proposal.

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

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

As the revised programs follow along and share curriculum with our current Bachelor of Applied Science programs, which are reviewed rigorously through the continuous improvement efforts aligned with achieving Canadian Engineering Accreditation Board approvals, it benefits in being current and relevant as the accreditation demands. The alignment of the curriculum also offers opportunity for pathways between the programs, allowing students flexibility to reconsider their choices and either move from these programs to the accredited streams, or vice versa, depending on their long-term career goals.

Also, the full curriculum allows students options outside of their technical fields to explore curriculum and knowledge in different areas. This gives students in a technology field the unique opportunity to balance their knowledge in other areas that help them become better rounded and pair this knowledge with other skills. There is a demand in industry for technically-minded people that have a balance of skills in other areas to help bridge the gap between technology and other areas. The program has sufficient flexibility to allow partnerships with other Faculties, to allow for the integration of certificates or second majors..

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

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

The BET programs were unique in their initial offering as they were constructed as Degree Completion programs, with the primary target being graduates from 3-Year Advanced Diploma programs in technology from Ontario College of Applied Arts and Technologies (CAATs). The program structure is relatively unique in that there were only a few other programs in Ontario that follow a similar format. UWindsor's program structure was unique to the competitors in this area in that our program shares courses and curriculum with our BASc program, which allows students to learn from courses in the accredited BASc program, and for possible transfer and transition later into the BASc if their career goals change to target a professional engineering license, where our competitors utilize unique and separate curriculum from their existing accredited engineering degrees.

The proposed changes allow us to further expand by adding streams for the other BASc programs we offer, providing the same opportunities to students in different fields from various college studies. The other unique benefit that we offering is building out a full 4-year curriculum for this program. There are no other universities in Ontario with a full curriculum for a technology degree. This provides the opportunity for students to gain a solid foundation in engineering and technology but not be forced to pursue the full and higher intensity accredited BASc curriculum. The alignment of curriculum between BET and BASc will also allow students who no longer wish to pursue the BASc, to pursue an alternative degree recognizing their technology knowledge with this credential. This would allow students to transfer from the program and still pursue the completion of a degree in technology that will have pathways to employment or to further education, such as professional degrees (i.e. Education, Business Administration, Law, etc.). Prospects who seek the BET degree are often motivated by a few unique employment opportunities, including the opportunity to work in supervisory and middle management roles that had an expectation of a degree, but not necessarily a fully accredited degree. As well, students who are seeking engineering type roles in the United States are more likely to secure employment and the appropriate working visas with a degree in engineering technology as this field is a common degree offering.

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

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

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

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

The design of the Bachelor of Engineering Technology program focused on adopting core curriculum and key principles from the Bachelor of Applied Science program, including core courses where Indigenous concepts and Decolonization is delivered in presentation in each year of study. This is discussed further below as part of the efforts the Faculty of Engineering has collectively pursued in incorporating Indigenous content and perspectives. Additionally, the Bachelor of Engineering Technology curriculum is adopting the same principle for its electives in requiring two compulsory courses, one in the area of Equity, Diversity, Inclusion and Decolonization, and one in the area of the Humanities and Social Sciences, to be consistent with the expectations of the Canadian Engineering Accreditation Board in purposely achieving these outcomes as part of our graduate attributes. It is understood that not all choices on the list have Indigenous content, but it provides the students with choices to enrich their perspective on uniquely important societal matters. s

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

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

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all BAsC programs in each year of study. The proposed curriculum for the Bachelor of Engineering Technology is embedding the same courses to ensure all undergraduate students share in this knowledge. The presentations in these courses discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean, Academic, in communication with the Indigenization Learning Specialist within the Centre for Teaching and Learning. GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year

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program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a presentation about Indigenous issues and students complete an assignment. ELEC-4000 Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

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

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

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

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

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

4. What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?

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

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

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

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that were part of two additional phases of work planned for the project. However, this work was being led by the Equity, Diversity, and Inclusion Advisor for the Faculty of Engineering. They left the University at the end of May 2024 and the position has not been filled.

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

The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [1].

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

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

8. Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)

We have met with the Indigenization Learning Specialist, Jaimie Kechego, to review our process and the presentations that are provided to students. This has been an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have met with Mr. Cory Jones, the President of Neegan Burnside, an Indigenous-owned engineering and environmental consulting company. Mr. Jones has provided a lecture to fourth-year students about his experiences in delivering infrastructure to Canadian Indigenous communities. As well, the Faculty of Engineering invited Mr. Randy Herrmann, Director of the Engineering Access Program and the University of Manitoba, to provide a workshop about enabling Indigenous students' success in engineering.

9. Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator took the six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kechego. Faculty members have been encouraged to also participate in similar workshops and courses.

10. 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?

As noted above, this is included in the syllabi in the following ways: GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a presentation about Indigenous issues and students complete an assignment. ELEC-4000 Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

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References

1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. <https://www.ontario.ca/laws/regulation/900941>
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
3. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

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

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

No changes are planned for the “Bachelor of Engineering Technology” name. There is an intension to introduce three additional streams:

- Bachelor of Engineering Technology – Electrical Stream
- Bachelor of Engineering Technology – Environmental Stream
- Bachelor of Engineering Technology – Industrial Stream

These three streams align with the existing BASc programs offered by UWindsor, and the goal here is to offer an opportunity for BET degree seekers through a degree completion program in this area if they have previous aligned studies, or to complete the full 4-year curriculum, consistent with that being proposed for the existing streams (i.e. Mechanical and Civil).

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

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

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

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

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

The Bachelor of Engineering Technology program, currently in its state as a Degree Completion program, attracts a small niche group of students, primarily from the college sector, seeking to upgrade their studies to a degree. The following data provides insight to the number of students who enrol in our the BET degree stream:

	2024	2023	2022
Total Applications	147	132	146
Total Offers	64	45	57
Confirmations	40	28	30
Registrations	37	23	22

The most popular stream is the Mechatronics stream. The primary reason for its popularity is the unique format of offering during non-traditional hours to support local working professionals. The next popular is the Biomedical

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stream, which is a niche stream targeting a unique subset of college graduates from Biomedical Engineering Technology programs, and it shares the majority of its curriculum with the Mechatronics stream, Electrical Engineering, Mechanical Engineering and Human Kinetics. The remaining streams have a small intake of students. The small numbers are okay as the students join the classes with our BASc program and no additional courses or sections are required, so it runs at no cost. The only unique support the students have is the Pathways Success Learning Specialist, who supports all BET and Transfer students with advising from admission through their academic path.

The degree completion program is focussed on attracting students from 3-year Ontario College of Applied Arts and Technology (CAAT) programs in related areas of study. Following shows the MCU codes for related college programs that would have opportunity for entry, based on the revised admission requirements, and the number of Ontario Colleges that offer these programs.

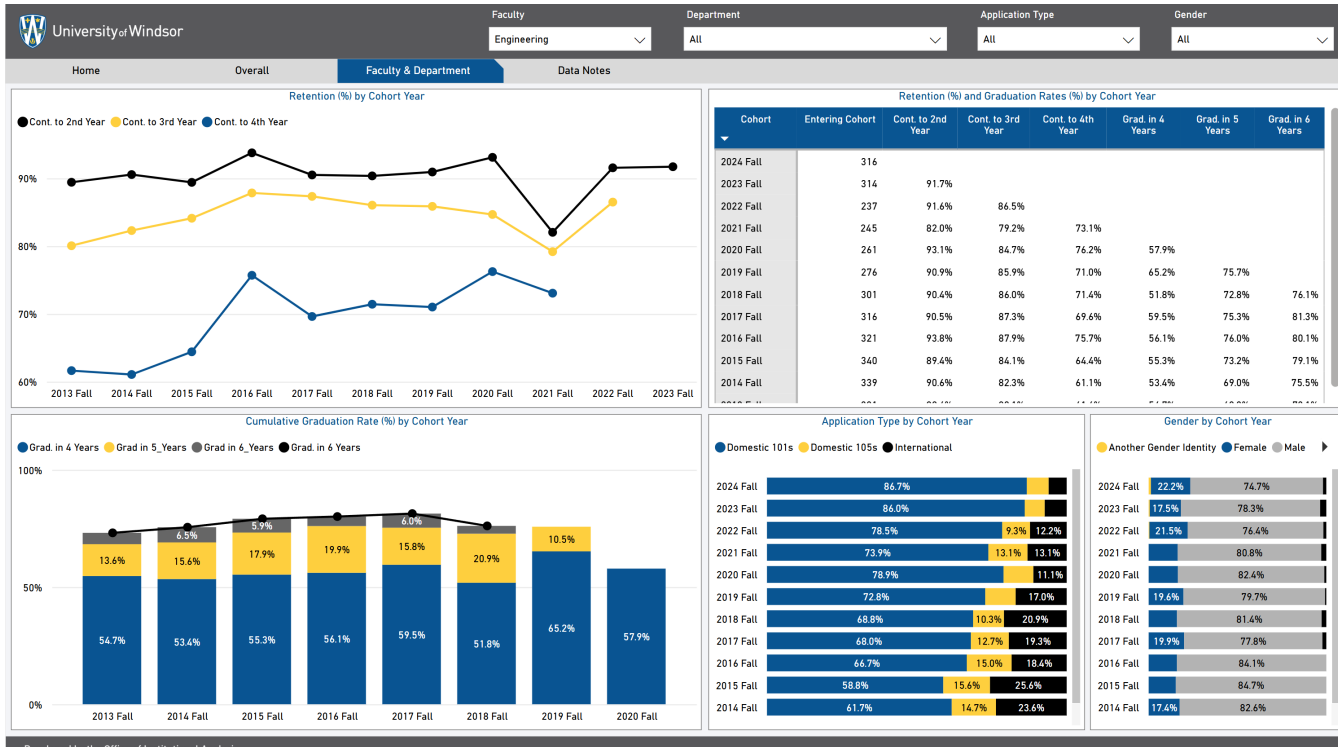
MTCU Code	MTCU Title English	Credential	ALGO	BORE	CAMB	CANA	CENT	CONF	CONS	DURH	FANS	GEOR	GRBR	HUMB	LACI	LOYT	MOHA	NIAG	NORT	SAUL	SENE	SHER	SLAW	SSFL	STCL	Grand Total
61003	Civil Engineering Technology	ADV Diploma	1		1	1		1	2	1	1	1	1	1	1	1	2		1		1		1		1	19
65613	Electrical Engineering Technology	ADV Diploma	1	1	1		1	1	1		1	1		1	1		1	1	2	1					1	16
65203	Electronics Engineering Technology	ADV Diploma	1	1	1		1	1	1					1	1		1	1			2	1			1	14
65700	Electronics Engineering Technology - Communications	ADV Diploma	1																							1
62700	Environmental Technology	ADV Diploma			1	1	1			1	1	1			1					1	1			1		10
60209	Industrial Engineering Technology - Management	ADV Diploma															1									1
67000	Manufacturing Engineering Technology	ADV Diploma							1		1														1	3
61007	Mechanical Engineering Technology	ADV Diploma	2		1	1	2	1	3	1		2		1	1		1	1	2	1	2	2			2	26
65300	Mechanical Engineering Technology - Tool And Machine Design	ADV Diploma											1													1
Grand Total			6	2	5	3	5	3	8	4	4	5	2	4	4	2	6	3	5	3	6	3	1	2	5	91

The opportunity is not limited to Ontario Colleges, as equivalent programs in Canada and globally would be considered for entry and there are international markets with programs that are aligned, such as the three-year degree/diplomas in India.

The introduction of a full 4-year degree will offer a few opportunities:

1. Attraction of students directly out of high school into an engineering discipline who may not be interested in completing the full BASc degree, or may not have the entrance requirements. A student would have the opportunity to start in the BET degree and later transfer to the BASc if they hold an average appropriate for admission and gain any missing admission prerequisites while studying in the BET.
2. The full 4-year BET offers a “landing” for students who are struggling and may be required to withdraw from the BASc. Currently, students are encouraged to explore other studies, mainly attending a college program, prior to be given an opportunity to return, amongst other measures. The BET offers an alternative landing spot for students to either recover, or to complete an alternative degree without losing significant progress, given the shared curriculum. The Faculty of Engineering currently experiences a 18.7-24.5% attrition rate, as seen in the table below, and this could help reduce the loss of these students.

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Future opportunities for this degree can be in collaboration with other programs at UWindsor. A good example is the Concurrent Education program. The flexibility in the BET curriculum would allow a student aspiring to be an educator to have a background in technology in a concurrent program with Education, allowing them to follow a similar format and timeline to that offered for other disciplines around the University.

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

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

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/ Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	8	1	10	2	13	4	16	5	19	6
<i>In the co-op/ experiential learning stream (if applicable)</i>	0	0	0	0	0	0	0	0	0	0

The proposed numbers start with the average number of BET students that were registered across the General, Mechanical and Civil Engineering streams from Fall 2018 to Fall 2024 as seen below. If we extrapolate for three new streams, we can assume double that number, with steady growth to the targeted number of the five years, assuming a more intentional marketing initiative is made. The last table shows the limited number of international students that have taken this program, but given the shorter lengths of the programs and three year diploma programs that exist, there are opportunities to grow this market. This data was pulled from IQAP provided data.

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General Stream



Year ¹	Applications ²	Offers ³	Registrations ⁴	Registration Percentage from Applications ⁵
Fall 2018	38.0	16.0	14.0	36.8%
Fall 2019	26.0	7.0	6.0	23.1%
Fall 2020	25.0	5.0	4.0	16.0%
Fall 2021	27.0	10.0	8.0	29.6%
Fall 2022	31.0	5.0	4.0	12.9%
Fall 2023	13.0	1.0	1.0	7.7%
Fall 2024	15.0	3.0	2.0	13.3%

Civil Stream



Year ¹	Applications ²	Offers ³	Registrations ⁴	Registration Percentage from Applications ⁵
Fall 2018	7	-	-	0.0%
Fall 2019				n/a
Fall 2020	10	2	1	10.0%
Fall 2021	9	4	4	44.4%
Fall 2022	7	-	-	0.0%
Fall 2023	14	2	2	14.3%
Fall 2024	13	4	3	23.1%

Mechanical Stream



Year ¹	Applications ²	Offers ³	Registrations ⁴	Registration Percentage from Applications ⁵
Fall 2018	36.0	3.0	2.0	5.6%
Fall 2019	21.0	1.0	1.0	4.8%
Fall 2020	19.0	2.0	2.0	10.5%
Fall 2021	26.0	2.0	1.0	3.8%
Fall 2022	23.0	3.0	3.0	13.0%
Fall 2023	18.0	5.0	4.0	22.2%
Fall 2024	20.0	1.0	1.0	5.0%

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Citizenship	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	% Ratio
Domestic	63.0	37.0	42.0	39.0	32.0	27.0	41.0	100.0%
Visa	3.0	2.0	-	2.0	1.0	2.0	-	0.0%
Grand Total	66.0	39.0	42.0	41.0	33.0	29.0	41.0	100%

There is no coop offered with the BET.

B.4.3 Duplication (Ministry section 3)

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

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

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

Bachelor programs in Engineering that are not accredited are relatively niche in Ontario and Canada. As such, there are very few comparators and risk of duplication. As well, of the programs that exist, none of them follow the same format as the majority of streams in our programs which includes the alignment to our BAsC programs to allow for easy transfer between our BET and accredited BAsC programs. All university-offered programs generally follow a “Degree Completion” format, following the completion of a college diploma or advanced diploma program. Only one example from those listed from other universities in Canada offers a full 4-year curriculum, Cape Breton University. Observation of the listings below shows that there are only a few direct competitors to the UWindsor existing and proposed programming, offering us a opportunity to be a destination program for this unique program offering.

The following summarizes the competitor programs in Canada, including several college technology degree programs:

1. McMaster – Bachelor of Technology

<https://www.eng.mcmaster.ca/programs/undergraduate-programs-degrees/bachelor-technology-btech-dcp/>

McMaster’s BTech programs are vast in that they offer two different pathways. They offer a full BTech degree in 3 specializations – Automotive and Vehicle Engineering, Automation Systems Engineering Technology, and Biotechnology. Students in the full degree programs earn both a degree and college advanced diploma in 4.5 years as the program is shared between McMaster and Mohawk. McMaster also offers degree completion exclusive pathway programs with 4 specializations – Civil Engineering Infrastructure Technology, Power and Energy Engineering Technology, Manufacturing Engineering Technology and Software Engineering Technology. These generally are not aligned with our proposed offerings. Similar to UWindsor, these 4 are exclusively degree completion programs. Also similar to UWindsor, these programs are not accredited and therefore not eligible for Professional Engineering License. The programs are ACBSP accredited, giving them a Business Management Certificate. For all streams, they do offer coop and online courses and online courses. The courses in the McMaster technology programs are generally separate from those in the accredited programs, limiting the pathway between the technology and accredited engineering programs, where UWindsor’s programs in the related streams are intentionally shared to allow students a pathway between the programs.

2. Queens University

<https://smithengineering.queensu.ca/mining/professional-development/btech/index.html>

Queens’ BTech is limited to only a Mining focus. The program is a degree completion program with online course options. This program is suspended as per their website.

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3. Thompson Rivers University

<https://www.tru.ca/distance/programs/bachelor-of-technology.html>

Thompson Rivers' programs are degree completion programs or two-year diplomas as only Ontario as a province offers three-year advanced diploma programs. The program also has entry for 4-year trade apprenticeship qualifications. The program does not have a specific specialization, but allows flexibility for course selection with specific requirements of groupings of courses to pick from, similar to our General stream. The program is 21 courses in length, similar to our program requirements with flexibility and some business focus. There is a secondary offering of a similar program, with a leadership specialization.

4. Cape Breton University

<https://www.cbu.ca/academics/programs/bachelor-of-engineering-technology/>

Cape Breton's programming offers full length degree and degree completion program through articulation agreements. The program is not eligible for Professional Engineering Licensing as per their website. The program appears to have multiple exit points, at a 2 year diploma, 3 year degree or 4 year degree. There are specializations in Chemical, Electronics & Controls, Environmental Studies, Manufacturing and Petroleum. It is difficult to understand the full layout of the program courses, but the program is available online.

College Programs

5. Northern Alberta Institute of Technology (NAIT)

<https://www.nait.ca/programs/btech>

NAIT's program specializes in "General Management", helping those with diploma qualifications in technology bridge the gap to management roles. The program is a degree completion program with 2 years following a two-year diploma as Alberta only offers two-year college diplomas in technology. There are specializations in General Management, Operations Management, Sustainability Management and Project Management.

6. George Brown College

<https://www.georgebrown.ca/programs/honours-bachelor-of-technology-program-construction-management-t312>

This is a full 4 year degree program focusing in Construction Management. The program is a unique degree offering in an Ontario college. The program has online and in person learning and one placement semester that is mandatory. There does not appear to be any degree completion offerings, but it is well aligned with their construction related diploma programs, so possibly some pathways between.

B.5 RESOURCES

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

B.5.1 Resources Available

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

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

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

The new program streams will not require any additional faculty expertise and resources, staff resources, physical resources, or GA support, etc., when compared to the existing program. The Bachelor of Engineering Technology program is strategically aligned with our Bachelor of Applied Science and other undergraduate offerings such that no new courses or offerings of existing courses are required with BET students joining these classes.

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

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

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

As there are no new courses or curriculum to deliver in the program, the program will rely on the regular faculty assigned to the existing courses being shared with this program.

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

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

This program will add no additional reliance on additional faculty needs. Any reliance of adjunct, limited term and/or sessional faculty would be only relevant to the needs of the existing BAsc programs in Engineering given there is no additional courses or deliveries of existing courses needed for this program and all streams.

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

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

N/A

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

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

N/A

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

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As noted above, there are no anticipated new resources required for this program and streams. This program is strategically aligned with the delivery of the BAsc programs, course calendar, and delivery, such that no additional course offerings or resources would be needed. The students in this program will join the sections of the existing courses already planned.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

There are no planned reallocating of resources as the program and streams do not require new or additional resources.

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

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

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

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

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

Library Resources and Services:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

C. Program Details

C.1 s (QAF section 2.1.2.5)

Describe new or changes to

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

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Bachelor of Engineering Technology

Admission Requirements for All Streams

Applicants are eligible if they complete of an Ontario Secondary School Diploma (OSSD) with a minimum 70% overall average (or equivalent) of six Grade 12 U or M courses, specifically including, English - ENG4U, Advanced Functions / Pre-Calculus – MHF4U, and Physics – SPH4U.

Degree Completion Program Admission Requirements (All Streams)

Applicants are eligible if they:*

- a. possess an Advanced Diploma in Technology from Ontario CAATs (~~or an equivalent Canadian or International Institution~~) **containing at least one pre-calculus or college level differential calculus course**
- b. possess an Engineering degree from a ~~Canadian university (or an equivalent recognized International Institution)~~
- c. possess a ~~University~~ bachelors degree in a scientific or technical subject from a ~~Canadian university (or an equivalent international institution)~~
- d. have completed the equivalent of three years of an engineering degree from a recognized international institution.

*Admission to the Bachelor of Engineering Technology Program (~~General Stream~~) also may be extended to students with a two-year Engineering Technology Diploma from ~~or Certificate from an~~ **Canadian College (Ontario CAATs (or equivalent) and relevant significant work experience (+3 years) based on space availability in the program. The two-year diploma must contain at least one pre-calculus or college level differential calculus course.** Additional coursework may be required to ensure equivalency to the three-year diploma program as evaluated by the Office of Admissions and Faculty of Engineering.

Applicants must ~~And~~ meet the following minimum average requirement:

1. For ~~Canadian Colleges (Ontario~~ CAATs (or equivalent), Graduating Cumulative Average of **3.0 or 70%**.
2. ~~For international colleges (equivalent to CAAT's advanced diploma), Graduating Cumulative Average of 80% and minimum English language requirement as per University policy~~
3. For ~~Canadian University~~ bachelors degree holders who are seeking technology designation, ~~70~~**65%**.
4. ~~For international university degree holders who are seeking technology designation, 80% and minimum English language requirement as per University policy.~~
5. ~~For individuals who have completed the equivalent of three years of an engineering degree from a recognized international institution, cumulative average of 80%, or first class honours, or equivalent; and minimum English language requirements as per University policy.~~

Remark 1:

Degree Completion Programs (Streams)

All admissible candidates are eligible for the Bachelor of Engineering Technology (General) stream. Eligibility for specific streams (i.e., Biomedical, Civil, Electrical, Environmental, Industrial, Mechanical, Mechatronics), are determined based on the student's previous post-secondary background. For example, Sstudents applying to Bachelor of Engineering Technology (Mechanical) must have received an advanced diploma in Mechanical Engineering Technology (or equivalent as stated in 1 and 2 above). ~~Students applying to Bachelor of Engineering Technology (Civil) must have received an advanced diploma in Civil Engineering Technology (or equivalent as stated in 1 and 2 above).~~ **The following list provides an outline of possible post-secondary education alignment into the Bachelor of Engineering Technology Streams; however, a student educated in a field not listed will be evaluated for possible specific stream alignment:**

BEng Degree Completion - CAAT Advanced Diplomas (or equivalent)*

General - Any 3-year advanced diploma in Technology or Science*

Mechanical Stream - Mechanical Engineering Technology

Civil Stream - Civil Engineering Technology

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Electrical Stream - Electrical Engineering Technology, Electronics Engineering Technology
Environmental Stream - Environmental Technology, Environmental Engineering Technology
Industrial Stream - Industrial Engineering Technology, Manufacturing Engineering Technology

***IMPORTANT:** Any program must contain a college level pre-calculus or college level differential calculus course

Degree Completion Program (Transfer Credits)

~~Remark 2:~~

Generally, students who are in the Degree Completion Program will not receive additional transfer credits as the shortened degree requirements are due to a block of credits earned for the student's previous studies. However, students, who received a four-year degree in a Science or technical subject in Science, if admitted into BET program, may be asked to take additional courses beyond the minimum requirements, and are eligible for up to four five courses in their original degree can be counting towards the BET program, if appropriately aligned with the program course requirements.

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

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

The following changes were made to the listed admissions requirements listed in the Undergraduate Calendar:

- Addition of requirements for the full degree program with admission requirements from high school. These requirements are generally aligned with the entry requirements for the Bachelor of Applied Science programs, but with a lowered entrance average and the elimination of 12U chemistry as the curriculum defined does not specify a specific need for a chemistry course in the course requirements for the full 4-year curriculum.
- For the degree completion program, the changes being made are to avoid confusion and to improve the equity in consideration of diplomas and degrees earned outside of Canada, relying on standards applied by the admissions office for determining equivalency and conversion of averages:
 - Simplification of definition of diploma and degree requirements, allowing for broader definition of equivalency
 - Addition of a minimum mathematics requirement to align with the standardized mathematics courses in the curriculum and proposed learning outcome alignment.
 - Provided a more specific definition for where work experience will be considered for admission of a 2-year CAAT diploma (or equivalent). The previous definition was too open to interpretation and created confusion and admissions issues.
 - Removed inequity between Canadian and international grade point average requirements, allowing the Office of the Registrar to implement standard foreign GPA equivalency calculations.
 - Lower the average for bachelor's degree holders to be equivalent to accepted admissions to BET to 65% which is aligned with the transfer or bachelor's degree transfer into our existing BAsc engineering programs.

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

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

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BACHELOR OF ENGINEERING TECHNOLOGY DEGREE COMPLETION PROGRAMS:

**Bachelor of Engineering Technology (BET) Degree Completion Program - General Stream
Degree Requirements**

Total courses: A minimum-15 courses

(a) **MATH-1720 or MATH-1760, MATH-1730**

(b) **GENG-2102, GENG-2220, GENG-3130**

(c) **Ten additional engineering courses, which must include:**

- a. **One 1st, 2nd or 3rd year engineering design course (e.g. GENG-1201, GENG-2201, GENG-3201, or ELEC-3000)**
- b. ~~Two 1000 courses, six~~ **Three 2000 level engineering courses***, ~~three~~ **two 3000 level engineering courses***, and four 4000 level engineering courses*. A higher-level course can replace a lower-level engineering course. ~~but the reverse is only allowed under extenuating circumstances. The students are encouraged to take more 3000 and 4000-level courses.~~

***Engineering course options must be a course from the Faculty of Engineering, excluding GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2101 and all engineering Math/Science courses. Suggested course sequencing and planning is available from the Faculty of Engineering.**

Suggested Courses

Fall Courses

~~MECH-3212. — Thermodynamics~~

~~ELEC-2320. — Software Fundamentals~~

~~ELEC-2141. — Circuit Analysis I~~

~~GENG-2500. — Engineering and the Environment~~

~~GENG-2220. — Probability and Statistics for Engineering~~

~~MECH-3233. — Fluid Mechanics I~~

~~GENG-3130. — Engineering Economics~~

~~CIVL-3530. — Structural Analysis~~

~~CIVL-4820. — Planning and Construction Management~~

~~MECH-4850. — Welding Engineering~~

Winter Courses

~~GENG-2190. — Engineering Materials Fundamentals~~

~~MECH-2230. — Advanced Engineering and Design~~

~~GENG-2220. — Probability and Statistics for Engineering~~

~~GENG-4210. — Engineering and Society~~

~~CIVL-2200. — Civil Engineering Information Systems~~

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

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

~~MECH-4212. — Mechatronics (Laboratory Based)~~

Summer Courses

~~GENG-4210. — Engineering and Society~~

~~GENG-4830. — Engineering Report~~

~~CIVL-3650. — Transportation and Traffic Engineering~~

~~MECH-3220. — Fluid Mechanics II~~

~~ENVE-4810. — Sustainability in Engineering~~

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**Bachelor of Engineering Technology (BET) Degree Completion Program - Mechanical Stream
Degree Requirements**

Total courses: ~~A minimum~~ 20 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 (or MATH-1250)**
- (b) GENG-2102, GENG-2180, GENG-2190, GENG-2220, GENG-3130**
- (c) MECH-2210, MECH-3211, MECH-3212, MECH-3224, MECH-3233, MECH-4228**
- (d) Six additional engineering courses, which must include:**
 - a. One engineering design course from GENG-1201, GENG-2201 or GENG-3201**
 - b. Three 4th year MECH or INDE courses**
 - c. Two additional MECH or INDE courses (any year)**

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Fall Courses

~~MECH-3212. — Thermodynamics
GENG-2220. — Probability and Statistics for Engineering
ELEC-2320. — Software Fundamentals
MECH-3233. — Fluid Mechanics 1 (or CIVL-3510 Fluid Mechanics)
GENG-2500. — Engineering and the Environment~~

Winter Courses

~~GENG-2180. — Mechanics of Deformable Bodies
GENG-2200. — Numerical Analysis for Engineering
MECH-2230. — Advanced Engineering and Design
GENG-2190. — Engineering Materials Fundamentals~~

~~One (1) course from the following list:~~

~~INDE-3020. — Health, Safety and Human Factors
INDE-3270. — Product Quality and Reliability
INDE-3110. — Computer Aided Design and Computer Aided Manufacturing
CIVL-4720. — Hydraulics~~

Summer Courses

~~MECH-3217. — Applied Thermodynamics
MECH-4228. — Sustainability in Engineering
MECH-4255. — Environmental Effects and Control of Noise
GENG-4210. — Engineering and Society~~

~~One (1) course from the following list:~~

~~MECH-3224. — Engineering Measurements
MECH-4259. — Computer Aided Engineering
MECH-4258. — Computational Fluid Dynamics
MECH-3670. — Aerospace Engineering Fundamentals
MECH-3430. — Automotive Engineering Fundamentals
MECH-3830. — Materials and their Properties~~

Fall Courses

~~GENG-3130. — Engineering Economics
INDE-3210. — Manufacturing Process Design
MECH-3211. — Stress Analysis (or CIVL-3520 Stress Analysis)~~

~~Two (2) courses from the following list:~~

~~INDE-3150. — Product and Process Design
INDE-4280. — Facilities Design and Logistics~~

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MECH 2210. — Dynamics
MECH 4850. — Welding Engineering

Bachelor of Engineering Technology (BET) Degree Completion Program - Civil Stream
Degree Requirements

Total courses: ~~A minimum~~ 20 courses ~~as follows:~~

- (a) **MATH-1720 or MATH-1760, MATH-1730, MATH-1270 (or MATH-1250)**
- (b) **GENG-1201, GENG-2102, GENG-2180, GENG-2220, GENG-3130**
- (c) **CIVL-2190, CIVL-3510, CIVL-3520, CIVL-3530, CIVL-3540, CIVL-3650**
- (d) **ENVE-2200, ENVE-4810**
- (e) **Four additional engineering courses, which must include:**
 - a. **Three 3rd or 4th year CIVL or ENVE courses**
 - b. **One additional CIVL or ENVE courses (any year)**

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Bachelor of Engineering Technology (BET) Degree Completion Program - Electrical Stream
Degree Requirements

Total courses: 20 courses

- (a) **MATH-1720 or MATH-1760, MATH-1730, MATH-1270 (or MATH-1250)**
- (b) **GENG-2102, GENG-2220, GENG-3130**
- (c) **ELEC-2200, ELEC-2240, ELEC-2260, ELEC-2320, ELEC-3040, ELEC-3130, ELEC-3270, and one of ELEC-3010 or ELEC-3240**
- (d) **Six additional engineering courses, which must include:**
 - a. **One engineering design course from GENG-1201 or ELEC-3000**
 - b. **Three 4th year ELEC courses**
 - c. **Two additional ELEC courses (any year)**

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Fall Courses

~~GENG 2220. — Probability and Statistics for Engineering~~
~~ELEC 2320. — Software Fundamentals~~
~~GENG 2500. — Engineering and the Environment~~
~~CIVL 3510. — Fluid Mechanics (or MECH 3233 Fluid Mechanics I)~~
One (1) course from the following list:
~~MECH 2210. — Dynamics~~
~~GENG 1110. — Engineering Mechanics I~~

Winter Courses

~~GENG 2180. — Mechanics of Deformable Bodies~~
~~CIVL 2200. — Civil Engineering Information Systems~~
~~CIVL 2190. — Materials in Civil and Environmental Engineering~~
~~GENG 4210. — Engineering and Society~~
One (1) course from the following list:
~~ENVE 3630. — Water and Wastewater treatment~~
~~ENVE 4710. — Water Distribution and Wastewater Collection Systems~~
~~CIVL 4720. — Hydraulics~~

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INDE 3020. — Health, Safety, and Human Factors

Summer Courses

GENG-1190. — Technical Communications

ENVE-4810. — Sustainability in Engineering

MECH-4255. — Environmental Effects and Control of Noise

Two (2) courses from the following list:

CIVL-3650. — Transportation and Traffic Engineering

CIVL-4820. — Planning and Construction Management

CIVL-4810. — Highway Design and Construction

ENVE-3620. — Air Pollution Control

Fall Courses

GENG-3130. — Engineering Economics

CIVL-3520. — Stress Analysis

CIVL-3540. — Concrete Design

CIVL-3530. — Structural Analysis

One (1) course from the following list:

CIVL-3550. — Geotechnical Engineering-I

MECH-3220. — Fluid Mechanics-II

Bachelor of Engineering Technology (BET) Degree Completion Program - Environmental Stream

Degree Requirements

Total courses: 20 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 (or MATH-1250)
- (b) GENG-2102, GENG-2220, GENG-3130
- (c) ENVE-3510, ENVE-3520, ENVE-3630, ENVE-4810
- (d) CIVL-2190, CIVL-2200, CIVL-3510
- (e) Seven additional engineering courses, which must include:
 - a. One engineering design course from GENG-1201 or GENG-2201
 - b. Three 3rd or 4th year ENVE or CIVL courses
 - c. Three additional ENVE or CIVL courses (any year)

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Bachelor of Engineering Technology (BET) - Degree Completion Program - Industrial Stream

Degree Requirements

Total courses: 20 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 (or MATH-1250)
- (b) GENG-2102, GENG-2190, GENG-2220, GENG-3130
- (c) STEN-1000, ACCT-1510
- (d) INDE-3120, INDE-3150, INDE-3140, INDE-3270, INDE-4280
- (e) Six additional engineering courses, which must include:
 - a. One engineering design course from GENG-1201 or GENG-2201
 - b. Three 4th year INDE or MECH courses
 - c. Two additional INDE or MECH courses (any year and can include MSCI-2130 and MSCI-2250)

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

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BACHELOR OF ENGINEERING TECHNOLOGY FOUR YEAR PROGRAMS

Bachelor of Engineering Technology (BEngTech) - General Stream

Total Courses: 40 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses**
- (b) GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2220, GENG-3130**
- (c) Eighteen additional engineering courses, which must include:**
 - i) Two 1st, 2nd or 3rd year engineering design course (e.g. GENG-1201, GENG-2201, GENG-3201, or ELEC-3000)**
 - ii) One 2nd or 3rd year engineering graphics or computer aided design course**
 - iii) Three 2000 level engineering courses*, two 3000 level engineering courses*, and four 4000 level engineering courses*. A higher-level engineering course can replace a lower-level engineering course.**
 - iv) Six additional engineering courses* at any level.**
- (d) Eight additional complimentary study courses, at least three of which must be at the 2000 level or higher and they must follow these requirements:**
 - i) Two courses from the approved Faculty of Engineering Complementary Studies lists, specifically one each from lists A and B**
 - ii) Six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science, the Odette School of Business, and/or the Faculty of Education, or any Minor (Minors consist of six courses, but note that some courses may require prerequisites that are not part of the Minor; students are strongly encouraged to seek academic guidance from the academic advisor in the appropriate department).**

***Engineering course options must be a course from the Faculty of Engineering, excluding GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2101 and all engineering Math/Science courses.**

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Bachelor of Engineering Technology (BEngTech) - Mechanical Stream

Total Courses: 40 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses**
- (b) GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2180, GENG-2190, GENG-2220, GENG-3130**
- (c) MECH-2210, MECH-2230 or GENG-2230, MECH-3211, MECH-3212, MECH-3224, MECH-3233, MECH-4228**
- (d) Nine additional engineering courses, which must include:**
 - i) Two 1st, 2nd or 3rd year engineering design course (e.g. GENG-1201, GENG-2201, GENG-3201)**
 - ii) Three 4th year MECH or INDE courses**
 - iii) Two additional MECH or INDE courses (any year)**
 - iv) Two engineering courses* at any level.**
- (e) Eight additional complimentary study courses, at least three of which must be at the 2000 level or higher and they must follow these requirements:**
 - i) Two courses from the approved Faculty of Engineering Complementary Studies lists, specifically one each from lists A and B**
 - ii) Six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science, the Odette School of Business, and/or the Faculty of Education, or any Minor (Minors consist of six courses, but note that some courses may require prerequisites that are not part of the Minor; students are strongly encouraged to seek academic guidance from the academic advisor in the appropriate department).**

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***Engineering course options must be a course from the Faculty of Engineering, excluding GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2102 and all engineering Math/Science courses.**

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Bachelor of Engineering Technology (BET) – Civil Stream

Total Courses: 40 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses**
- (b) GENG-1101, GENG-1102, GENG-1201, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2180, GENG-2220, GENG-3130**
- (c) CIVL-2100, CIVL-2190, CIVL-3510, CIVL-3520, CIVL-3530, CIVL-3540, CIVL-3650**
- (d) ENVE-2200, ENVE-4810**
- (e) Seven additional engineering courses, which must include:**
 - i) One design course from CIVL-3610 or CIVL-3640**
 - ii) Three 3rd or 4th year CIVL or ENVE courses**
 - iii) One additional CIVL or ENVE courses (any year)**
 - iv) Two engineering courses* at any level.**
- (f) Eight additional complimentary study courses, at least three of which must be at the 2000 level or higher and they must follow these requirements:**
 - i) Two courses from the approved Faculty of Engineering Complementary Studies lists, specifically one each from lists A and B**
 - ii) Six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science, the Odette School of Business, and/or the Faculty of Education, or any Minor (Minors consist of six courses, but note that some courses may require prerequisites that are not part of the Minor; students are strongly encouraged to seek academic guidance from the academic advisor in the appropriate department).**

***Engineering course options must be a course from the Faculty of Engineering, excluding GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2102 and all engineering Math/Science courses.**

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Bachelor of Engineering Technology (BET) –Electrical Stream

Total Courses: 40 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses**
- (b) GENG-1101, GENG-1102, GENG-1201, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2220, GENG-3130**
- (c) ELEC-2200, ELEC-2240, ELEC-2260, ELEC-2320, ELEC, 3000, ELEC-3010, ELEC-3040, ELEC-3130, ELEC-3240, ELEC-3270**
- (d) Seven additional engineering courses, which must include:**
 - i) Three 4th year ELEC courses**
 - ii) Two additional ELEC courses (any year)**
 - iii) Two engineering courses* at any level.**
- (g) Eight additional complimentary study courses, at least three of which must be at the 2000 level or higher and they must follow these requirements:**
 - i) Two courses from the approved Faculty of Engineering Complementary Studies lists, specifically one each from lists A and B**

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- ii) Six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science, the Odette School of Business, and/or the Faculty of Education, or any Minor (Minors consist of six courses, but note that some courses may require prerequisites that are not part of the Minor; students are strongly encouraged to seek academic guidance from the academic advisor in the appropriate department).

*Engineering course options must be a course from the Faculty of Engineering, excluding GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2102 and all engineering Math/Science courses.

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Bachelor of Engineering Technology (BET) – Environmental Stream

Total Courses: 40 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses
- (b) GENG-1101, GENG-1102, GENG-1201, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2201, GENG-2220, GENG-3130
- (c) ENVE-2200, ENVE-3510, ENVE-3520, ENVE-3630, ENVE-4810
- (d) CIVL-2190, CIVL-2200, CIVL-3510
- (e) Eight additional engineering courses, which must include:
 - i) Three 3rd or 4th year ENVE or CIVL courses
 - ii) Three additional ENVE or CIVL courses (any year)
 - iii) Two engineering courses* at any level.
- (h) Eight additional complimentary study courses, at least three of which must be at the 2000 level or higher and they must follow these requirements:
 - i) Two courses from the approved Faculty of Engineering Complementary Studies lists, specifically one each from lists A and B
 - ii) Six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science, the Odette School of Business, and/or the Faculty of Education, or any Minor (Minors consist of six courses, but note that some courses may require prerequisites that are not part of the Minor; students are strongly encouraged to seek academic guidance from the academic advisor in the appropriate department).

*Engineering course options must be a course from the Faculty of Engineering, excluding GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2102 and all engineering Math/Science courses.

Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Bachelor of Engineering Technology (BET) – Industrial Stream

Total Courses: 40 courses

- (a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses
- (b) GENG-1101, GENG-1102, GENG-1201, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2190, GENG-2201, GENG-2220, GENG-2230 or MECH-2230, GENG-3130
- (c) STEN-1000, ACCT-1510
- (d) INDE-3120, INDE-3150, INDE-3140, INDE-3270, INDE-4280
- (e) Seven additional engineering courses, which must include:
 - i) Three 4th year INDE or MECH courses
 - ii) Two additional INDE or MECH courses (any year and can include MSCI-2130 and MSCI-2250),
 - iii) Two engineering courses* at any level.

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- (i) Eight additional complimentary study courses, at least three of which must be at the 2000 level or higher and they must follow these requirements:
- i) Two courses from the approved Faculty of Engineering Complementary Studies lists, specifically one each from lists A and B
 - ii) Six courses from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science, the Odette School of Business, and/or the Faculty of Education, or any Minor (Minors consist of six courses, but note that some courses may require prerequisites that are not part of the Minor; students are strongly encouraged to seek academic guidance from the academic advisor in the appropriate department).

*Engineering course options must be a course from the Faculty of Engineering, excluding GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2102 and all engineering Math/Science courses. Suggested course sequencing and planning is available from the Faculty of Engineering. Selection of engineering courses will be limited by course prerequisite requirements.

Courses used to calculate the major average are:
A separate major average is not required for the Degree Completion programs.

For the full four-year degree program curriculum, the following course requirements would be utilized to calculate the major average for each stream:

BET Stream	Course Requirement Sections (see above)
General	(a) through (c)
Civil	(a) through (e)
Mechanical	(a) through (d)
Electrical	(a) through (d)
Environmental	(a) through (e)
Industrial	(a) through (e)

Description of thesis option (if applicable): Not Applicable

Does the revised program include new courses?:

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

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

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

Not applicable. No co-op option for this program at this time.

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

Not applicable. No co-op option for this program at this time.

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C.2.2 Suggested Sequencing for Revised Program (Optional)

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

The Faculty of Engineering will provide suggested sequencing for programs so that it is entirely aligned with the existing offering of all shared courses with the respective BAsc programming, to ensure there are no additional course offerings required to run any of the programs. The sequencing is not proposed to be published in the academic calendars as it will remain flexible to shift with changes in sequencing required for the BAsc programs in the future. The sequencing also respects all existing prerequisite requirements for courses. There is no proposed co-op stream, so no sequencing consideration for co-op is listed.

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

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

The above requirements are structured with a balance of those required for students entering Bachelor of Applied Science programs, but balanced with additional opportunities where they do not take the full depths of the accredited engineering programs. The requirements list the fundamental outcomes related to each technology stream that would be expected core knowledge to those streams and to that of a student with a technology degree. The balance of requirements allow for options to seek other specialties or certificates that may assist in pursuit of careers and fields that are adjacent to engineering careers in other roles that required a balance of non-engineering skills. It also provides the ability to pick up optional courses that will help with pathways to other professions such as law, education, etc. Regarding the specific streams, the work done across all streams, new and existing, was to ensure consistency in the outcomes and expectations to provide better alignment of what a base technology graduate should know, paired with core knowledge from the specified area that would ensure the stream concentration is satisfied in a consistent manner. Overall, the Faculty of Engineering is satisfied that this requirement prepares students to achieve program learning outcomes adequately.

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

C.3.1.1 Normal Duration for Completion

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

N/A

C.3.1.2 Program Research Requirements

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

N/A

C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

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

N/A

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C.3.2 For All Program Proposals

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

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

The current requirement for Continuation in the Program is a 60% Cumulative Average. It is proposed that for the four year full degree, there will be a major average and thus the requirement for Continuation in the Program should be a 60% Cumulative Average and a 60% Major Average.

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.

The current requirement for Graduation in Program is a 60% Cumulative Average. It is proposed that for the four year full degree, there will be a major average and thus the requirement for Graduation in Program should be a 60% Cumulative Average and a 60% Major Average.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

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

Bachelor of Engineering Technology (BEng Tech) Learning Outcomes

- General Stream
- Civil Stream
- Electrical Stream
- Environmental Stream
- Industrial Stream
- Mechanical Stream

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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
Appropriately incorporate economics and management, and business practices (such as project, risk, and change management into the practice of engineering, while recognizing associated limitations and constraints.	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
Apply research skills, including the ability to define problems and access, retrieve and evaluate information, to define and solve engineering problems.	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
Design solutions for complex, open-ended engineering problems.	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
Design systems, components, or processes that meet specified needs with appropriate attention to the assessment of health and safety risks, legislative, regulatory standards, cultural, societal, economic, and environmental factors.	C. critical thinking and problem-solving skills	2. Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
Critically evaluate, summarize, explain, and/or use written and numerical information in engineering-related work.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
Explain and apply the roles and responsibilities engineering and technology professionals in society, especially the primary role of protection of the public and the public interest.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6.Autonomy and Professional Capacity
Communicate effectively about complex engineering activities within the profession and with society at large. Write effective reports and design documentation. Give and effectively respond to clear instructions.	F. interpersonal and communications skills	4. Communication Skills 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
Work independently and as a member and/or leader in diverse teams and in multi-disciplinary settings.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
Design solutions for complex, open-ended engineering problems and apply discipline-specific methodologies as follows: General: broad engineering problem-solving methods. Civil: structures, materials, transportation, fluids. Electrical: circuits, electronics, microprocessors, electromechanical systems . Environmental: sustainability, fluid systems, thermodynamics, water/wastewater. Industrial: operations research, process design, quality, analytics . Mechanical: solid mechanics/dynamics, thermodynamics, fluid mechanics, materials.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
Independently gather, evaluate, and synthesize information to identify deficiencies or gaps in knowledge and independently initiate measures to fill the knowledge gaps.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

All the engineering courses in this program are aligned with the existing delivery of courses in the BAsC program, with no unique offerings required for BET. As such, the mode of delivery for all engineering courses will be dictated by the mode chosen for these existing programs. Primarily, these courses are run in a face-to-face delivery environment. Most of the engineering courses will have a lecture component and a tutorial or lab component tied to it. The tutorial and lab elements for the engineering and science courses are meant to provide the student with the ability to practice problems associated with the theory being learned and/or practical experience through real-world experiments that relate to the subject matter.

The courses outside of engineering, for the full four year degree, are intended to allow the student to explore other areas and expertise outside of engineering. The modes of delivery for any such courses are set by the corresponding Faculty as deemed appropriate and the student will benefit from any diversity in modes that are experienced in their course selection.

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D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

In the Faculty of Engineering, undergraduate course learning outcomes are assessed for each offering of a course. Instructors consider the percentage of students who Do Not Meet Expectations (assessment grades lower than 50%), Marginal (assessment grades that are 50% or higher, but below 60%), Meet Expectations (assessment grades that are 60% or higher, but below 80%), and Exceed Expectations (assessment grade that are 80% or higher) for each learning outcome. Instructors are encouraged to use multiple assessments of each learning outcome, e.g., homework questions, one or more test questions, and part of the requirements for a project. The assessment data enable instructors to make informed decisions about changes to their courses. As well, it enables issues to be noted across the curricula and data-driven changes to be made.

As the majority of the courses that are critical to the major are offered and monitored using these methods to support our CEAB accreditation, a well-structured process is in place to monitor outcomes at the course level that can be related to the program level outcomes.

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

Describe the appropriateness of the plans to monitor and assess:

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

Overall Program Quality

In Fall 2021, a new faculty position and Pathways Success Learning Specialist (AAS/LS II) was created. This role increases outreach to Ontario CAAT faculties and their students to help promote these programs. The Pathways Success Learning Specialist also meets with students to help with registration, choosing courses, and other program questions as a program advisor. The Academic Standing Committee meets every semester and reviews the progress of all students for all programs and ensures they are meeting the requirements for progression through their programs.

Whether the revised program is achieving in practice its proposed objectives

These programs are aligned with our Faculty AAUs who have, in recent years, formed Industrial Advising Committees to help monitor these programs from an external perspective. Industry members who hire our students in cooperative education positions and our graduates provide meaningful insight to the effectiveness of our programs. They provide insight on the knowledge that students are coming with, what gaps we can address, and what should be anticipated for the future. The details captured in these committees form part of the program feedback reviewed in curriculum and continual improvement committees. This continuous loop of feedback ensures the proposed objectives are not only met but are maintained relevant as the related industries change.

Whether the students are achieving the program-level learning outcomes

Learning outcomes are assessed in all undergraduate programs and reviewed by instructors each term. As part of CEAB accreditation, the BAsc program outcomes are continuously monitored. As a result, the existing General, Mechanical, and Civil streams, along with the newly proposed Electrical, Industrial and Environmental streams have all their courses continuously monitored and annual reports suggest improvements for the programs. The information

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is fed into annual and accreditation reports that are prepared for the CEAB programs inform the continuous improvement of the programs.

The perceived student workload and student experience

Students in the BET program have a reduced workload compared to that in our BASc programs where this program is limited to five courses per semester, in comparison to some semester that have 6 courses per semester in the BASc program. The program will be challenging as some of the engineering courses are demanding in their scope and practice; however, the workload and activities in those courses are subject to review as part of the CEAB monitoring process in place. These practices have led to changes to courses to shift workload, such as major projects, to their own course to provide a more balanced experience. The students in the BET program will benefit from this continual improvement effort that addresses these concerns.

The student experiences in place for our BASc undergraduate students, such as those led by the Student Engineering Society or one of our many student clubs, are all available to our BET students. The students have access to our WINONE office for student counselling and other support services. The recently hired Pathway Success Learning Specialist is a direct point of contact for these students to seek assistance and guidance unique to their needs and program and are able to reach out to a managed email inbox or book online or in person appointments directly with this faculty member.

How the resulting information will be documented and subsequently used to inform continuous program improvement

The results of the monitoring process in place on a course-by-course basis described above feeds into the continuous improvements efforts completed by each AAU that propose curriculum and course enhancements. Any improvement and enhancement to the BASc courses has a direct positive impact on the BET programs where curriculum is shared. Thus, the program is always under continued improvement to remain in line with accreditation requirements.

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

Not applicable. No coop option for this program at this time.

APPENDIX A – BUDGET SUMMARY SHEET

Not applicable – This is pathway allows direct entry into year 1 of the Beng Tech, rather than entering via a College. The Faculty anticipates modestly increased enrolments. No additional funds or expenses are required for the program changes.

**University of Windsor
Senate**

5.1.7: **BASc in Civil Engineering with Architecture Option (with/without Co-op) – Major Program Changes (Form B) and Minor in Media Art History and Visual Culture Revision**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Honours Bachelor of Applied Science in Civil Engineering with Architecture Option (with/without Co-op) be approved, and that the requirements for the Minor in Media Art History and Visual Culture be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The new option and minor program change have been approved by the School of Creative Arts Council, the Civil and Environmental Engineering Council, the Faculty of Engineering Coordinating Council, the Provost, and the Program Development Committee.
- Provost Comments: The Provost delegated noted that the new pathway is a promising direction with strong potential for student interest. The interdisciplinary collaboration between the programs was identified as a key strength and an important feature to highlight in future promotion of the program.
- *See attached.*

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A. Basic Program Information

Faculty(ies)	Faculty of Engineering
Department(s)/School(s)	Civil and Environmental Engineering
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Applied Science in Civil Engineering Honours with Architecture Option (Cooperative Education)
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2027
Mode of Delivery:	In-person
Planned steady-state Student Enrolment (per section B.4.2)	15 additional students
Normal Duration for Completion:	5 years
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

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

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

The Department of Civil and Environmental Engineering in collaboration with the Visual Arts and the Built Environment (VABE) program in the School of Creative Arts proposes to offer a Civil Engineering Degree with Architecture Option (Cooperative Education). The degree option program would consist of the existing, core civil engineering program and option courses provided primarily by the VABE program.

INTRODUCTION and BACKGROUND

The disciplines of civil engineering and architecture have historically and professionally been aligned. Thematically, both disciplines emphasize the design process in which students' study how engineered civil works or architectural solutions address human habitation and community needs. Practically, both disciplines work collaboratively on multiple civil projects encompassing a broad range of professional infrastructure projects. Furthermore, key technical components, such the study of basic forces in structural elements, are shared in the early years of program study of either discipline.

With respect to choices university bound students make, students who have an interest in the built environment – particularly academically strong and curious ones – are often uncertain if they should choose civil engineering or architecture to study. The choice is significant because choosing one discipline versus the other reduces the opportunity to readily pursue the other discipline after the first degree is complete. Moreover, the study requirements generally prevent a student in one discipline from readily exploring the other discipline while in program.

RATIONALE

For students interested in both disciplines, studying or even exploring one discipline after the other, is a potentially risky and time-consuming venture because there is often no ready pathway between the two disciplines. For example, should a student wish to study architecture after studying civil engineering, the student must pursue additional introductory courses for the fundamental concepts in architecture, prepare a portfolio to apply to professional architecture schools, and then achieve a terminal master's degree in architecture. Unlike engineering, the Masters degree in architecture is deemed the necessary degree for professional practice.

Locally, our UWindsor advisors and representatives are often asked at open houses and outreach events what is the difference between civil engineering and architecture because prospective students are struggling to decide between

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the two. This strongly suggests that such prospects are struggling to recognize the differences between the two disciplines, especially since there are similarities: both civil engineering and architecture overlap both technically and professionally. Should the prospect decide on architecture, we direct them to our colleagues in the Visual Arts and Built Environment (VABE) Program which currently offers a joint international initiative with the School of Architecture and Community Development at the University of Detroit Mercy. This current program offers a dual undergraduate degree in 4 years of study (General BA in Visual Arts and a BSc. Architecture) and a direct pathway to the Masters in Architecture. However, there remain prospective students who are undecided or uncertain, as well as prospects who wish to somehow explore both interests.

An alternative that allows civil engineering students to explore architecture should therefore attract students who might be undecided between both professional disciplines. This would serve to: 1) reinforce the attractiveness of UWindsor Engineering as their university of choice; and 2) because of the relative lack of such cross-discipline programs related to both civil engineering and architecture in Ontario and Canada, serve to attract more students from outside of the Windsor-Essex region to UWindsor.

RELEVANCE and IMPORTANCE

VABE has noted that they are at capacity and cannot accept more students into their program. However there are only two courses that would be taken by both VABE and Civil with Architecture option students, where this concern arises (VABE 1100 : Architectural Design I and VABE 1200: Architectural Design II). As is discussed below, this can be alleviated for the Civil/Architecture program with the addition of two sessional appointments to provide one additional section of each.

The additional students, however, trend as academically strong students and many already have senior high school physics. Students who lack the math and science pre-requisites to enter engineering normally do not pursue engineering; those who choose engineering later on can struggle to pre-qualify. However, because students who sought VABE normally have taken Physics, they are in a stronger position to consider studying engineering as an alternative choice. An analysis of five years of information showed that 70% of Ontario Secondary Students who applied to VABE and Engineering were eligible for admission academically to both programs. This did include students who were not Canadian citizens and thus were not eligible for VABE. Students that cannot be accepted into VABE because of resource or citizenship limitations could potentially consider civil engineering with an architecture option.

The VABE Program further requires that all program students be Canadian citizens so that they can cross the US-Canada border to study specific courses at Detroit Mercy. VABE therefore cannot accept students who are not yet full Canadian citizens. VABE reports that there are a notable number of applicants (10 to 20 students) to their program who potentially qualify but cannot be accepted. However, these students could be acceptable to engineering and, if necessary, would only have a limited number of high school equivalent pre-requisite courses to make up for entry to engineering.

From our current engineering enrolment perspective, the enrolment numbers for civil engineering have remained relatively flat in the last decade, typically hovering at about 50 students in each of years 2, 3, and 4. This is consistent with observed trends at civil engineering schools across Canada: interest in civil engineering studies remains flat or with low rates of increase. In addition, the recent addition of Mechatronics in our Engineering Faculty can spur additional interest in our existing Mechanical and Electrical programs. This spillover benefit, however, is unlikely to benefit enrolment in Civil or Environmental programs because of the differences in the disciplines.

Geographically, there are very limited engineering schools offering an undergraduate architecture option or specialization in Ontario. The University of Waterloo offers a full undergraduate degree in Architectural Engineering. Other universities, such as Carleton, offer a degree in Engineering-Architectural Conservation and Sustainability. Detroit Mercy also offers an Architectural Engineering Degree spanning 5 years. Should UWindsor offer a 5-year Civil

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Engineering degree with Architecture Option, it would be a unique program both in terms of program layout and degree classification in southwestern Ontario, and the province as a whole.

In addition, after completing the proposed Civil Engineering degree with Architecture Option, graduates could then pursue a Masters of Architecture at Detroit Mercy, leveraging the current pathway established for VABE students. This would add clarity and improve efficiency to the architectural application process and reduce uncertainty for interested students. This potential opportunity may also increase the attractiveness of UWindsor as a university choice because it provides for long term planning. To our knowledge, there are no existing pre-planned engineering-to-architecture pathways in Ontario (or Canada).

Finally, offering a Civil Engineering degree with Architecture Option provides a built-in “off ramp” for students who may be considering the option, but over time, decide they do not want to pursue it. Although this is an option stream, the degree is based on our current civil engineering curriculum. If students opt out of the architecture option, they would/can complete and graduate with a civil engineering degree.

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

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

The revised curriculum retains all the elements of the Civil Engineering program, distributed over five years, and includes the core course requirements from the current VABE program offered at UWindsor. It is notable that our Civil Engineering program was recently awarded a 6V – the highest possible rating – by the Canadian Engineering Accreditation Board. The revised curriculum further leverages the existing agreement between the University of Detroit Mercy and VABE and provides a pathway to a Master’s in Architecture, which is the terminal degree for architecture. Thus, a direct path is provided to potentially complete two professional degrees and to obtain the related professional designations. This clearly reflects the consistency of the proposed revisions with the current state of the disciplines.

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

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

Architecture and civil engineering are closely related disciplines that work together to design and construct the built environment. Architects and civil engineers collaborate throughout the design and construction process, translating design intent into buildable, code-compliant solutions. Together, they integrate creativity and technical rigor to deliver structures that are visually compelling, structurally sound, sustainable, and responsive to social, environmental, and economic needs. To be successful in either career, one needs to understand the function of the other profession – something that is currently lacking in our (and most) civil engineering curriculums in Canada.

The proposed revised program is distinguished by its intentional integration of civil engineering and architecture within a single, cohesive curriculum. Unlike traditional programs where engineering and architectural studies are often siloed, this program embeds architectural design studios and related courses directly into the engineering sequence. Students engage in interdisciplinary learning that mirrors professional practice, requiring them to develop skills and knowledge related to structural performance, constructability, sustainability, and aesthetics simultaneously.

Although somewhat similar programs exist within Ontario (i.e., at Waterloo and Carleton), it is important to emphasize that both do not provide a potential, direct path to a Masters in Architecture.

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](#)

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

The proposed revised program retains all the requirements of the current Civil Engineering program. Thus, the proposed revised program will incorporate Indigenous content, perspectives, and material in a similar method. While not every course lends itself to the incorporation of the content or perspectives of Indigenous Peoples (IP), there are common core courses in the faculty where this is possible and can be utilized to study what is referred to as the “4Rs” of Indigenous research: Respect, Relevance, Reciprocity, and Responsibility in a way that is meaningful to students and relevant to course content.

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

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

The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below. This process was undertaken by the Associate Dean Academic, in communication with the Indigenousization Learning Specialist within the Centre for Teaching and Learning.

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

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

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has contributed to the most pressing global issue: climate change. The Engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact, as IP believe, the next seven generations.

As well, Indigenization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of 12 Graduate Attributes to be demonstrated by students graduating from an accredited Engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [1]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

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

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

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

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

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

The Faculty of Engineering began by developing and implementing our own approach. We then began to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada. The research produced some recommendations that were part of two additional phases of work planned for the project. However, this work was being led by the Equity, Diversity, and Inclusion Advisor for the Faculty of Engineering. They left the University at the end of May 2024 and the position has not been filled.

6. 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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The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss “ethics and equity” and respect for others, our community, and “regard the practitioner’s duty to public welfare as paramount” [1].

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

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

8. Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person con-firm the text if you will be submitting their name)

We have met with the Indigenization Learning Specialist, Jaimie Kehego, to review our process and the presentations that are provided to students. This has been an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. We have met with Mr. Cory Jones, the President of Neegan Burnside, an Indigenous-owned engineering and environmental consulting company. Mr. Jones has provided a lecture to fourth-year students about his experiences in delivering infrastructure to Canadian Indigenous communities. As well, the Faculty of Engineering invited Mr. Randy Herrmann, Director of the Engineering Access Program at the University of Manitoba, to provide a workshop about enabling Indigenous students’ success in engineering.

PEO has recently published an issue of its official publication, Engineering Dimensions, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

In 2025, the Canadian Society for Civil Engineering (CSCE) embarked on a 1-year project to address Indigenizing the Civil Engineering Curriculum. The project is on going, and the first year results will be reviewed and shared in mid-2026. All Heads and Chairs of civil engineering departments across Canada participate as part of the CSCE, including the current head of our Civil and Environmental Engineering Department here at UWindsor.

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

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to better understand what decolonization looks like within engineering. This is a project that will begin with educating ourselves; the Associate Dean, Academic, and the Undergraduate Programs Coordinator took the six-week course "Pulling Together: A Guide for Curriculum Developers" offered by the University of Windsor and taught by Jaimie Kehego. Faculty members have been encouraged to also participate in similar workshops and courses.

10. 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?

As noted above, this is included in the syllabi in the following ways: GENG-1101 Engineering 1 is the first-year course that provides a presentation about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101

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Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is the third-year course that provides a presentation about Indigenous issues and students complete an assignment. Capstone Design is the fourth-year course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

References

1. Government of Ontario. "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." January 1, 2023. <https://www.ontario.ca/laws/regulation/900941>
2. Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." 2015. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
3. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

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

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

The proposed name (i.e., Bachelor of Applied Science in Civil Engineering Honours with Architecture Option (Cooperative Education)) is transparent. It communicates that Civil Engineering is the primary feature of the program, but also distinguishes it from the existing program. Identifying the inclusion of architecture as an option to an existing program, rather than a new program altogether, is important for engineering program accreditation. Furthermore, the naming is consistent with degree option programs in other engineering departments (e.g., mechanical engineering with automotive option).

B.4 Demand for the Modified Program

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

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

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

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

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

A preliminary analysis reveals that 63 students applied to both Engineering and VABE for Fall 2025 entry to the University of Windsor. We conservatively estimate that 10 students would select the Civil Engineering with Architecture Option program, with the intake increasing to potentially 15 students once the program is established.

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

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

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	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>										
<i>In the co-op/experiential learning stream (if applicable)</i>	5	5	10	10	15	15	20	20	25	25

Based on available data, the values in the above table assume:

- The intake is divided between both domestic and international applicants. The ratio between the two categories may change.
- That all students will initially prefer to enroll in the coop stream.
- An additional 10 students are enrolled each successive year. The numbers shown assume cumulative students through all applicable years as the program runs from years 1 through 5.
- That all students will complete the program in the specified 5-year curriculum schedule.
- Coop positions are preferably related to architectural, building, or other constructed infrastructure positions. However, coop positions for this option program may also come from existing coop opportunities for civil and environmental engineering students.

B.4.3 Duplication (Ministry section 3)

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

The revised program merges two existing areas of study to form a unique option for our students.

As identified above, two similar programs exist within Ontario:

- Architectural Engineering, University of Waterloo
- Engineering – Architectural Conservation and Sustainability, Carleton University

The proposed revised program is unique in that it provides a more structured, potential path to a Masters of Architecture, a Professional Engineer license, and to register as an Architect. The proposed revised program is not simply a duplication of existing programs: it offers a desirable combination of degree skill sets not widely available in Ontario. The geographic separation between Windsor, Waterloo, and Ottawa further supports the uniqueness of the proposed revised program.

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.]*

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B.5.1 Resources Available

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

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

The proposed revised program is supported by existing faculty and staff resources across the Civil Engineering and VABE programs within the university. Faculty expertise, course offerings, laboratories, and administrative support already exist and are currently underutilized in Civil Engineering. The Civil Engineering program has sufficient instructional capacity to support the revised curriculum and anticipated enrollment growth. Within VABE, limited additional instructional support may be required (e.g., sessional lecturers to support design-studio activities). Regardless, there will be negligible additional demands from what would be required for additional enrollment in the Civil Engineering or VABE program independently.

The program will introduce modest administrative duties related to coordination and oversight. These responsibilities are relatively minor and can be absorbed within existing departmental structures. No new administrative positions or significant increases in workload are anticipated.

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

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

Include:

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

The proposed revised program is supported by existing faculty whose collective expertise aligns directly with the program's goals and learning outcomes. Participating faculty are drawn from the two existing programs and include tenured and tenure-track members with established records of teaching, research, and student supervision. As no new courses are being proposed, and the core courses remain identical to the existing programs, the faculty expertise is best reflected in the quality of the existing programs. For example, Civil and Environmental Engineering recently received a 6V rating from the Canadian Engineering Accreditation Board – which is the highest possible rating.

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

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

The capacity of the VABE program, as it relates to the proposed revised program, is primarily limited by two design-studio courses (i.e., VABE 1100-51, VABE 1200-51). The National Architectural Accrediting Board limits the number of students per section: any enrollment growth necessitates offering additional sections. There are two probable scenarios:

- The VABE design studios are under capacity: In this case, the proposed program could be utilized to supplement enrollment to bring VABE up to full capacity without hiring sessional lecturers.
- The VABE design studios are at capacity: In this case, two sectional lecturers would be required to satisfy the design-studio requirements. Note that this would allow for additional enrollment through VABE directly (which currently receives more applicants than can be admitted), as well as through the proposed revised program. Thus, the proposed revised program may act as a catalyst to boost VABE capacity simultaneously and ensure that any additional section offerings are filled.
- With respect to Engineering, the current faculty complement should be sufficient to meet the additional demands from proposed program. However, because the students will have an expanded program, Engineering may need to retain an occasional sessional lecturer should there be gap in course offerings, especially if overall enrolment in either the general Civil Engineering or the proposed Architecture Option exceeds current enrolment capacities.

As the proposed revised program involves a curriculum of over 50 courses, the possibility of hiring two additional sessional lecturers represents a reasonable and modest reliance on these positions. Note that other courses may be taught by adjunct, limited term or sessional faculty, but this is an existing dependency that is not amplified by the proposed revised program. In fact, increasing the enrolment overall will make such offerings more economical.

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

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

Not applicable.

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

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

Not applicable.

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

There are no anticipated new resources.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

All the impacted courses are offered as part of other existing programs which are constrained by accreditation requirements. There are no anticipated, further are no further opportunities to minimize costs.

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

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

Faculty:	Two sessional lecturers to offer an additional section of VABE 1100-51 and VABE 1200-51. One additional sessional lecturer in Engineering during years 2 and 3 of a program cycle.
Staff:	N/A
GA/TAs:	N/A

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

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

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

Students will follow the admission requirements for Civil and Environmental Engineering: ENG4U, MHF4U, SCH4U and SPH4U required. MCV4U is strongly recommended. A minimum average of 74% in all math and science courses (except Biology/SB14U) is also required.

There are no new or revised admission requirements that differentiate the proposed revised program from the existing requirements for Civil and Environmental Engineering. The admission requirements for VABE and Civil and Environmental Engineering are nearly identical with three exceptions: Chemistry is required for all Engineering disciplines. VABE has a minimum average of 75% (vs. 74% in Civil Engineering) and, VABE cannot accept international students. Engineering can accept international students. Currently, the requirement to attend the University of Detroit Mercy prohibits VABE from accepting international students or permanent residents. Within the proposed revised program, attending Detroit Mercy is not required, and therefore provides a pathway for access to VABE for international students and permanent residents. The difference in minimum average is considered inconsequential, and requiring Chemistry exceeds the requirements for VABE.

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Comparison Chart

Admission Requirements	VABE	Civil Engineering
Required Courses	Advanced Functions Physics English	Advanced Functions Physics English Chemistry
Recommended Courses	Calculus and Vectors	Calculus and Vectors
Minimum Average	75%	74%
Citizenship	Canadian	No restriction

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

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

As the current admission requirements from VABE and Civil Engineering are being maintained or surpassed, there is no concern that students will not be well positioned to achieve the intended learning outcomes.

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

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

Bachelor of Applied Science in Civil Engineering with Architecture Option

Note: Students completing this program are eligible for a Minor in Media Art History and Visual Culture and are encouraged to add this minor through self-service.

Degree Requirements

Total Courses: 52 courses (plus 3 work terms for Co-op students)

Year 1 - Fall (Semester 1)

- GENG-1101. Engineering 1
- GENG-1102. Engineering Graphics
- MATH-1720. Differential Calculus
- MATH-1270. Linear Algebra (Engineering)
- PHYS-1400. Introductory Physics I

Year 1 - Winter (Semester 2)

- GENG-1110. Engineering Mechanics I
- GENG-1201. Cornerstone Design
- GENG 1202. Introductory Electrical and Computer Engineering
- MATH-1730. Integral Calculus
- CHEM-1103. Topics in General Chemistry

SECOND YEAR

Students must have completed at least eight (8) of their 1st year courses before being allowed to register into the 2nd year courses.

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Year 2 - Fall Term (Semester 3)

GENG-2101. Engineering II
MATH-2780. Vector Calculus
PHYS-2100. Topics in Physics
VABE-1100. Architecture Design 1 (double weighted)
VSAR-1070. Introduction to Drawing and Painting

Year 2 - Winter Term (Semester 4)

GENG-2220. Probability and Statistics for Engineering
MATH-2790. Differential Equations
VABE-1200. Architecture Design 2 (double weighted)
MACS-2150. Art and Visual Culture

Year 2 - Summer Term (Co-op students only)

Students must complete at least three co-op work terms over four possible terms
GENG-2980. (Work Term I) (Optional)

THIRD YEAR

Students must have completed all the 1st year courses and at least nine (9) of their 2nd year courses before being allowed to register into the 3rd year courses.

Year 3 - Fall (Semester 5)

GENG-2102. Programming and Algorithms
GENG-2180. Mechanics of Deformable Bodies
GENG-3130. Engineering Economics
MACS-2050. Art and Material Culture
Architecture Theory (one of the following: MACS-2200 Art Architecture and Public Spaces, MACS-2500 Stories of the City, MACS-4520 Urban Ecologies)

Year 3 – Winter Term (Semester 6)

CIVL-2190. Materials in Civil and Environmental Engineering
CIVL-3520. Stress Analysis
ENVE-2200. Environmental Concepts and Applications in Engineering
VSAR-2330. Sculpture
PHIL-1100. Introduction to Western Philosophy

Year 3 - Summer Term (Co-op students only)

Students must complete at least three co-op work terms over four possible terms
GENG-2980. Work Term I (Optional)
OR
GENG-3980. Work Term II (Optional)

FOURTH YEAR

Students must have completed all the 1st year and 2nd year courses and at least six (6) of their 3rd year Engineering courses.

Year 4 – Fall Term (Semester 7)

CIVL-2200. Civil Engineering Information Systems
CIVL-3510. Fluid Mechanics
CIVL-3530. Structural Analysis

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CIVL-3540. Concrete Design
CIVL-3650 Transportation and Traffic Engineering
VABE-4600 Space in Acoustics and Light

Year 4 - Winter Term (Co-op students Only)

Students must complete at least three co-op work terms over four possible terms.

GENG-3980. Work Term II (Optional)

OR

GENG-4980. Work Term III (Optional)

Year 4 - Summer (Semester 8)

CIVL-3610. Masonry and Concrete Design

CIVL-3550. Geotechnical Engineering I

CIVL-3640. Structural Steel Design

CIVL-4710. Hydrology

1 course from the following list:

CIVL-3620. Finite Element for Analysis and Design

CIVL-4940. Transportation Systems Analysis

CIVL-4950. Building Information Technology

CIVL-4960. Wood Design

CIVL-4970. Life Cycle Thinking

ENVE-3630. Water and Wastewater Treatment,

ENVE-4810. Sustainability in Engineering

ENVE-4820. Hydrogeological Engineering

ENVE-4811. Climate Change and Infrastructure

FIFTH YEAR

Students cannot register into any 5th year courses until they have completed nine (9) 4th year Civil Engineering courses and all courses from 1st, 2nd and 3rd year.

Year 5 – Fall Term (Co-op students only)

Students must complete at least three co-op work terms over four possible terms

GENG-4980. Work Term III (Optional)

Year 5 - Winter (Semester 9)

CIVL-4000. Capstone Design

ENVE-4710. Water Distribution and Wastewater Collection Systems

CIVL-3630. Geotechnical Engineering II

CIVL-4720. Hydraulics

MACS-3910. Contemporary Architecture

Year 5 - Summer (Semester 10)

CIVL-4000. Capstone Design

CIVL-4810. Highway Design and Construction

CIVL-4820. Plan and Construction Management

2 courses from the following list:

CIVL-3620. Finite Element for Analysis and Design

CIVL-4920. Advanced Topics in Structural Design

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CIVL-4940. Transportation Systems Analysis,
CIVL-4950. Building Information Technology
CIVL-4960. Wood Design
CIVL-4970. Life Cycle Thinking
ENVE-3630. Water and Wastewater Treatment
ENVE-4810. Sustainability in Engineering
ENVE-4820. Hydrogeological Engineering
ENVE-4811. Climate Change and Infrastructure

Technical Elective courses offered every year:
CIVL-4920. Advanced Topics in Structural Design
CIVL-4970. Life Cycle Thinking
ENVE-3630. Water and Wastewater Treatment
ENVE-4810. Sustainability in Engineering
ENVE-4820. Hydrogeological Engineering
ENVE-4811. Climate Change and Infrastructure

Technical Elective courses offered every other year:
CIVL-3620. Finite Element for Analysis and Design
CIVL-4940. Transportation Systems Analysis
CIVL-4950. Building Information Technology
CIVL-4960. Wood Design

Courses used to calculate the major average are the same as the current Civil Engineering Degree major average calculations.

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

Minor in Media Art History and Visual Culture

Two from the following:

VSAR-1050 Studio Practice and Ideas/Space
VSAR-1060 Intro to Elements of Art and Principles of Design or VABE-1100 Architecture Design 1
VSAR-1070 Intro to Drawing and Painting
VSAR-1080 Studio Practice

MACS-2050 Art and Material Culture
MACS-2150. Art and Visual Culture

two additional MACS courses.

MACS-XXXX
MACS-XXXX

Does the revised program include new courses?:

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

No. [All courses come from the existing Civil Engineering and VABE curriculum.]

If yes, list all new courses:

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

Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential

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learning option and those who opt not to. **Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

Co-op will remain optional with identical requirements to the Civil Engineering program with the exception that the duration of the program is five years which potentially allows an optional additional work term:

Year Two Application Requirements:

- Year one cumulative average of 60% and no more than one outstanding grade below 50% .

Continuation Requirement:

- Year one cumulative average of 70% is required for students directly admitted to co-op for automatic continuation in year 2 co-op. A student with a year 1 average of 60 – 69.9% must re-apply for co-op in year two.
- Years two, three, four and five must maintain a cumulative average of 60% and no more than one outstanding grade below 50% .

A notable difference is that students in the proposed revised program have an additional year to complete the requirements. This provides students with additional flexibility on when to complete the requirements, or possibly to obtain an additional co-op placement if permitted.

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

Co-op remains optional and would be administered the same as coop for the to the existing Civil Engineering program.

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

Year	Fall	Winter	Summer
1	Study	Study	Off
2	Study	Study	Work/Off
3	Study	Study	Work/Off
4	Study	Work/Off	Study
5	Work/Off	Study	Study

In the above schedule, a student may select to complete their work terms in three of the four work/off terms in Year 2, 3, 4 and 5. The Coop Office has already been notified of the proposed program and coop sequence presented above.

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

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

The program integrates the learning outcomes of the current Civil Engineering and VABE programs. Consequently, students participating in the proposed revised program will exceed the preparation provided by students participating in either program independently. Of particular note is that the proposed revised program provides a direct pathway to two professional designations. Students can choose to pursue either or both upon graduation.

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C.3.2 For All Program Proposals

C.3.2.1 New or Changes to for Continuation in Program

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

There are no changes to the standing requirements for continuation in program. It will be maintained identical to Civil Engineering.

[Without Co-op: 60% and with Co-op: 70% at the end of Year 1]

C.3.2.2 New or Changes to Standing Required for Graduation

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

There are no changes to the standing required for graduation. It will be maintained identical to Civil Engineering.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

Civil Engineering with Architecture Option (with/without Co-op)

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.</p> <p>Apply principles of natural sciences and engineering fundamentals in an inter-layered and integrated approach to engineering and architectural problems.</p> <p>Employ specialized engineering practices to analyze and design engineering systems and built environments.</p> <p>Integrate engineering, architectural, and contextual considerations when designing solutions for the built environment.</p> <p><i>Co-op: Apply additional real-world experience gained through work placements to solve practical engineering problems</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.</p> <p>Explain why an experimental methodology is appropriate for a given problem.</p> <p>Conduct experiments and interpret the results to formulate valid conclusions.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>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>Select, create, modify, and navigate the limitations of computational and analytical methods to model and analyze engineering systems.</p> <p>Select, create, modify, and navigate the limitations of measuring instruments and testing equipment to collect data for analysis.</p> <p>Independently summarize, analyze, synthesize, and evaluate information from a wide variety of sources, including library methods, relevant codes/standards/regulations, and digital methods.</p> <p>Formulate questions and synthesize data to answer them.</p> <p>Distinguish between primary and secondary sources to identify appropriate kinds of resource material.</p>	<p>information (information literacy)</p>	<p>5. Awareness of Limits Knowledge</p>
<p>C. Classify problems according to commonly used solution methods. Identify the necessary given and missing information, and assumptions when formulating solutions.</p> <p>Execute problem solutions and interpret the results.</p> <p>Evaluate the relevance and quality of different solutions to design problems.</p> <p>Apply conceptual, perceptual, and analytical approaches to design solutions.</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. Apply mathematical methods and modelling techniques to analyze problems.</p> <p>Evaluate the economic and financial performance of an engineering and architectural activity, including life-cycle costs and benefits.</p> <p>Estimate, organize, and manage engineering and architectural activities to be within time and budget constraints</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>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>Interpret and apply conventions used in building representations (e.g., plans, sections, and technical schematics).</p> <p>Explain the functioning of basic construction principles, building types, and structural methods.</p> <p>Effectively use interactive multimedia tools and resources.</p>		
<p>E. Describe the role of the engineer and architect in protecting and promoting the public welfare both locally and globally.</p> <p>Employ professional behaviour in individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff).</p> <p>Identify legal issues relevant to engineering and/or architectural activities.</p> <p>Analyze the societal and environmental impacts of engineering and/or architectural activities to propose strategies that mitigate potential negative effects.</p> <p>Apply ethical principles, including the PEO Code of Ethics, to engineering and architectural practice.</p> <p>Identify equity issues within the engineering and architectural profession and Canadian society, with an emphasis on the role of Aboriginal peoples, women, visible minorities, persons with disabilities, and sexual minorities</p> <p>Apply conservation ecology methodologies and principles to the built environment.</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. Compose, deliver, and assess written and oral communications both from and for a variety of audiences.</p> <p>Prepare, integrate and interpret graphical communications used in written and visual formats (Examples: data depicted through graphs, charts, and tables; other engineering drawings).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 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> <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>Present design ideas and solutions using graphic and verbal communication in collaborative design settings (e.g., charrettes).</p> <p>Review, discuss, and debate scholarly literature and research among student peers, faculty, students, and stakeholders (Also applicable to B).</p> <p><i>Co-op: Receive, incorporate and act on feedback acquired in professional settings.</i></p>		
<p>G. Share and define individual contributions to a team effort.</p> <p>Employ interpersonal skills to promote team dynamics.</p> <p>Integrate individual contributions into coherent team reports or presentations.</p> <p>Work with public and private stakeholders in planning and design processes of the built environment.</p> <p><i>Employ professionalism in their workplace settings.</i></p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Generate problem statements and design objectives.</p> <p>Evaluate design alternatives while considering constraints and stakeholder needs (e.g., health and safety, codes and standards, economic, environmental, social, and cultural factors).</p> <p>Refine and advance designs to their final end state.</p> <p>Apply creative and critical design processes when developing solutions.</p> <p>Apply and evaluate art and architectural theory, building regulatory techniques, and environmental policy.</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 the benefits of becoming a member of a professional society.</p>	<p>I. the ability and desire for continuous learning</p>	<p>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> <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>Describe the importance and necessity of ongoing study to maintain and expand acquired skills.</p>		

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

The mode of delivery will be face-to-face, identical to the existing Civil Engineering and VABE programs. As the learning outcomes are identical, and no new courses are being offered, maintaining the current mode of delivery is most practical. The current mode of delivery has been successful in both existing programs.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

The proposed revised program will be assessed on a continual basis via the external accreditation process conducted for VABE and Civil Engineering (i.e., NAAB and CEAB).

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

Describe the appropriateness of the plans to monitor and assess:

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

See the response to the previous section.

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

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

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

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

The experiential learning experience via the coop program remains the same as with the current civil engineering with cooperative education option.

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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.

In addition to the current knowledge and skills civil engineering students bring to current workplace placements, future students in this proposed program will bring additional skills relevant to architectural practices.

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

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

The availability and suitability of coop placements should align current placement trends in the existing civil engineering cooperative option program. Current coop placement opportunities that are relevant to infrastructure and the built environment would be useful and meaningful. In addition, coop opportunities with firms that feature architectural and civil engineering services can be further pursued given the additional skills of the students. Finally, the potential, additional coop term provides greater flexibility in securing the minimum number of coop placements.

E.4 Supervision of Placements (QAF section 2.1.2.6)

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

The supervision should remain the same as in the current civil engineering cooperative option program.

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.

Any associated fees should remain the same as in the current civil engineering cooperative option program.

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

Please obtain signatures for the following statement for new/revised co-op programs.

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): Edwin Tam Approved by CEE Council February 25, 2026

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

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Name of Director of the Co-op Services (typed or e-signature): *Kerri Zold, Support given on February 19, 2026*
[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

The Cooperative Education Office has approved this program in principle.

APPENDIX A – BUDGET SUMMARY SHEET

Not applicable – This is an additional option to the existing BASc in Civil Engineering. The Faculty anticipates increased enrolments. No additional funds or expenses are required for the program changes.

**University of Windsor
Senate**

5.1.8: **Biology – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1: That the Honours Biological Science programs be renamed Honours Biology and that the three streams, Life Sciences, Animal Biology and Aquatic Biology, be approved.^

MOTION 2: That the Minor in Biological Sciences be renamed Minor in Biology.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The major program changes have been approved by the Department of Biology Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Provost, and the Program Development Committee.
- Provost Comments: The Provost delegate expressed appreciation for the work undertaken to streamline the required courses and strengthen the program's appeal to prospective students.
- *See attached.*

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A. Basic Program Information

Faculty(ies)	Science
Department(s)/School(s)	Biology
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Honours Biology – Life Sciences Stream Honours Biology – Animal Biology Stream Honours Biology – Aquatic Biology Stream
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
Mode of Delivery:	Face-to-face
Planned steady-state Student Enrolment (per section B.4.2)	500+
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 2.1.2.1; Ministry section 3)

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

Rationale, overall aim and intended impact of the revised program

The biological sciences are very broad, with a focus that ranges from biomolecules all the way to entire ecosystems. Due to this, biological sciences programs vary considerably in their focus – from offering targeted curriculum in ecology, animal biology, aquatic biology, and the life sciences, to curriculum that offers a broad overview of the field. While the breadth and flexibility of our current broad biological sciences undergraduate program attract many high school students, it can also be overwhelming to others. Many are uncertain as to which courses they should take to prepare for common career goals like health sciences (e.g., medicine, dentistry, optometry, physician's assistant), veterinary medicine, teaching, environmental consulting, and research. The proposed changes to the biological sciences program aim to create different pathways to these common career goals, enhance student experience, and attract and retain more students. Currently, we lose students to institutions like the University of Guelph for example, when they wish to study animal biology. While we offer similar courses at the University of Windsor and can offer these students an undergraduate program in biology that could prepare them to submit a competitive application to veterinary medicine, students opt to go to an institution where they can graduate with a degree in animal biology, as a perceived clear path to their goal.

The proposal in this application seeks to:

- Increase flexibility in our undergraduate program in the biological sciences by reducing the number of required courses;
- Change the name of our undergraduate program from Honours in Biological Sciences to Honours in Biology to better align with competitor schools, and with preferences from applicants and current students; and
- Introduce three streams to the Honours Biology undergraduate program following multiple requests for these areas of study from prospective students at recruitment events: Life sciences, animal biology, and aquatic biology.

To implement these proposed revisions, the Department of Biology is not proposing the introduction of new courses. Instead, the revisions involve making use of already existing courses and packaging them into the three streams. Providing specific and targeted curricula under the umbrella of these streams will attract new students, highlight the

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expertise in our department, and help the University of Windsor be competitive with other postsecondary institutions who offer programs in life sciences, animal biology and aquatic biology.

Consistency of revised program with the institution's mission, goals and objectives as defined in its strategic plan

In *Aspire, Together for Tomorrow*, the University of Windsor committed to six strategic priorities, and this proposal aligns with the following two:

- Ensuring high quality, relevant and just teaching, learning, and student experience for everyone
- Advancing bold, impactful research, scholarship, and creative activity

A scan of programs offered in the biological sciences at competitor schools (e.g., University Western Ontario, University of Guelph, Brock University, and York University) revealed the following:

- Most schools, with the exception of Brock University, are moving away from offering general degrees in the biological sciences.
- Instead, they offer undergraduate degrees in biology with an area of specialization.

To remain relevant, competitive and successful in our goal of ensuring high quality, relevant and just teaching, learning and student experience for everyone, the introduction of streams that provide students with the ability to specialize in one area of biology and graduate with a parchment that recognizes their choice is critical.

Moreover, creating areas of specialization in biology will help support students as they navigate the breadth of biology, providing more structured opportunities to engage in bold and impactful research with the internationally-recognized faculty in the Department of Biology.

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

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

The revised curricula were developed in consultation with departmental experts in the disciplines along with pedagogical specialists. They are similar to those offered by other universities who have the expertise/facilities to provide them. Moreover, changes to program content do not include the introduction of new courses, but instead the packaging of existing courses into defined streams.

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

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

N/A

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

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the (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?

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- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
 - *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
 - *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Department of Biology has committed to decolonizing and Indigenizing our teaching and research practices. We recognize that many of our courses and practices do not yet incorporate Indigenous knowledges or ways of knowing, and that we have much to learn and re-learn, and much work to do to successfully meet our commitment. To date, our efforts have been approached from different fronts. A curriculum review is currently underway, with Indigenization and decolonization as one of the key areas for inclusion/improvement. As part of this process, individual instructors have been working to identify aspects of courses that should include (or raise awareness) of Indigenous knowledges. We are excited to have welcomed an Indigenous Knowledge Connector, Clint Jacobs, who joined our department in January 2024. In Winter 2024, Clint designed and offered a new course for senior students entitled “Relationships with Nature”, which filled to capacity in less than a week. In Fall 2024, he developed another course, “Using Native Plants to Restore Community”, and it also filled to capacity in one week. These two courses were again offered in the 2025-2026 academic year. We are looking forward to continuing to invest in deeply relational work with him, as well as other Indigenous partners on campus and in the community.

Through our work on this journey, members of the Department of Biology have also secured grants to support work on Indigenizing and decolonizing our teaching and research practices. Dr. Tina Semeniuk obtained NSERC CREATE funding to create FishCAST, and a suite of micro-credentials, one of which is focused on Indigenous-Canada relations. Dr. Catherine Febria co-led with Clint Jacobs and Anneke Smit, the establishment of the National Urban Park hub. Catherine and Clint also created an Indigenous Youth Circle, and we look forward to working with them over the coming year to implement their proposal for Indigenizing the workplace. Dr. Isabelle Barrette-Ng, department head, is a co-PI on a CTL Curriculum Project Engagement (COPE) grant with Clint Jacobs, Dr. Phil Dutton and Dr. Dora Cavallo-Medved, and their work is focused on studying the Indigenization of curriculum across the Faculty of Science. Although we are proud of the work currently in progress, we realize that there is much more to do, and we are committed to learning, unlearning and re-learning.

We have committed to continuing to seek and make use of literature and other resources to help inform curricular revisions for specific courses, and in our programs. Previous PDC forms submitted by the Department of Biology describe some of the work we have already completed in this ongoing effort. We are committed to continuing this work for all courses in our curriculum.

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

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

(1) Change from Honours in Biological Sciences to Honours in Biology undergraduate program

A survey of competitor institutions revealed that most offer undergraduate programs in “biology” instead of “biological sciences”. The change in name to Honours Biology is being made to maintain relevance considering competitor institutions, but also to help attract more undergraduate students to our program. The name “biology” aligns better with how the topic is taught in high schools and makes our program easier to find and consider for prospective applicants.

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(2) Addition of three streams

Undergraduate programs at most competitor institutions, with the exception of Brock University, are moving away from offering general degrees in the biological sciences. Instead, they offer undergraduate degrees in biology with an area of specialization. The three streams (Life sciences, Animal biology, Aquatic biology) will offer students the opportunity to select an area of biology in which to specialize, and to have their work in that area officially recognized on their diploma at graduation.

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

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

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

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

A multifaceted approach that relied on both primary and secondary data sources was used to conduct the market assessment for the proposed revisions to the biology undergraduate program. This approach supports the conclusion that there is evidence of student and market demand for the revised Honours Biology program and its three new streams.

Student survey data

Primary data on student demand and interest for the revised Honours Biology program and the three new streams were collected through surveys of prospective students in the Windsor-Essex region and students currently enrolled in the Honours Biological Sciences program (with or without thesis) at the University of Windsor.

57 prospective students completed our anonymous survey, which contained questions about what aspects were important to them when selecting a postsecondary institution to pursue an undergraduate degree in biology. 92% of survey respondents shared that the ability to specialize in a certain area of biology was important since they believed it would help them better achieve their career goals. When presented with seven different options for streams, the options selected, in order of greatest interest were: (1) Life Sciences, (2) Animal Biology, and (3) Aquatic Biology.

27 current undergraduate students enrolled in the Honours Biological Sciences program also completed our anonymous survey. 95% of survey respondents shared that they also wished that their parchment at graduation would specify the area in which they had specialized. When presented with the same options for streams as the prospective students, identical results were obtained.

Since the surveys were administered, we have remained in consultation with current undergraduate students through regular meetings with student representatives from the Biology Students' Union. Due to their interest and excitement in seeing these streams be implemented, they have helped guide the development of the curriculum of each of the three streams.

Labour market

Biology is an interdisciplinary field that encompasses the study of life from biomolecules to entire ecosystems. The design of the curriculum of each of the three streams was designed to ensure that students gain specialized knowledge

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and skills in an area of biology as well as the ability to integrate this knowledge across the discipline. This approach helps ensure that students are prepared for a wide range of career opportunities as well as postgraduate programs.

Given the variety of career opportunities for our graduates, we completed a labour market analysis in Ontario to highlight a few of these opportunities, with the caveat that the list summarized below is not exhaustive.

- Physician (reproduced from <https://www.jobbank.gc.ca/outlookreport/occupation/24431>)

▶ Ontario	★★★★☆	Good
▶ Hamilton–Niagara Peninsula Region	★★★★★	Very good
▶ Kingston–Pembroke Region	★★★★☆	Good
▶ Kitchener–Waterloo–Barrie Region	★★★★★	Very good
▶ London Region	★★★★☆	Good
▶ Muskoka–Kawarthas Region	★★★★★	Very good
▶ Northeast Region	★★★★★	Very good
▶ Northwest Region	★★★★★	Very good
▶ Ottawa Region	★★★★★	Very good
▶ Stratford–Bruce Peninsula Region	★★★★★	Very good
▶ Toronto Region	★★★★☆	Good
▶ Windsor–Sarnia Region	★★★★★	Very good

- Veterinarian (reproduced from <https://www.jobbank.gc.ca/outlookreport/occupation/4127>)

▶ Ontario	★★★★☆	Good
▶ Hamilton–Niagara Peninsula Region	★★★★☆	Good
▶ Kingston–Pembroke Region	★★★★☆	Good
▶ Kitchener–Waterloo–Barrie Region	★★★★☆	Good
▶ London Region	★★★★☆	Good
▶ Muskoka–Kawarthas Region	★★★★☆	Good
▶ Northeast Region	★★★★☆	Good
▶ Northwest Region	☆☆☆☆☆	Undetermined
▶ Ottawa Region	★★★★☆	Good
▶ Stratford–Bruce Peninsula Region	★★★★☆	Good
▶ Toronto Region	★★★★☆	Good
▶ Windsor–Sarnia Region	★★★★☆	Good

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- **Biology high school teacher** (reproduced from <https://www.jobbank.gc.ca/outlookreport/occupation/15876>)

▶ Ontario	★★★★☆	Moderate
▶ Hamilton–Niagara Peninsula Region	★★★★☆	Moderate
▶ Kingston–Pembroke Region	★★★★☆	Moderate
▶ Kitchener–Waterloo–Barrie Region	★★★★☆	Moderate
▶ London Region	★★★★☆	Moderate
▶ Muskoka–Kawarthas Region	★★★★☆	Good
▶ Northeast Region	★★★★☆	Moderate
▶ Northwest Region	★★★★☆	Moderate
▶ Ottawa Region	★★★★☆	Moderate
▶ Stratford–Bruce Peninsula Region	★★★★☆	Good
▶ Toronto Region	★★★★☆	Moderate
▶ Windsor-Sarnia Region	★★★★☆	Moderate

- **Biology professor** (reproduced from <https://www.jobbank.gc.ca/outlookreport/occupation/4619>)

▶ Ontario	★★★★☆	Moderate
▶ Hamilton–Niagara Peninsula Region	★★★★☆	Moderate
▶ Kingston–Pembroke Region	★★★★☆	Moderate
▶ Kitchener–Waterloo–Barrie Region	★★★★☆	Moderate
▶ London Region	★★★★☆	Moderate
▶ Muskoka–Kawarthas Region	★★★★☆	Moderate
▶ Northeast Region	★★★★☆	Moderate
▶ Northwest Region	★★★★☆	Moderate
▶ Ottawa Region	★★★★☆	Moderate
▶ Stratford–Bruce Peninsula Region	★★★★☆	Moderate
▶ Toronto Region	★★★★☆	Moderate
▶ Windsor-Sarnia Region	★★★★☆	Moderate

To summarize, the curriculum included in the proposed biology streams aligns with the discipline and meets student demand. Based on the review of market demand and student interest, we believe that there is sufficient evidence for the creation of the streams. All courses within each stream are already being offered at the University of Windsor. The streams are simply packaging the courses in distinct areas of specialization that are appealing to prospective and current students.

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

*Provide details on projected enrolments for the first five years of operation of the revised program in the following table.
(If the program is in operation, use actual and projected data.)*

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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.

The projected enrolment data provided in the table below correspond to the combined projected enrolment for students enrolling in the Honours Biology (with or without thesis), and those enrolling in the Honours Biology (with or without a thesis) in one of the three streams. While we project that over 80% of students in Biology will likely select either the Life Sciences or Animal Biology streams based on surveys of prospective and current students, students can elect to declare a stream when they first apply to the program, or transfer into a stream at any point prior to graduation. As such, we provided combined enrolment data below.

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	480	15	485	15	490	15	495	15	500	15
<i>In the co-op/experiential learning stream (if applicable)</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

B.4.3 Duplication (Ministry section 3)

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

List similar programs at the same credential level offered by other institutions in the Ontario university system.

Resources to identify similar programs offered in Ontario include

<https://www.ontariouniversitiesinfo.ca/programs> and

<https://www.universitystudy.ca/search-programs/>.

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

Although undergraduate degree programs in biology are offered at nearly all Ontario universities, most institutions have developed streams, with a few offering streams in Life Sciences, Aquatic Biology and Animal Biology.

Ontario universities offering undergraduate programs in Life Sciences:

- University of Toronto Mississauga
- University of Toronto Scarborough
- University of Waterloo
- McMaster University
- Queen's University

Ontario universities offering undergraduate programs in Animal Biology:

- University of Guelph
- Lakehead University

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Ontario universities offering undergraduate programs in Aquatic Biology:

University of Guelph (marine and freshwater biology)

Ontario Tech University (marine biology)

The three streams in this proposal were carefully selected to be consistent with the state of the discipline in each of the three areas of biology, yet also offer a unique perspective on the area of study. Of note, the Life Sciences stream offered at the University of Windsor differs from most other life sciences programs at different Ontario universities. Life Sciences at the University of Windsor is offered as part of a biology undergraduate degree program rather than a standalone program and as such will provide greater flexibility to our students. There are very few programs in animal biology in Ontario, which presents challenges for students interested in pursuing a career in veterinary medicine or in animal research. Lastly, few programs in aquatic biology also exist in Ontario. The Animal Biology stream at the University of Windsor will offer several advantages to students over those at the University of Guelph and at Ontario Tech University:

- Our proximity to the Great Lakes and association with the internationally-renowned GLIER research centre will provide students with access to world-class facilities and hands-on learning opportunities not offered by other institutions.
- Dr. Nigel Hussey, an internationally-renowned great white shark researcher, is working to open the Tancook Marine Field Station in Nova Scotia. Once opened, the Tancook Marine Field Station will welcome undergraduate students for field courses. These courses will be unique to the University of Windsor.

Despite any similarities that may exist between the three proposed new streams and other biology programs in Ontario, it is important for the University of Windsor to expand its programming to attract more prospective students, which is one of the President's four pillars. The University of Windsor is a key regional university in this part of the province, and new streams will increase public awareness of our strengths and undergraduate training possibilities within this region. Without the addition of these three new streams, students will likely choose to attend other institutions that offer programs in these popular areas of biology.

B.5 RESOURCES

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

B.5.1 Resources Available

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

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

With fewer required courses than the current Honours Biological Sciences program, our proposed revised Honours Biology program provides more flexibility to students wishing to complete the program. The three new streams provide a pathway for students wishing to study biology to specialize in the life sciences, animal biology or aquatic biology. Courses that make up the revised Honours Biology program and the three new streams are offered regularly within the current academic calendar. As such, no anticipated additional resources will be required beyond what is

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associated with natural enrollment growth over time. Most courses that make up the revised Honours Biology program and the three new streams are currently offered by the Department of Biology, with a small number of additional required courses from the Departments of Chemistry and Biochemistry, and Mathematics and Statistics. Students can also take courses from the Departments of Biomedical Sciences and Physics and the School of the Environment to complete their program requirements. Students enrolled in the current Honours Biological Sciences are already currently taking these courses as they complete their program requirements, and, as such, no changes in resource implications are anticipated. It should be noted that students in any of the updated/proposed programs will have room for fewer BIOM courses than in the current Biological Sciences programs – see Appendix B for details. Any growth over time can be absorbed within current course offerings and faculty teaching loads. Consequently, there will be no negative impact on other programs.

Required core courses for the revised Honours Biology program and the three new streams are regularly taught by faculty members within various departments in the Faculty of Science. These faculty members have the current knowledge, expertise and skills to ensure that the curriculum of the program and streams can be delivered successfully. With the addition of one additional tenure-track assistant professor (currently recruiting with anticipated start date of September 1, 2026), the Department of Biology will be able to offer all core courses required for the revised program and three streams. The addition of another faculty member would allow the department to design and offer additional senior-level courses.

Students who choose to enroll in the revised Honours Biology program or in one of the three new streams will continue to make use of the same supports available to all students at the University of Windsor, including the Leddy Library, Centre for Teaching and Learning, Information Technology Services, and student services (e.g., central academic advising, career services, and mental health and wellness). Program-specific academic advising will continue to be offered by academic advisors within the Department of Biology. No negative impacts are anticipated on these units and additional resources will not be required to accommodate the revisions to our program.

No additional equipment, laboratories or facilities beyond those used by students in the current Honours Biological Sciences program will be needed, other than those needed to support anticipated growth over time. Additional GA/TA support may be required to handle program growth, but this will be based upon enrollment numbers.

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

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

Include:

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

All required courses for the revised Honours Biology program and the three new streams are offered by faculty in the Departments of Biology, Biomedical Sciences, Chemistry and Biochemistry, Mathematics and Statistics, and Physics, all of whom are experts that have doctoral degrees in their respective disciplines, as well as on-going engagement in research and scholarship. With the addition of one tenure-track assistant professor (search currently on-going; anticipated to start in September 2026), the Department of Biology should have the number of highly-qualified faculty to support the revisions in our program and the three new streams, and offer the required core courses that will allow

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students to successfully complete their degree requirements. The addition of an additional faculty member would allow the Department of Biology to design and offer additional senior-level courses.

The Department of Biology has a strong commitment to high quality research and training, and offers excellent learning environments. The department maintains a strong research and teaching profile with special expertise in ecology, evolution, genetics, genomics, neuroscience, and physiology. Faculty members in the Department of Biology are internationally recognized experts in their field, with over \$16 million in research funding from the tri-council and other sources. Many are also members of GLIER, and Dr. Trevor Pitcher is the director of FREC. The department has a strong network of expertise in tropical to temperate to polar field environments, diverse study species, state-of-the-art infrastructure managed by faculty and staff, equipment to facilitate collaborative field studies, as well as on-campus analytical facilities in the areas of genetics, genomics, transcriptomics, flow cytometry, and imaging. Taken together, the excellence of faculty research programs combined with access to world-class research facilities at the local, regional, provincial, national and international levels help to ensure that students in the revised Honours Biology program and the three new streams are provided with opportunities for hands-on, experiential learning that will prepare them to be sought-after leaders in the field. Moreover, in addition to research excellence, many faculty in the department are also recipients of teaching and mentorship awards including the Roger Thibert Teaching Excellence Award (highest teaching award in the Faculty of Science) and the 3M National Teaching Fellowship.

In summary, the revised program and the three new streams leverage existing personnel, infrastructure and financial resources without requiring additional commitments. These revisions will enhance the quality of student learning and the student experience.

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

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

In delivering the revised Honours Biology program and the three new streams, there is no anticipated reliance on adjunct, limited-term, and sessional faculty beyond what is already being used in the Department of Biology to offer all required BIOL courses.

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

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

Not applicable

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

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

Not applicable

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

We do not anticipate that there will be any new resources required to support the revised Honours Biology program, or the three new streams. We are currently recruiting for a tenure-track assistant professor to replace previous faculty who retired, with an anticipated start date of September 1, 2026. The revised Honours Biology program and the three new streams depend on courses that are offered regularly within the current academic calendar. Additional GA/TA

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support may be required to handle program growth, but this will be based upon enrollment numbers. An additional faculty member would help with designing and offering additional senior-level courses. However, required core courses can now be offered with our current faculty complement.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

No reallocation of resources or cost-savings measures are required to support the revised Honours Biology program and the three new streams. The proposed revisions use the same suite of courses that are currently offered in the department, along with the same faculty complement and student support services. Due to this, there is no need to streamline or delete courses. The approach used in this proposal ensures efficiency since the revisions maximize the use of resources already committed to biology education in the Faculty of Science, while enhancing the quality of student experience.

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

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

Faculty:	N/A
Staff:	N/A
GA/TAs:	No additional GA/TA resources beyond what would be expected for growth.

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

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

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

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

There are no changes to the admission requirements. More specifically, admission to the Honours Biology (with or without thesis), Honours Biology with the Life Sciences stream (with or without thesis), Honours Biology with the

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Animal Biology stream (with or without thesis), and Honours Biology with the Aquatic Biology stream (with or without thesis) require the following:

- Advanced functions (MHF4U)
- Chemistry (SCH4U)
- Biology (SBI4U)
- English (ENG4U)

Calculus and vectors (MCV4U) is strongly recommended, but it is not required. Physics (SPH4U) is recommended, but not required.

Applicants require a minimum average of 70% of all attempted science and math courses.

Students will be able to apply directly from high school to the Honours Biology, Honour Biology with the Life Sciences stream, Honours Biology with the Animal Biology stream, and Honours Biology with the Aquatic Biology stream. Students may also transfer in and out of any of the four programs as this was considered carefully in the overall curriculum design.

Exemptions and credit transfers will be handled following current practices for the existing biological sciences programs. Students transferring from other institutions to upper levels of any of the four programs will be handled following current practices by the Registrar's Office.

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

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

The proposed admission requirements listed above are equivalent to current admission requirements for the existing and rigorous biological sciences undergraduate programs. In our internal program evaluations, these have been deemed sufficient preparation for successful completion of our undergraduate programs. The latest retention rates also lend support to this conclusion, with 87.2% of students continuing to second year in the Fall 2024 cohort.

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

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

Identify in BOLD and STRIKETHROUGH the changes to program requirements.

We are introducing greater flexibility in the biology undergraduate program (in addition to changing its name from "biological sciences" to "biology"). Moreover, we are introducing three new streams to the biology honours undergraduate program (previously known as "biological sciences"): life sciences, animal biology, and aquatic biology. Each of the three streams requires the following core courses: BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2142, and BIOL-3022. BIOM-2131 is not required, but it will be strongly recommended in the biology program, and the life sciences and animal biology streams. In Appendix B, requirements are compared across the current and proposed programs, highlighting differences between them.

Calendar updates:

Honours **Biology** ~~Biological Sciences~~

~~Undergraduate students may be allowed, with the consent of the instructor, to take one graduate course for credit.~~

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Degree Requirements

Total courses: forty.

(a) ~~twenty~~ courses, including the “Core courses BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOM-2131, and BIOL-2142 and BIOL-3022.

~~(b) and fourteen~~ **twelve** other additional Biology (BIOL and BIOM-) courses **with at least nine seven** courses must be at the 3000 level or above.* (Recommended: BIOL-2071 and BIOL-3022.

~~(c) (b) eight~~ Science courses, including CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, STAT-2910, MATH-1720 (or MATH-1760 or MATH-1250 or MATH-1260)*, 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 PHYS-1310), or both COMP-1047 or COMP-2067 and COMP-2057, or both COMP-1400 and COMP-1410, or both ESCI-1130 and ESCI-2400

~~(d) (c) six~~ **ten** additional Science courses including additional courses in Biology **BIOL and/or BIOM** courses with a **maximum of six BIOL and/or BIOM** courses. At least two of these courses must be at the 3000 level or above. **

~~(e) (d) four~~ courses from Arts/Languages or Social Sciences, with at least one from each

~~(f) (e) two~~ **four** courses from any area of study.

* BIOM-2131 is strongly recommended.

** CHEM-2300 and BIOC-2010 are strongly recommended.

Courses used to calculate the major average are: courses listed under requirement (a), and any other BIOL and BIOM courses taken.

Honours ~~Biology Biological Sciences~~ with Thesis

~~Undergraduate students may be allowed, with the consent of the instructor, to take one graduate course for credit.~~

Degree Requirements

Total courses: forty.

(a) ~~twenty~~ courses, including the “Core” BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOM-2131, and BIOL-2142, **BIOL-3022, and BIOL-4904* or BIOM-4904*.**

~~(b) and fourteen~~ **ten** other additional Biology (BIOL and BIOM-) courses **with at least nine seven** courses must be at the 3000 level or above **. (Recommended: BIOL-2071 and BIOL-3022.

~~(c) (b) eight~~ Science courses, including CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, STAT-2910, MATH-1720 (or MATH-1760 or MATH-1250 or MATH-1260)*, 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 PHYS-1310), or both COMP-1047 or COMP-2067 and COMP-2057, or both COMP-1400 and COMP-1410, or both ESCI-1130 and ESCI-2400

~~(d) (c) six~~ **ten** additional Science courses including additional courses in Biology **BIOL and/or BIOM-** courses with a **maximum of six BIOL and/or BIOM** courses. At least two of these courses must be at the 3000 level or above. ***

~~(e) (d) four~~ courses from Arts/Languages or Social Sciences, with at least one from each

~~(f) (e) two~~ **four** courses from any area of study.

Courses used to calculate the major average are: courses listed under requirement (a), and any other BIOL and BIOM courses taken.

* ~~Only students who have maintained a major average of 70% and a cumulative average of 60% will be~~

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considered for enrolment permitted to enroll in BIOL-4904 or BIOM-4904. Registration in BIOL-4904 and BIOM-4904 is competitive and requires the consent of the Course Instructor.

**** BIOM-2131 is strongly recommended.**

***** CHEM-2300 and BIOC-2010 are strongly recommended.**

Courses used to calculate the major average are: courses listed under requirement (a), and any other BIOL or BIOM courses taken.

Honours Biology – Life Sciences stream

Degree requirements

Total courses: forty

(a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2142, and BIOL-3022

(b) twelve additional BIOL/BIOM courses, including:

- two of: BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480;
- two of: BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570;
- eight additional BIOL/BIOM courses with at least five courses at the 3000 level or above*

(c) CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, STAT-2910, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260), and two BIOC courses at the 3000 level or above.

(d) six additional Science courses.

(e) four courses from Arts/Languages or Social Sciences, with at least one from each area **

(f) four courses from any area of study

*** BIOM-2131 is strongly recommended**

**** PSYC-1150 and PSYC-1160 are recommended**

Courses used to calculate the major average are: Courses listed under requirement (a), and any other BIOL or BIOM courses taken.

Honours Biology – Life Sciences stream with thesis

Degree requirements

Total courses: forty

(a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2142, BIOL-3022 and BIOL-4904 or BIOM-4904*

(b) ten additional BIOL/BIOM courses, including:

- two of: BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480;
- two of: BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570;
- six additional BIOL/BIOM courses with at least three courses at the 3000 level or above*

(c) CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, STAT-2910, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260), and two BIOC courses at the 3000 level or above.

(d) six additional Science courses

(e) four courses from Arts/Languages or Social Sciences, with at least one from each area ***

(f) four courses from any area of study

*** Registration in BIOL-4904 and BIOM-4904 is competitive and requires the consent of the Course Instructor.**

**** BIOM-2131 is strongly recommended**

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***** PSYC-1150 and PSYC-1160 are recommended**

Courses used to calculate the major average are: Courses listed under requirement (a), and any other BIOL or BIOM courses taken.

Honours Biology – Animal Biology stream

Degree requirements

Total courses: forty

(a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2142, BIOL-3022, BIOL-3230, and BIOL-4262

(b) ten BIOL/BIOM courses including:

- two of: BIOL-2040, BIOL-2050, BIOL-2480;
- two of: BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450;
- six additional BIOL/BIOM courses with at least five courses at the 3000 level or above*

(c) CHEM-1100, CHEM-1110, STAT-2910, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

(d) ten additional Science courses, with a maximum of six BIOL and/or BIOM courses. At least two of these courses must be at the 3000 level or above.**

(e) four courses from Arts/Languages or Social Sciences, with at least one from each area

(f) four courses from any area of study

*** BIOM-2131 is strongly recommended.**

**** CHEM-2300 and BIOC-2010 are strongly recommended.**

Courses used to calculate the major average are: Courses listed under requirement (a), and any other BIOL or BIOM courses taken.

Honours Biology – Animal Biology stream with thesis

Degree requirements

Total courses: forty

(a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2142, BIOL-3022, BIOL-3230, BIOL-4262 and BIOL-4904 or BIOM-4904*

(b) eight BIOL/BIOM courses including:

- two of: BIOL-2040, BIOL-2050, BIOL-2480;
- two of: BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450;
- four additional BIOL/BIOM courses with at least three courses at the 3000 level or above**

(c) CHEM-1100, CHEM-1110, STAT-2910, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

(d) ten additional Science courses, with a maximum of six BIOL and/or BIOM courses. At least two of these courses must be at the 3000 level or above.***

(e) four courses from Arts/Languages or Social Sciences, with at least one from each area

(f) four courses from any area of study

***Thesis topic is expected to relate to animal biology. Registration in BIOL-4904 and BIOM-4904 is competitive and requires the consent of the Course Instructor.**

**** BIOM-2131 is strongly recommended.**

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***** CHEM-2300 and BIOC-2010 are strongly recommended.**

Courses used to calculate the major average are: Courses listed under requirement (a), and any other BIOL or BIOM courses taken.

Honours Biology – Aquatic Biology stream

Degree requirements

Total courses: forty

- (a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2142, BIOL-3022, BIOL-3241, BIOL-4241, and BIOL-4280**
- (b) nine BIOL courses, where at least five courses must be at the 3000 level or above, and including at least three courses from the following: BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270**
- (c) CHEM-1100, CHEM-1110, STAT-2910, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)**
- (d) ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500.***
- (e) four courses from Arts/Languages or Social Sciences, with at least one from each area, and at least one from the following: ESTU-1100, PHIL-2270, PHIL-3290, or POLS-2120**
- (f) four courses from any area of study**

*** CHEM-2300 and BIOC-2010 are strongly recommended.**

Courses used to calculate the major average are: Courses listed under requirement (a), and any other BIOL or BIOM courses taken.

Honours Biology – Aquatic Biology stream with thesis

Degree requirements

Total courses: forty

- (a) BIOL-1101, BIOL-1111, BIOL-2101, BIOL-2111, BIOL-2142, BIOL-3022, BIOL-3241, BIOL-4241, BIOL-4280 and BIOL-4904***
- (b) seven BIOL courses, where at least three courses must be at the 3000 level or above, and including at least three courses from the following: BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270**
- (c) CHEM-1100, CHEM-1110, STAT-2910, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)**
- (d) ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500.****
- (e) four courses from Arts/Languages or Social Sciences, with at least one from each area, and at least one from the following: ESTU-1100, PHIL-2270, PHIL-3290, or POLS-2120**
- (f) four courses from any area of study**

***Thesis topic is expected to relate to aquatic biology. Registration in BIOL-4904 is competitive and requires the consent of the Course Instructor.**

**** CHEM-2300 and BIOC-2010 are strongly recommended.**

Courses used to calculate the major average are: Courses listed under requirement (a), and any other BIOL or BIOM courses taken.

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Minor in ~~Biology~~ Biological Sciences

The minor in Biological Sciences consists of six courses including BIOL-1101, BIOL-1111, plus four BIOL- or BIOM- courses at the 2000 level or above, one of which must be at the 3XXX level or above. Courses that cannot count toward the Biological Sciences minor are BIOL-1013, BIOM-1073, and BIOM-2093. A minimum grade of 60% must be received in each course.

Rationale: to change the minor name in accordance with the approved department name, Biology.

Does the revised program include new courses?:

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

No (If yes, list all new courses: not applicable)

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

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

Not applicable

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

No.

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

Honours Biology

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142

Third and fourth years twenty courses including BIOL-3022

Honours Biology with thesis

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142

Third and fourth years twenty courses including BIOL-3022, BIOL-4904 or BIOM-4904

Honours Biology with the Life Sciences stream

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142, CHEM-2300, BIOC-2010

Third and fourth years twenty courses including BIOL-3022 *

* In satisfying the degree requirements for this stream, students must complete each of the following:

- 2 of: BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480;
- 2 of: BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570;

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Honours Biology with the Life Sciences stream with thesis

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142, CHEM-2300, BIOC-2010

Third and fourth years twenty courses including BIOL-3022, BIOL-4904 or BIOM-4904*

* In satisfying the degree requirements for this stream, students must complete each of the following:

- 2 of: BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480;
- 2 of: BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570;

Honours Biology with the Animal Biology stream

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142*

Third and fourth years twenty courses including BIOL-3022, BIOL-3230, BIOL-4262*

* In satisfying the degree requirements for this stream, students must complete each of the following:

- 2 of: BIOL-2040, BIOL-2050, BIOL-2480;
- 2 of: BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450.

Honours Biology with the Animal Biology stream with thesis

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142*

Third and fourth years twenty courses including BIOL-3022, BIOL-3230, BIOL-4262, BIOL-4904 or BIOM-4904*

* In satisfying the degree requirements for this stream, students must complete each of the following:

- 2 of: BIOL-2040, BIOL-2050, BIOL-2480;
- 2 of: BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450.

Honours Biology with the Aquatic Biology stream

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142*

Third and fourth years twenty courses including BIOL-3022, BIOL-3241, BIOL-4241, BIOL-4280*

* In satisfying the degree requirements for this stream, students must complete each of the following:

- 3 of: BIOL-3212, BIOL-3230, BIOL-3250, BIOL-4270;
- 1 of: ESCI-2600, ESCI-3310, ESCI-4500;
- 1 of: ESTU-1100, PHIL-2270, PHIL-3290, POLS-2120.

Honours Biology with the Aquatic Biology stream with thesis

First year ten courses including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)

Second year ten courses including BIOL-2101, BIOL-2111, BIOL-2142*

Third and fourth years twenty courses including BIOL-3022, BIOL-3241, BIOL-4241, BIOL-4280, BIOL-4904*

* In satisfying the degree requirements for this stream, students must complete each of the following:

- 3 of: BIOL-3212, BIOL-3230, BIOL-3250, BIOL-4270;

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- 1 of: ESCI-2600, ESCI-3310, ESCI-4500;
- 1 of: ESTU-1100, PHIL-2270, PHIL-3290, POLS-2120.

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

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

The review Honours Biology (with or without thesis) and the three new streams (with or without thesis) parallels the current, already rigorous and successful Honours Biological Sciences (with or without thesis) program delivered by the Department of Biology. All four programs prioritize providing students with opportunities to apply their learning in laboratories associated with many of the core courses they must complete as degree requirements. The tables below summarize how each course in each program supports learners in meeting each of the program-level learning outcomes.

Honours Biology:

Learning outcome category	Courses
A	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; additional eighteen BIOL/BIOM courses selected by learner
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; additional eighteen BIOL/BIOM courses selected by learner (with BIOM-2131 being strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); four additional non-BIOL/BIOM science courses (with CHEM-2300 and BIOC-2010 being strongly recommended)
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; additional eighteen BIOL/BIOM courses selected by learner (with BIOM-2131 being strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); four additional non-BIOL/BIOM science courses (with CHEM-2300 and BIOC-2010 being strongly recommended); four courses from Arts/Languages or Social Sciences with at least one from each; four courses from any area of study

Honours Biology with thesis:

Learning outcome category	Courses
A	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-4904 or BIOM-4904; additional sixteen BIOL/BIOM courses selected by learner
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-4904 or BIOM-4904; additional sixteen BIOL/BIOM courses selected by learner (with BIOM-2131 being strongly recommended); CHEM-1100; CHEM -1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); four additional non-BIOL/BIOM science courses (with CHEM-2300 and BIOC-2010 being strongly recommended)
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-4904 or BIOM-4904; additional sixteen BIOL/BIOM courses selected by learner (with BIOM-2131 being strongly recommended); CHEM-1100; CHEM -1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); four additional non-BIOL/BIOM science courses (with CHEM-2300 and BIOC-2010 being strongly recommended); four courses from Arts/Languages or Social Sciences with at least one from each; four courses from any area of study

Honours Biology with Life Sciences stream:

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Learning outcome category	Courses
A	BIOL-1101, BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; additional twelve BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480; two of BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570; eight additional BIOL/BIOM courses with at least five courses at the 3000 level or above, with BIOM-2131 being strongly recommended)
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; additional twelve BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480; two of BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570; eight additional BIOL/BIOM courses with at least five courses at the 3000 level or above, with BIOM-2131 being strongly recommended); CHEM-1100; CHEM-1110; CHEM-2300; BIOC-2010; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); two BIOC courses at the 3000 level or above
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; additional twelve BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480; two of BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570; eight additional BIOL/BIOM courses with at least five courses at the 3000 level or above, with BIOM-2131 being strongly recommended); CHEM-1100; CHEM-1110; CHEM-2300; BIOC-2010; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); two BIOC courses at the 3000 level or above; four courses from Arts/Languages or Social Sciences with at least one from each (with PSYC-1150 and PSYC-1160 being recommended); four courses from any area of study

Honours Biology with Life Sciences stream with thesis:

Learning outcome category	Courses
A	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-4904 or BIOM-4904; additional ten BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480; two of BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570; six additional BIOL/BIOM courses with at least three courses at the 3000 level or above, with BIOM-2131 being strongly recommended)
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-4904 or BIOM-4904; additional ten BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480; two of BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570; six additional BIOL/BIOM courses with at least three courses at the 3000 level or above, with BIOM-2131 being strongly recommended); CHEM-1100; CHEM-1110; CHEM-2300; BIOC-2010; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); two BIOC courses at the 3000 level or above
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-4904 or BIOM-4904; additional ten BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2071, BIOL-2080, BIOL-2480; two of BIOL-3212, BIOL-3250, BIOL-3281, BIOL-4212, BIOL-4252, BIOL-4270, BIOL-4370, BIOL-4570; six additional BIOL/BIOM courses with at least three courses at the 3000 level or above, with BIOM-2131 being strongly recommended); CHEM-1100; CHEM-1110; CHEM-2300; BIOC-2010; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); two BIOC courses at the 3000 level or above; four courses from

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	Arts/Languages or Social Sciences with at least one from each (with PSYC-1150 and PSYC-1160 being recommended); four courses from any area of study
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Honours Biology with Animal Biology stream:

Learning outcome category	Courses
A	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3230; BIOL-4262; ten BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2480; two of BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450; six additional BIOL/BIOM courses with at least five courses at the 3000 level or above); ten additional Science courses with a maximum of six BIOL and/or BIOM courses (at least two of which must be at the 3000 level or above; CHEM-2300 and BIOC-2010 are strongly recommended)
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3230; BIOL-4262; ten BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2480; two of BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450; six additional BIOL/BIOM courses with at least five courses at the 3000 level or above); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); ten additional Science courses with a maximum of six BIOL and/or BIOM courses (at least two of which must be at the 3000 level or above; CHEM-2300 and BIOC-2010 are strongly recommended)
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3230; BIOL-4262; ten BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2480; two of BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450; six additional BIOL/BIOM courses with at least five courses at the 3000 level or above); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); ten additional Science courses with a maximum of six BIOL and/or BIOM courses (at least two of which must be at the 3000 level or above); four courses from Arts/Languages or Social Sciences with at least one from each area; four courses from any area of study

Honours Biology with Animal Biology stream with thesis:

Learning outcome category	Courses
A	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3230; BIOL-4262; BIOL-4904 or BIOM-4904; eight BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2480; two of BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450; four additional BIOL/BIOM courses with at least three courses at the 3000 level or above); ten additional Science courses with a maximum of six BIOL and/or BIOM courses (at least two of which must be at the 3000 level or above; CHEM-2300 and BIOC-2010 are strongly recommended)
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3230; BIOL-4262; BIOL-4904 or BIOM-4904; eight BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2480; two of BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450; four additional BIOL/BIOM courses with at least three courses at the 3000 level or above); ten additional Science courses with a maximum of six BIOL and/or BIOM courses (at least two of which must be at the 3000 level or above; CHEM-2300

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	and BIOC-2010 are strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3230; BIOL-4262; BIOL-4904 or BIOM-4904; eight BIOL/BIOM courses selected by learner (two of BIOL-2040, BIOL-2050, BIOL-2480; two of BIOL-3201, BIOL-3212, BIOL-3241, BIOL-3250, BIOL-3261, BIOL-4252, BIOL-4270, BIOL-4450; four additional BIOL/BIOM courses with at least three courses at the 3000 level or above); ten additional Science courses with a maximum of six BIOL and/or BIOM courses (at least two of which must be at the 3000 level or above; CHEM-2300 and BIOC-2010 are strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); four courses from Arts/Languages or Social Sciences with at least one from each, and at least one from each area; four courses from any area of study

Honours Biology with Aquatic Biology stream:

Learning outcome category	Courses
A	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3241; BIOL-4241; BIOL-4280; nine BIOL courses, where at least five courses must be at the 3000 level or above, and including at least three courses from the following: BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270; ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500 (CHEM-2300 and BIOC-2010 are strongly recommended)
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3241; BIOL-4241; BIOL-4280; nine BIOL courses, where at least five courses must be at the 3000 level or above, and including at least three courses from the following: BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270; ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500 (CHEM-2300 and BIOC-2010 are strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3241; BIOL-4241; BIOL-4280; nine BIOL courses, where at least five courses must be at the 3000 level or above, and including at least three courses from the following: BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270; ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500 (CHEM-2300 and BIOC-2010 are strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); four courses from Arts/Languages or Social Sciences with at least one from each area, and at least one from the following: ESTU-1100, PHIL-2270, PHIL-3290, or POLS-2120; four courses from any area of study

Honours Biology with Aquatic Biology stream with thesis:

Learning outcome category	Courses
A	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3241; BIOL-4241; BIOL-4280; seven BIOL courses, where at least three courses must be at the 3000 level or above, and including at least three courses from the following:

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	BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270; ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500 (CHEM-2300 and BIOC-2010 are strongly recommended)
B, C, D	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3241; BIOL-4241; BIOL-4280; seven BIOL courses, where at least three courses must be at the 3000 level or above, and including at least three courses from the following: BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270; ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500 (CHEM-2300 and BIOC-2010 are strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260)
E, F, G, H, I	BIOL-1101; BIOL-1111; BIOL-2101; BIOL-2111; BIOL-2142; BIOL-3022; BIOL-3241; BIOL-4241; BIOL-4280; seven BIOL courses, where at least three courses must be at the 3000 level or above, and including at least three courses from the following: BIOL-3212, BIOL-3230, BIOL-3250, and BIOL-4270; ten additional Science courses, at least two of which must be at the 3000 level or above, with a maximum of six BIOL and/or BIOM courses, and including at least one from the following: ESCI-2600, ESCI-3310, or ESCI-4500 (CHEM-2300 and BIOC-2010 are strongly recommended); CHEM-1100; CHEM-1110; STAT-2910; MATH-1720 (or MATH-1760, or MATH-1250 or MATH-1260); four courses from Arts/Languages or Social Sciences with at least one from each area, and at least one from the following: ESTU-1100, PHIL-2270, PHIL-3290, or POLS-2120; four courses from any area of study

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

C.3.1.1 Normal Duration for Completion

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

Not applicable

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.

Not applicable

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]*

Not applicable

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 the newly revised Honours Biology (with or without thesis), the new Honours Biology with the

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Life Sciences stream (with or without thesis), the new Honours Biology with the Animal Biology stream (with or without thesis), and the new Honours Biology with the Aquatic Biology stream (with or without thesis) will adhere to the **same requirements** for continuation in their program as those that currently exist for the Honours Biological Sciences program (with or without thesis). More specifically, all students regardless of program will require a cumulative average of 60%, and a major average of 70%.

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 the newly revised Honours Biology (with or without thesis), the new Honours Biology with the Life Sciences stream (with or without thesis), the new Honours Biology with the Animal Biology stream (with or without thesis), and the new Honours Biology with the Aquatic Biology stream (with or without thesis) will adhere to the **same requirements** for graduation as those that currently exist for the Honours Biological Sciences program (with or without thesis). More specifically, all students regardless of program will require a cumulative average of 60%, and a major average of 70%.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

***For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Note: The three streams that have been created were designed to provide learners with the opportunity to specialize in a specific area of biology. However, these three streams build on the same core biology courses included in the Honours biology undergraduate program. As such, similarities between the learning outcomes for each stream and the Honours biology program are present. Differences have been highlighted using *italics*.

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Honours Biology

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Describe and integrate core biological concepts that include molecular biology, genetics, ecology, and evolution (also applies to B, C, D, I). Describe and apply the scientific method to the general biological sciences (also applies to B, C, H, I). Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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. Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings. Formulate and test hypotheses using appropriate methodologies (also applies to C). Locate, access, read and critically analyze relevant scientific literature to address specific problems in biology (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>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Correctly analyze, interpret and integrate experimental data, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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. Generate and interpret biological data using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C). Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with proper citations, references, etc.) (also applies to A, B, F).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>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>Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>		
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I). Evaluate the ethical and social implications of discovery and innovation in the biological sciences (also applies to I).</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. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines. Consider diverse points of view and the contributions of others by applying personal and professional integrity.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Predict future patterns based on current data given the rapidly changing nature of biology (also applies to A, B, C). Design innovative solutions to demonstrate scientific concepts in biology (also applies to A, B, 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. Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

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Honours Biology with thesis

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Describe and integrate core biological concepts that include molecular biology, genetics, ecology, and evolution (also applies to B, C, D, I).</p> <p>Describe and apply the scientific method to the general biological sciences (also applies to B, C, H, I).</p> <p>Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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. Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings.</p> <p>Formulate and test hypotheses using appropriate methodologies (also applies to C).</p> <p>Locate, access, read and critically analyze relevant scientific literature to address specific problems in biology (also applies to C, D).</p> <p>Thesis: <i>Define and independently conduct a research investigation that is thoughtfully situated in extant literature in biology (also applies to A, C).</i></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. Correctly analyze, interpret and integrate experimental data, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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. Generate and interpret biological data using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C).</p> <p>Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>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>proper citations, references, etc.) (also applies to A, B, F). Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>		
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I). Evaluate the ethical and social implications of discovery and innovation in the biological sciences (also applies to I).</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. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D). Prepare an oral presentation following disciplinary norms to articulate and defend results and conclusions obtained by completing an independent research project (also applies to A, B, C, D, H).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines. Consider diverse points of view and the contribution of others by applying personal and professional integrity.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Predict future patterns based on present current data given the rapidly changing nature of biology (also applies to A, B, C). Design innovative solutions to demonstrate scientific concepts in biology (also applies to A, B, 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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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. Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

Honours Biology with Life Sciences Stream

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Describe and integrate core biological concepts that include molecular biology, genetics, ecology, evolution, and <i>biochemistry to the life sciences</i> (also applies to B, C, D, I). Describe and apply the scientific method to <i>research in the life sciences and societal issues</i> (also applies to B, C, H, I). Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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 Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings <i>for the life sciences</i> . Formulate and test hypotheses using appropriate methodologies (also applies 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>Locate, access, read and critically analyze relevant scientific literature to address specific problems in <i>the life sciences</i> (also applies to C, D).</p>		
<p>C. Correctly analyze, interpret and integrate experimental data <i>in the life sciences</i>, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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. Generate and interpret data <i>in the life sciences</i> using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C).</p> <p>Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with proper citations, references, etc.) (also applies to A, B, F).</p> <p>Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I).</p> <p>Evaluate the ethical and social implications of discovery and innovation in the <i>life sciences</i> (also applies to I).</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. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

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
Consider diverse points of view and the contributions of others by applying personal and professional integrity.		
H. Predict future patterns based on current data given the rapidly changing nature of <i>the life sciences</i> (also applies to A, B, C). Design innovative solutions to demonstrate scientific concepts in <i>the life sciences</i> (also applies to A, B, C and I).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

Honours Biology with Life Sciences Stream with thesis

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Describe and integrate core biological concepts that include molecular biology, genetics, ecology, evolution, and <i>biochemistry to the life sciences</i> (also applies to B, C, D, I). Describe and apply the scientific method to <i>research in the life sciences and societal issues</i> (also applies to B, C, H, I). Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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. Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings <i>for the life sciences</i>.</p> <p>Formulate and test hypotheses using appropriate methodologies (also applies to C).</p> <p>Locate, access, read and critically analyze relevant scientific literature to address specific problems in <i>the life sciences</i> (also applies to C, D).</p> <p>Thesis: <i>Define and independently conduct a research investigation that is thoughtfully situated in extant literature in the life sciences (also applies to A, C).</i></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. Correctly analyze, interpret and integrate experimental data <i>in the life sciences</i>, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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. Generate and interpret data <i>in the life sciences</i> using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C).</p> <p>Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with proper citations, references, etc.) (also applies to A, B, F).</p> <p>Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I).</p> <p>Evaluate the ethical and social implications of discovery and innovation in <i>the life sciences</i> (also applies to I).</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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>F. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D). Prepare an oral presentation following disciplinary norms to articulate and defend results and conclusions obtained by completing an independent research project (also applies to A, B, C, D, H).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines. Consider diverse points of view and the contributions of others by applying personal and professional integrity.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Predict future patterns based on current data given the rapidly changing nature of <i>the life sciences</i> (also applies to A, B, C). Design innovative solutions to demonstrate scientific concepts in <i>the life sciences</i> (also applies to A, B, 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. Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

Honours Biology with Animal Biology Stream

<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.</p> <p>Describe and integrate core biological concepts that include molecular biology, genetics, ecology, and evolution to <i>animal biology</i> (also applies to B, C, D, I).</p> <p>Describe and apply the scientific method to <i>research in animal biology and societal issues</i> (also applies to B, C, H, I).</p> <p>Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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.</p> <p>Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings for <i>animal biology</i>.</p> <p>Formulate and test hypotheses using appropriate methodologies (also applies to C).</p> <p>Locate, access, read and critically analyze relevant scientific literature to address specific problems in <i>animal biology</i> (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>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C.</p> <p>Correctly analyze, interpret and integrate experimental data in <i>animal biology</i>, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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.</p> <p>Generate and interpret data in <i>animal biology</i> using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C).</p> <p>Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with proper citations, references, etc.) (also applies to A, B, F).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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>Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>		
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I).</p> <p>Evaluate the ethical and social implications of discovery and innovation in <i>animal biology</i> (also applies to I).</p>	<p>E. responsible behaviour to self, others and society</p>	<p>6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines. Consider diverse points of view and the contributions of others by applying personal and professional integrity.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Predict future patterns based on current data given the rapidly changing nature of <i>animal biology</i> (also applies to A, B, C).</p> <p>Design innovative solutions to demonstrate scientific concepts in <i>animal biology</i> (also applies to A, B, 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. Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

Honours Biology with Animal Biology Stream with thesis

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Describe and integrate core biological concepts that include molecular biology, genetics, ecology, and evolution <i>to animal biology</i> (also applies to B, C, D, I). Describe and apply the scientific method <i>to research in animal biology and societal issues</i> (also applies to B, C, H, I).</p> <p>Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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. Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings <i>for animal biology</i>.</p> <p>Formulate and test hypotheses using appropriate methodologies (also applies to C).</p> <p>Locate, access, read and critically analyze relevant scientific literature to address specific problems in <i>animal biology</i> (also applies to C, D).</p> <p>Thesis: <i>Define and independently conduct a research investigation that is thoughtfully situated in extant literature in animal biology (also applies to A, C).</i></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. Correctly analyze, interpret and integrate experimental data <i>in animal biology</i>, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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. Generate and interpret data <i>in animal biology</i> using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C).</p> <p>Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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>A UWindsor graduate will have the ability to <u>demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>proper citations, references, etc.) (also applies to A, B, F).</p> <p>Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>		
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I).</p> <p>Evaluate the ethical and social implications of discovery and innovation in <i>animal biology</i> (also applies to I).</p>	<p>E. responsible behaviour to self, others and society</p>	<p>6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D).</p> <p>Prepare an oral presentation following disciplinary norms to articulate and defend results and conclusions obtained by completing an independent research project (also applies to A, B, C, D, H).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines.</p> <p>Consider diverse points of view and the contributions of others by applying personal and professional integrity.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Predict future patterns based on current data given the rapidly changing nature of <i>animal biology</i> (also applies to A, B, C).</p> <p>Design innovative solutions to demonstrate scientific concepts in <i>animal biology</i> (also applies to A, B, 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>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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>I. Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

Honours Biology with Aquatic Biology Stream

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. Describe and apply core biological concepts that include molecular biology, genetics, ecology, and evolution <i>to aquatic biology</i> (also applies to B, C, D, I). Describe and apply the scientific method <i>to research in aquatic biology and societal issues</i> (also applies to B, C, H, I). Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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. Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings <i>for aquatic biology</i>. Formulate and test hypotheses using appropriate methodologies (also applies to C). Locate, access, read and critically analyze relevant scientific literature to address specific problems in <i>aquatic biology</i> (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>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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. Correctly analyze, interpret and integrate experimental data <i>in aquatic biology</i>, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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. Generate and interpret data <i>in aquatic biology</i> using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C).</p> <p>Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with proper citations, references, etc.) (also applies to A, B, F).</p> <p>Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I).</p> <p>Evaluate the ethical and social implications of discovery and innovation in <i>aquatic biology</i> (also applies to I).</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. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines.</p> <p>Consider diverse points of view and the contributions of others by applying personal and professional integrity.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

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>H.</p> <p>Predict future patterns based on current data given the rapidly changing nature of <i>aquatic biology</i> (also applies to A, B, C).</p> <p>Design innovative solutions to demonstrate scientific concepts in <i>aquatic biology</i> (also applies to A, B, 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.</p> <p>Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

Honours Biology with Aquatic Biology Stream with thesis

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.</p> <p>Describe and integrate core biological concepts that include molecular biology, genetics, ecology, and evolution to <i>aquatic biology</i> (also applies to B, C, D, I).</p> <p>Describe and apply the scientific method to <i>research in aquatic biology and societal issues</i> (also applies to B, C, H, I).</p> <p>Describe and integrate the relationship between biological structure and function at any level of the biological organization of life (molecular level to biosphere) (also applies to B, C, D, H, 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>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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>B. Conduct experiments accurately and safely, while employing appropriate tools and procedures in both laboratory and field settings <i>for aquatic biology</i>.</p> <p>Formulate and test hypotheses using appropriate methodologies (also applies to C).</p> <p>Locate, access, read and critically analyze relevant scientific literature to address specific problems in <i>aquatic biology</i> (also applies to C, D).</p> <p>Thesis: <i>Define and independently conduct a research investigation that is thoughtfully situated in extant literature in aquatic biology (also applies to A, C).</i></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. Correctly analyze, interpret and integrate experimental data <i>in aquatic biology</i>, assessing credibility and accuracy, and formulate conclusions, providing justification (also applies to D, F, 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. Generate and interpret data <i>in aquatic biology</i> using quantitative, qualitative and analytic methodologies and techniques (also applies to A, B, C).</p> <p>Write formal scientific papers and reports using accepted disciplinary norms and structures (e.g., with proper citations, references, etc.) (also applies to A, B, F).</p> <p>Use appropriate statistical analyses to accurately analyze and interpret numerical data and formulate a position (also applies to C).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Integrate knowledge and commitment to sustainability through critical analysis of data (also applies to I).</p> <p>Evaluate the ethical and social implications of discovery and innovation in <i>aquatic biology</i> (also applies to I).</p>	<p>E. responsible behaviour to self, others and society</p>	<p>7. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

<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>F. Express biological complex concepts in written, graphic and oral form for a wide range of audiences (also applies to D).</p> <p>Prepare an oral presentation following disciplinary norms to articulate and defend results and conclusions obtained by completing an independent research project (also applies to A, B, C, D, H).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate constructively and cooperatively in team and small group activities, demonstrating an ability to set goals and manage timelines.</p> <p>Consider diverse points of view and the contributions of others by applying personal and professional integrity.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Predict future patterns based on current data given the rapidly changing nature of <i>aquatic biology</i> (also applies to A, B, C).</p> <p>Design innovative solutions to demonstrate scientific concepts in <i>aquatic biology</i> (also applies to A, B, 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. Apply organizational, time management, problem-solving and mentoring skills to engage in self-directed learning and professional development activities.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

Courses primarily rely on face-to-face course modalities, and modes of delivery may vary according to the instructor of record. Most courses at the 1000 and 2000 levels include a laboratory or tutorial component, and these components are designed to facilitate the acquisition of skills, knowledge, and attitudes critical to supporting students in successfully meeting the program learning outcomes. Additional pedagogical approaches and learning activities included in all BIOL courses across all levels include: standard lectures with embedded active learning activities, flipped

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

classrooms, team-based learning, case-based learning, student-led presentations, student-led infographic design, statistical analyses, database mining, and field work.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

Since no new courses are being introduced, the revised Honours Biology (with or without thesis), and each of the three streams will continue to depend on the current assessment methods in use within all existing courses. Current assessment methods in these courses include oral and/or written examinations (consisting of multiple-choice questions, short answer questions, and/or long answer questions), papers (e.g., research papers, literature reviews, and/or reflection papers), research proposals, infographics, presentations, laboratory reports, assignments, field work, and/or laboratory work. To ensure that students can successfully progress through their programs and show mastery of learning outcomes, required core courses are carefully scaffolded. The additional required courses included in each program will provide learners with further opportunities to reinforce, practice, apply, and integrate these skills.

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

Describe the appropriateness of the plans to monitor and assess:

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

To assess student achievement given the revised learning outcomes and degree level expectations, we will:

- Create a curriculum map and monitor student achievement in all required BIOL courses at the end of each academic year by comparing grades with historical averages. The departmental curriculum committee will review student achievement data annually at the end of each academic year and propose any changes if required. The results of this review will be presented at a departmental council meeting for discussion and planning. If needed, new departmental curriculum retreats will be organized to address any concerns.
- Continue to meet every two weeks with student representatives from the Biology Students' Union during the Fall and Winter semesters to seek feedback and record any concerns on perceived student workload and student experience.

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

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

N/A

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

APPENDIX A – BUDGET SUMMARY SHEET

Contact the Office of Quality Assurance for assistance in completing this form.

Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	1	2	3	4	5	Total
Revenue						
Tuition income*	\$2,715,000 (480 + 15)	\$2,740,000 (485 + 15)	\$2,765,000 (490 + 15)	\$2,790,000 (495 + 15)	\$2,815,000 (500 + 15)	\$13,825,000
Potential Provincial funding**	\$2,400,000 (480)	\$2,425,000 (485)	\$2,450,000 (490)	\$2,475,000 (495)	\$2,500,000 (500)	\$12,250,000
Other sources of funding <i>(please list)</i>						
Total Revenue	\$5,115,000	\$5,165,000	\$5,215,000	\$5,240,000	\$5,315,000	\$26,075,000
Expenses						
Additional Faculty member	N/A	N/A	N/A	N/A	N/A	N/A
Additional Staff/Technician	N/A	N/A	N/A	N/A	N/A	N/A
GA/TA***	\$585,250	\$585,250	\$585,250	\$585,250	\$585,250	\$585,250
External Examiners <i>(for graduate programs)</i>	N/A	N/A	N/A	N/A	N/A	N/A
Library Resources	N/A	N/A	N/A	N/A	N/A	N/A
New Facilities/Equipment	N/A	N/A	N/A	N/A	N/A	N/A
Facilities/Equipment Maintenance	N/A	N/A	N/A	N/A	N/A	N/A
Technology/CTL resources	N/A	N/A	N/A	N/A	N/A	N/A
Other expenses <i>(please list)</i>						
Total Expenses						\$585,250
Net Income						\$25,489,750

*Estimate \$5,000.00 per full-time equivalent domestic undergraduate student; \$21,000.00 per full-time equivalent international undergraduate student.

**Estimate \$5,000.00 per full-time equivalent domestic undergraduate student; \$21,000.00 per full-time equivalent international undergraduate student.

***Estimate \$6,410.00 per GA allocation and \$2,415.00 per TA allocation.

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*5.1.9: **PDC Cyclical Program Reviews Final Assessment Reports and Implementation Plans (FAR/IP), and FAR/IP Progress Reports: Business, English and Creative Writing, and School of Creative Arts**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background:

- The University Cyclical Program Review Final Assessment Reports and Implementation Plans (FAR/IPs) – Executive Summary have been conducted under the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the provincial Quality Assurance Framework. As of Fall 2011, the Ontario Universities’ Quality Council is responsible for reviewing, auditing, and approving all new undergraduate and graduate programs and cyclical program reviews.

This package includes the following reports:

Odette School of Business Cyclical Program Review Final Assessment Report and Implementation Plan.....	2
English and Creative Writing Cyclical Program Review Final Assessment Report and Implementation Plan.....	4
School of Creative Arts Cyclical Program Review Final Assessment Report and Implementation Plan.....	6

UNIVERSITY OF WINDSOR
CYCLICAL PROGRAM REVIEW (CPR)
FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: BUSINESS
UNDERGRADUATE AND GRADUATE PROGRAMS
April 2026

Executive Summary of the Cyclical Program Review of the Odette School of Business

In accordance with the University's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external review and the internal responses of the undergraduate and graduate programs in the Odette School of Business.

In addition to identifying the strengths of the programs, together with opportunities for program improvement and enhancement, the report prioritizes the recommendations that have been selected for implementation and sets out a plan (including the agent(s) responsible for addressing the recommendations and deadline dates) for follow-through. Timelines for monitoring the implementation of the recommendations are built into the process, with areas reporting mid-cycle on their progress to the Senate Program Development Committee, or earlier where there are significant concerns requiring urgent follow-up.

The Odette School of Business 2023-2024 Self-Study submitted to the Office of Quality Assurance on June 17, 2025, included: 1) a summary of recommendations and actions from the last review; 2) descriptions and analysis of the programs, their learning outcomes, curriculum structure, modes of delivery, assessment methods, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs, course syllabi, and information on AACSB accreditation.

The Odette School of Business programs were reviewed by Dr. Erica Carleton (Faculty of Business Administration, University of Regina), Dr. Jennifer Li (Goodman School of Business, Brock University) and Dr. John Sutcliffe (Department of Political Science, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day in-person site visit on November 19-20, 2025, which included meetings with faculty, students, administrative staff, undergraduate, graduate committees, MEM program leads, the Associate Vice-President, Academic, the Dean of the Odette School of Business, and the Dean of Graduate Studies.

In their report (January 6, 2026), the Review Team confirmed that the undergraduate and graduate programs meet the IQAP evaluation criteria and are aligned with the University's mission, vision, and strategic plan. Admissions requirements, program requirements, assessment methods, and learning outcomes for both undergraduate and graduate programs are clear, appropriate, and aligned with provincial degree-level expectations and AACSB accreditation. The Review Team noted "[t]he faculty complement is of high quality, with many members holding strong scholarly records and external research funding, including SSHRC awards". Students reported feeling satisfied and supported in their program and prepared for their careers upon completion, overall. This is evidenced in the strong retention rates and time to completion rates of the undergraduate and graduate programs. However, students expressed some concerns about the lack of co-op opportunities for some combined undergraduate programs, the lack of technical preparation in the accounting stream of the Master of Management, and perceived weaknesses in the MBA curriculum in terms of clear employment outcomes, early co-op opportunities, and purpose of a few courses.

Overall, the Review Team noted that both the undergraduate and graduate programs meet provincial and AACSB quality assurance requirements. The variety of program offerings, at both the undergraduate and graduate levels, responds to student and market demand locally, nationally, and internationally; though care will need to be taken to maintain program differentiation. The Review Team expressed concerns about the sustainability and future growth of programs, in light of the large number of course releases currently allocated, impacting the number of courses taught by senior faculty members, and the recent reduction in administrative support staff. Concern was also

expressed about observable faculty tension within faculty committee, particularly the Undergraduate Programs Committee, which may result in program stagnation if this dynamic impacts the ability to bring forward curriculum changes and innovations.

The Dean of the Odette School of Business submitted their response to the External Reviewers' Report (March 16, 2026), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (April 2026) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in May 2026.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the response from the Dean of the Odette School of Business.

Recommendation 1: That the OSB review its academic leadership structure and course release policy, with a view to streamlining academic administrative positions and reducing the number of course releases, and discontinuing the allocation of course releases where the activities fall within standard academic service expectations or standard academic research expectations.

Agents: Dean, Faculty members

Completion by: Mid-Year Report (completion of 2027 Strategic Plan)

Recommendation 2: As part of its strategic planning process, that the OSB review staff roles and jobs descriptions, including exploring opportunities to improve faculty and staff administrative efficiency through carefully selected tools and targeted professional development, where appropriate, in alignment with the review of its course release policy and of its academic leadership structures (Recommendation 1).

Agents: Dean, Faculty members

Completion by: Mid-Year Report (completion of 2027 Strategic Plan)

Recommendation 3: That the OSB conduct a comprehensive review of the MBA curriculum, with a view to addressing, as appropriate, student concerns about:

- a) insufficient experiential learning opportunities
- b) a lack of preparation for the applied project in the second half of the program, due in part to the absence of formal project management training
- c) perceived ineffective courses

Agents: Dean, Faculty members

Completion by: Mid-Year Report (completion of 2027 Strategic Plan)

UNIVERSITY OF WINDSOR
CYCLICAL PROGRAM REVIEW (CPR)
FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: ENGLISH AND CREATIVE WRITING
UNDERGRADUATE AND GRADUATE PROGRAMS
April 2026

Executive Summary of the Cyclical Program Review of the Department of English and Creative Writing

In accordance with the University's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external review and the internal responses of the undergraduate and graduate programs in the Department of English and Creative Writing.

In addition to identifying the strengths of the programs, together with opportunities for program improvement and enhancement, the report prioritizes the recommendations that have been selected for implementation and sets out a plan (including the agent(s) responsible for addressing the recommendations and deadline dates) for follow-through. Timelines for monitoring the implementation of the recommendations are built into the process, with areas reporting mid-cycle on their progress to the Senate Program Development Committee, or earlier where there are significant concerns requiring urgent follow-up.

The Department of English and Creative Writing 2024-2025 Self-Study submitted to the Office of Quality Assurance on June 30, 2025, included: 1) a summary of recommendations and actions from the last review; 2) descriptions and analysis of the programs, their learning outcomes, curriculum structure, modes of delivery, assessment methods, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs and undergraduate and graduate course syllabi.

The Department of English and Creative Writing programs were reviewed by Dr. Vanessa Warne (Department of English, Theatre, Film, and Media, University of Manitoba), Dr. Jeffrey William Donaldson (Department of English and Cultural Studies, McMaster University) and Prof. Gemma Smyth (Faculty of Law, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day in-person site visit on November 18-19, 2025, which included meetings with faculty, students, staff, undergraduate, graduate, creative writing, and recruitment and liaison committees, the academic librarian, the Associate Vice-President, Academic, the Dean of the Faculty of Arts, Humanities and Social Sciences, the Head of the Department, and the Dean of Graduate Studies.

In their report (January 13, 2026), the Review Team confirmed that the undergraduate and graduate programs meet the IQAP evaluation criteria and are aligned with the University's mission, vision, and strategic plan, and noted that "[i]n both its curriculum and department culture, [the Department] embodies the University's commitments to community impact, Indigenization, and "diverse ways of knowing," as well as equity, diversity and inclusion." Admissions requirements, program requirements, assessment methods, and learning outcomes for the undergraduate and graduate programs are clear, appropriate, and aligned with degree-level expectations. The Review Team noted that the programs are delivered by faculty that are "energetic and skilled teachers" with "the research and creative writing expertise needed to sustain the programs, promote innovation, and foster a rich intellectual climate." They further noted that the "enthusiasm and respect expressed by students for their [English] professors would be difficult to overstate."

Overall, the Department offers an exceptional undergraduate and graduate learning experience within and beyond the classroom with initiatives such as its Writer-in-Residence program, practica courses, and dedicated student spaces. "At both the graduate and undergraduate level, [the Department] supports student success while upholding rigorous academic standards. The Department educates students in specialized areas of knowledge, nurtures skill development, and offers impressive opportunities for experiential learning. [The Department] offers a coherent curriculum characterized by appropriate variety in subject matter, an impressive degree of historical coverage, and attention to both new methods and socially important issues." The Review Team commended the Department on its

historical and genre coverage, as well as the comprehensive training in methods and skills that it continues to offer, despite budget constraints, through dedicated faculty and innovative curriculum design. The Review Team also commended the Department on the regular review of its curricula and proactive problem-solving, denoting a spirit of continuous improvement, noting that several of the recommendations they planned to make had already been explored or implemented by the Department. However, the Review Team noted that further changes to curricula or supervisory practices will be needed should there be continued or increased financial constraints and in light of upcoming retirements.

The Head of the Department of English and Creative Writing and the Dean of the Faculty of Arts, Humanities, and Social Sciences submitted their responses to the External Reviewers' Report (February 26, 2026 and March 13, 2026, respectively), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (April 2026) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in May 2026.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the responses from the Head of the Department of English and Creative Writing and the Dean of the Faculty of Arts, Humanities, and Social Sciences.

Recommendation 1: That the Department report on efforts to adapt graduate courses to both streams (Literature and Literature and Creative Writing), along with the respective program requirements, such that both cohorts may satisfy their program requirements by completing the same courses. (Should the creative-writing MA fall under further pressure, the differentiation in the profiles of the two streams would essentially come down to the culminating thesis, defined as scholarly in the Literature stream and creative in Literature and Creative Writing stream.)

[PDC notes that the Department is in the process of completing the required PDC Forms and looks forward to receiving them.]

Agents: Head, AAU Council

Completion by: Mid-Cycle Report

Recommendation 2: That the Department report on efforts to:

- a. allow graduate students to take cross-career courses (courses double-numbered as 4000 and 8000) toward their degree, up to a maximum of 1/3 of the course requirements consistent with the Policy on Cross-Career Courses; and/or to take one or two 8000-level courses in a cognate discipline toward their degree.
- b. work with other disciplines to develop an interdisciplinary FAHSS graduate-level course, allowing for limited faculty resources to be shared among departments.

Agents: Head, AAU Council, Dean

Completion by: Mid-Cycle Report

Recommendation 3: That the Department review its undergraduate curriculum and consider:

- a. adjusting second and third year course descriptions, where possible, to accommodate creative-writing activity, allowing those courses to count towards the creative-writing stream program requirements.
- b. merging practica courses with the *Windsor Review* instead of a small independent press.

Agents: Head, AAU Council

Completion by: Mid-Cycle Report

Recommendation 4: That the Department consider and report on the appropriateness and feasibility of redefining the responsibilities and role of either the Undergraduate Chair or Graduate Chair and/or developing a structure allowing for a more equitable distribution of service work across all faculty.

Agents: Head, Faculty Members

Completion by: Mid-Cycle Report

UNIVERSITY OF WINDSOR
CYCLICAL PROGRAM REVIEW (CPR)
FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: SCHOOL OF CREATIVE ARTS
UNDERGRADUATE AND GRADUATE PROGRAMS
April 2026

Executive Summary of the Cyclical Program Review of the School of Creative Arts

In accordance with the University's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external review and the internal responses of the undergraduate and graduate programs in the School of Creative Arts.

In addition to identifying the strengths of the programs, together with opportunities for program improvement and enhancement, the report prioritizes the recommendations that have been selected for implementation and sets out a plan (including the agent(s) responsible for addressing the recommendations and deadline dates) for follow-through. Timelines for monitoring the implementation of the recommendations are built into the process, with areas reporting mid-cycle on their progress to the Senate Program Development Committee, or earlier where there are significant concerns requiring urgent follow-up.

The School of Creative Arts 2023-2024 Self-Study submitted to the Office of Quality Assurance on April 25, 2025, included: 1) a summary of recommendations and actions from the last review; 2) descriptions and analysis of the programs, their learning outcomes, curriculum structure, modes of delivery, assessment methods, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs and undergraduate and graduate course syllabi.

The School of Creative Arts programs were reviewed by Dr. Karin Di Bella (School of Fine and Performing Arts, Brock University), Dr. Natalie Waldburger (Faculty of Art, OCAD University) and Dr. Sarah Woodruff Atkinson (Faculty of Human Kinetics, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day in-person site visit on June 9-10, 2025, which included meetings with faculty, students, staff, academic librarian, the Associate Vice-President, Academic, the Director of the School, and the Dean of the Faculty of Arts, Humanities and Social Sciences.

In their report (July 8, 2025), the Review Team confirmed that the undergraduate programs meet the IQAP evaluation criteria and are generally aligned with the University's mission, vision, and strategic plan; and offer suggestions for initiatives which could further strengthen connections to the University's strategic priorities. Admission requirements for the Music programs are appropriate. For the Visual Arts (including VABE), a portfolio is not required for admission which is unusual and, though this makes the programs more accessible to students, can result in varying levels of preparedness and commitment from incoming students. The Review Team noted that program structure, requirements, assessment methods, and learning outcomes were clear, appropriate, and aligned with degree-level expectations, at the time of the review; though they cautioned that the program structure and requirements may soon not meet program objectives and learning outcomes. Specifically, they cautioned that "[t]he impacts of budget cuts and understaffing are making it challenging to maintain the program-level learning outcomes and drastic redesign is needed, administratively and curricularly." There is a need to carefully and systematically review Music and Visual Arts curriculum with a view to tightening focus and program offerings, and incorporating content that addresses student concerns about the lack of professional readiness.

The Review Team noted that the programs are delivered by a team of highly talented, specialized faculty, many of whom have received national and international recognition for their research and creative work. However, the research requirements are not being met evenly across the programs due to the heavy workloads in administration and service. The Review Team also noted that there is a heavy reliance on sessional faculty for the Visual Arts and VABE program, which they cautioned could compromise consistency in instruction, mentorship, and curriculum

continuity. Despite these challenges, the Review Team noted that faculty and staff work hard to provide a positive student experience.

Overall, the Review Team noted that the programs meet their stated objectives and learning outcomes, at this time, but that, without change, this will not be the case for much longer. The Review Team was especially concerned with the heavy administrative and service workloads and the understaffing of technical support staff, noting that the School is stretched beyond capacity in its current state and that the programs “would be well advised to tighten their curricular focus for the short term, honing their program mission and direction, so as to better place themselves in line for a future strategic hire as soon as one may become available.” Specific to the Visual Arts program, the reviewers noted that “[t]o sustainably address budgetary constraints while maintaining academic rigour and artistic integrity, the Visual Art program should consider a phased redesign of its curriculum that both streamlines resource use and enhances student learning outcomes.” While the reviewers commended Music for having completed a curriculum revision to support continued program delivery and minimize costs, they noted that it should further review its elective offerings and “look closely at its strengths to determine where to focus its quickly dissipating energies.”

The Director of the School of Creative Arts and the Dean of the Faculty of Arts, Humanities, and Social Sciences submitted their responses to the External Reviewers’ Report (November 14, 2025 and January 6, 2026, respectively), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (April 2026) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in May 2026.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the responses from the Director of the School of Creative Arts and the Dean of the Faculty of Arts, Humanities, and Social Sciences.

Recommendation 1: That the School undertake and report on further curriculum review and redesign. In doing so, it should consider the following:

Visual Arts:

- a. Addressing budget shortfalls through curricular innovation in Visual Art, such as
 - i. Introducing Large-Format Studio-Seminar Hybrid Courses:
Replacing one or two low-enrolment, resource-intensive studio courses with high-enrolment (60+ students) studio-seminar hybrids. These courses would integrate conceptual frameworks, critical theory, and technical instruction in a format that supports collective critique and independent project development. Assignments would include artwork deliverables to ensure continuity of studio practice.
 - ii. Expanding For-Credit Experiential and Work-Integrated Learning (WIL):
Developing more structured, for-credit experiential learning opportunities that are led or supervised by faculty.
 - iii. Implementing Interdisciplinary “Cluster” Courses or Pathways:
Encouraging course clustering across Visual Art and related disciplines (e.g., digital media, design, curatorial studies) that allow for shared resources, cross-listed classes, and interdisciplinary collaboration. These clusters can be framed around themes such as sustainability, identity, or emerging technologies, and can support more efficient scheduling and facility use.
 - iv. Prioritizing Program Identity and Signature Experiences:
Focusing investment in a smaller number of signature studio experiences that reflect the program’s unique strengths, such as community engagement, critical theory, or experimental practices. A more focused and distinct identity can help attract students and external partnerships, while allowing other areas to scale back without diminishing the program’s core value.
 - v. Exploring opportunities to create synergies between teaching and research, such as the already existing curricular integration with the INCUBATOR Lab and its internationally recognized focus on bio art.

- vi. With the current well-structured, foundational first-year curriculum in place, upper-year courses should be redesigned to create more flexible learning environments that connect to external communities and professional networks. Capstone projects could emerge through faculty mentorship, enabling students to develop their own creative research pathways.

Music

- b. Leveraging local performers across many styles, integrating this into the Music program.
- c. Pursuing articulation agreements between the Music programs and St. Clair College programs, including their Musical Theatre program.

Agents: School Council, Visual Arts and Music faculty members

Completion by: Mid-Cycle Report

Recommendation 2: That the School report on efforts to make a case to the Dean of the Faculty, as resources become available, for new faculty hiring that is representative of different designated groups.

Agents: Director, faculty members

Completion by: Mid-Cycle Report

Recommendation 3: That the School report on its review, and any revisions to, its internal governance structure, consistent with Senate bylaws, with a view to: 1) ensuring that each of Visual Arts, VABE, and Music lead curriculum review exercises specific to their programs; and 2) focusing the content of SoCA-level meetings to issues affecting the overall School and approving proposals for curricular change.

Agents: Director, School Council

Completion by: Mid-Cycle Report

Recommendation 4: That the School report on efforts to build community and morale among and between faculty, staff, and students. Examples include: hosting Faculty/technician/staff focused events-performances, exhibitions featuring faculty research; supporting students in reviving and participating in student-led clubs and initiatives; and encouraging students to participate in the LEAD Scholars program.

Agents: Director, faculty members

Completion by: Mid-Cycle Report

Recommendation 5: That the School consider offering VABE as a BDes for the purposes of accessing a higher level of government subsidies and increased tuition fees; and consider expansion of the program including more bi-directional opportunities such that UDM students could take VA courses and an expansion of the model to other disciplines.

Agents: Director, VABE faculty members, School Council

Completion by: Mid-Cycle Report

Recommendation 6: That the School report on efforts to build greater alignment with each of the strategic priorities in the Aspire Strategic Plan.

Agents: Director, faculty members, School Council

Completion by: Mid-Cycle Report

University of Windsor
Senate

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

Item for: **Information**

Forwarded by: **Program Development Committee**

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

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

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



Josianne Marsan
Dean, Odette School of Business

**University of Windsor
Senate**

*5.1.11: **Master of Social Work/Juris Doctor (MSW/JD) – Suspension of Admissions**

Item for: **Information**

Forwarded by: **Program Development Committee**

Admissions have been suspended to the MSW/JD dual degree program, effective Fall 2026.

The Faculty of Law and the School of Social Work have completed a joint review of Fall 2026 applications. Two applicants were offered admission but declined, and the remaining applicant will not be advanced. Overall, the applicant pool did not meet the standards expected for the MSW programs.

Over the past eight months, a comprehensive program review involving both Faculties and key administrative units identified persistent challenges affecting operations and the student experience, including course registration, tuition assessment, and access to funding, benefits, and OSAP. These issues stem largely from the program's dual undergraduate and graduate status.

Both Social Work and Law remain committed to supporting the current MSW/JD students

The Faculty of Arts, Humanities and Social Science (FAHSS) Coordinating Council and the Faculty of Law Council will be informed.

Tina Pugliese

Dr. Tina Pugliese, Interim Dean
Faculty of Arts, Humanities and Social Sciences

**University of Windsor
Senate**

*5.1.12: **Nursing – Primary Health Care Nurse Practitioner – Name Change**

Item for: **Information**

Forwarded by: **Program Development Committee**

Effective July 1, 2026, the Primary Health Care Nurse Practitioner (PHCNP) Graduate Diploma will be renamed the *Ontario Nurse Practitioner Education Consortium (ONPEC)*.

Rationale:

- The College of Nurses of Ontario is make the nurse practitioner a generalist model and eliminating the previous primary health care designation. As a result, all universities offering nurse practitioner programs are required to remove the “Primary Health Care (PHC)” designation from their credential titles.
- Ontario’s transition to a single Nurse Practitioner (NP) classification reflects a shift toward a more flexible and responsive healthcare workforce.
- By removing the PHCNP designation and educating new NPs as generalists, the system emphasizes broad, entry-level competencies that prepare graduates to work across diverse clinical settings.
- These changes have been approved by the Faculty of Nursing Council.

University of Windsor
Senate

*5.2.1: **Division of Student Affairs Annual Report (2025-2026)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Division of Student Affairs, Annual 2025-2026

Submitted by: Dr. Shetina M. Jones-Smith, Associate Vice-President, Student Affairs

Introduction

The Division of Student Affairs is dedicated to enhancing the student experience by providing programs and services that foster success, promote campus involvement, and create a safe and supportive environment. With five units, 79 staff members, and 161 student staff, the Division is committed to aligning with the ASPIRE strategic plan to ensure student success through academic achievement and engagement.

Throughout the 2025–2026 academic year, our units have been actively engaged in innovative programming, hands-on learning experiences, and opportunities to build a strong sense of community and belonging. We are proud to continue our mission of empowering students to thrive in all aspects of their college journey.

Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan

The following sections highlight efforts by the Division of Student Affairs and individual units in addressing institutional priorities.

Foundational Commitments

Establishing and Implementing an Institutional Data Strategy

- Continued data collection to inform decisions and programming
- Increased efforts to educate and share data across the Division
- Developed a framework for Student Non-Academic Misconduct
- Collaborated with the Office of Institutional Analysis to enhance student experiences
- Launched data strategy and planning

Fostering Resilience and Institutional Learning through Connection and Collaboration

- Engaged with over 15 campus areas and community organizations
- Continued Lancers Athletics sponsorship
- Partnered with UWSA on Welcome Week, and geopolitical awareness initiatives
- Co-hosted the Welcome Back Barbecue with OPUS
- Successfully delivered interactive sessions and webinars on "An Insight into Deconstructing Anti-Palestinian Racism as a Lived Experience" at academic and professional institutions, with more invites coming and a self-paced session coming up this summer. These sessions were inclusive of students, faculty, leadership and senior leadership personnel, and social work, health and mental health professionals in the community both in Windsor and across Ontario and one to Alberta.
- Conducted Black Professor Office Hours and Black Student Study Halls to increase student academic engagement and faculty connection.
- Expanding faculty outreach efforts to include Bounce Back and JumpStart information within syllabus templates across multiple faculties (in-progress).

Building Inclusive and Engaging Physical and Virtual Spaces

- All DSA units created welcoming spaces that foster student development
- The International Student Centre hosted virtual programs from summer through winter to support international students
- Orientation and transition programs included Jumpstart, Bounce Back, Indigenous Student Orientation, Welcome Week, and Winter Orientation
- Turtle Island supported cultural events, ceremonies, study groups, and student gatherings
- Bi-monthly campus conversations were held between students and campus leaders

Maximizing Faculty and Staff Impact through Support and Training

- Professional development included:
 - Academic Advising for the Advanced Professional
 - ASIST Suicide Intervention (Wellness Team), Violence Prevention Training, and Conflict Mediation
 - Navigating Confidentiality in Multidisciplinary Settings
 - Mental Health, International Student Affairs, and Research Conferences
 - Social Work, Chart Auditing, and DEI Workshops

Improving Institutional Processes and Service Coordination

- Implemented a new exam scheduling system to enhance the experience for students
- Actively worked to improve the advising processes
- Hired a permanent Director for the Centre for Student Learning Excellence
- Offered early access for student housing sign-ups
- Transitioned Head Start to weekday sessions to maximize family engagement
- Black Student Support strengthened collaboration with campus departments, community organizations, and educational partners throughout the year, including discussion with the East African Community Organization of Windsor, a Black student demographic that often lacks visibility and support.

Strategic Priorities

Promoting Bold, Impactful Research and Scholarship

- Supported the 3-Minute Thesis graduate competition
- Participated in research advancing Canadian Student Affairs
- Continued support for Outstanding Scholars and undergraduate research
- Participated in 5 dissertation study's/research that focused on Student Affairs, Black women, Domestic Violence in Canadian Universities.
- Hosted a successful Creative Writing Workshop with Vida Cross, UWindsor Fullbright scholar
- Facilitated conversations with larger community provincially and nationally continue to be held to achieve this goal at UWindsor. Updates, research, and consultations are held by PSSA to deliver outcomes of research, knowledge, and conversations to superiors at University of Windsor for potentiality of establishing such grants in future.
- This year PSSA established very strong connections across UWindsor campus, student groups who would include Palestinian students, and the larger community. PSSA published an autoethnography on her own identity as a Palestinian Canadian and has been praised for her efforts. Significant consultations were held with all possible students, members of the local community in Windsor, and the national academic community on "The Journey of the Palestinian: Understanding, Naming and Framing Anti-Palestinian Racism" course with an overwhelming positive support, insights and feedback gained, and now a potentiality of endorsement is being sought.

Pursuing Truth and Reconciliation

- Engaged in community events supporting truth and reconciliation
- Supported the Indigenous Education Council (IEC)
- Collaborated with Indigenous communities on Pow Wow, Orange Shirt Day, and Red Dress Day events

Advancing Equity, Diversity, Inclusion, and Justice

- Supported the first Black Alumni Weekend
- Participated in Black History Month, Orange Shirt Day, Red Dress Day, and UWIN events
- Supported the Black Leadership Experience and Black Student Support Coordinator

- Supported the Black Student Support, Jewish and Palestinian Student Support Coordinator roles. Also provided monetary funding
- Hosted over 70 culturally affirming social, academic, and wellness programming throughout the year.

Ensuring a High-Quality Student Experience

- Promoted inclusive events such as Red Dress, Pow Wow, Orange Shirt Days
- Actively engaged with the broader university on teaching and learning initiatives
- Supported the first exchange student to go to Italy post-Covid
- Hosted mentorship and networking initiatives with Black alumni professionals.
- Updated and enhanced processes to minimize redundancy

Fostering a Healthy, Safe, and Sustainable Campus

- Promote and supported mental health awareness through campus-wide events and campaigns
- Supported employee mental health initiatives
- Advocated for recovery through Lancers Recover. Assisted with securing additional funding
- Responded to student needs through the Care Management Team
- Supported students through referrals to counselling, accessibility services, career services, and community resources.
- Advocated for students navigating academic challenges, mental health concerns, and institutional processes.

Generating Local and Global Impact

- Maintained OPAIP grant partnerships with St. Clair College and United Way
- Conducted Indigenous outreach and school visits via Turtle Island
- Fostered experiential and volunteer opportunities through Residence Services
- Supported Relay for Life and Canadian Cancer Society events
- The International Student Centre welcomed the first student to come from new partners in Spain (Universidad Europea) and Switzerland (Bern)
- Hosted a successful **Exchange Student Takeover** featuring a student from France, highlighting global Black student experiences.

Challenges

Space

- Several areas in the DSA need space. Student Counseling, SAS and Student Advising all need space to accommodate students
 - Conversations are happening with the Space Planning Committee to move SAS, Academic Advising and the Writing Support Desk to one space. There may be a space for this area pending funding.
 - Conversations are happening to move Student Counseling to one space. There is not a space to move Student Health, Wellness and Counseling. Currently Student Counseling does not have enough space.

Job Security

- The cuts and bumping were extremely disruptive to the Division of Student Affairs. There were 5 bumps that felt like they lasted forever. The uncertainty and looming anxiety anticipating the unknown cause staff to go out on leaves and become ill. This is important to note because there is still fear of additional cuts.

Programming/ Budgeting

- The DSA was not resourced well this year. Key areas like the International Student Centre lost program funding for events that they host annually and help create amplify the student experience. The looming costs of food on campus almost prevented the Student Success and Leadership Centre from providing meals during headstart. As a result, there was a request to increase the New Student fee to accommodate rising costs.

Unit Accomplishments

Student Non-Academic Misconduct Office

- Launched the Student Non-Academic Misconduct Pilot Team in Fall 2025
- Migrated student non-academic reporting to the Symplicity System
- Developed the Student Non-Academic Misconduct Framework
- Facilitated workshops with Faculty members to share the student conduct process

Centre for Student Learning Excellence

- Invigilated over 6,000 exams between Fall 2025 and Winter 2026
- Hired a Full Staff
- Revamped the exam process
- Hired a permanent Director

International Student Centre

- In Fall 2025, supported 3191 students and in Winter supported 2250
- Relocated to the Joyce Entrepreneur Centre. Space is centralized and accessible to students.
- Offered daily free meals to International Students through Sodexo.
- Hosted 4 orientation and acclimations sessions for international students
- Hosted International Student Day Activities
- Hosted over 50 programs to create community for International Students.
- Supported the relaunch of the International Student Society which led to a successful election. The organization has been dormant for over 3 years.
- Daily drop-in immigration advising in-person and virtually along with booked appointments
- Hosted SIN Clinics for all students
- Successful Celebration of Nations event
- Supported a WUSC student and their full transition to the university.

Cultural Collective

Black Student Support Advisor

- In Fall 2025, Approximately **218 drop-in and booked student appointments** were held during the Fall semester.
 - Students accessed support through in-person drop-ins, email requests, MySuccess bookings, and Microsoft Bookings with the Black Student Support Coordinator.
 - Hosted successful wellness and community-building events including:
 - Sip & Stitch wellness events using crochet as a stress-relief activity
 - Hustle Lessons promoting joy, movement, and community connection
 - Partnership with the School of Social work hosting a Black Mental Health Week events
 - Engaged prospective students and families during Open House events and off and on campus recruitment initiatives.
- In Winter 2026, Approximately **184 drop-in and booked student appointments** were held during the Winter semester.
- Continued to provide holistic student support through:
 - Mental health support meetings
 - Student award application assistance
 - Advocacy for students facing required withdrawal processes
- Continued collaborative meetings and programming with:
 - WECD SB Black Graduation Coach
 - Bounce Back holistic support initiatives
 - Afrofest

- Sexual Violence Prevention programming, supporting Black students experiencing intimate partner violence
- Continued support for Black student-athletes through advocacy, referrals, and individualized student assistance.
- Maintained strong partnerships with student groups and organizations including
- Over **400 total student appointments** were conducted across both semesters.
- More than **40 referrals** were made to Student Counselling Services.
- More than **10 referrals** were made to Student Accessibility Services.
 - Considering the stigmatization of Black mental health and accessibility services, this number only continues to increase
- Assisted students with:
 - Job applications
 - Award and scholarship applications
 - Academic advocacy
 - Exchange opportunities
 - Mental health navigation
 - Career referrals to Farrah Francis, Career Consultant at UWindsor.
- In partnership with the Black Alumni Weekend Committee, Black Student Support hosted a successful mentorship and networking event connecting Black students with Black alumni professionals.

Jewish Student Support Advisor

- Liaison & Reporting to University of Windsor Administration (Sharing updates re Jewish Student Issues & Jewish Community intersects with Jewish Student on and off campus challenges).
- Bi-weekly meetings with Associate Vice President Dr. Shetina M. Jones- Smith
- Dialogue and meetings with University of Windsor President's Office and its delegates
- Formation and meetings with University of Windsor Jewish Faculty group (ad hoc)
- Increased awareness to both JSSA and University of Windsor Jewish students on a comprehensive list of sources of support provided by University of Windsor.
- Increased opportunity to identify and bring together the sparse number of Jewish students not enrolled in the Law School and make them feel included and not alone at University of Windsor.
- Hosting 'Meet and Greet' gatherings with University of Windsor Jewish Students creating and reinforcing support and guidance for current Jewish students.
- Dialogue and meetings with representatives from CIJA (Centre for Israel & Jewish Affairs); Windsor Jewish Federation, Temple Bethel, Shar Synagogue, Windsor Jewish Community leadership, Simon Wiesenthal Center, Hillel.
- Bridging concerns and challenges from Jewish students and Jewish community agencies directly with the University of Windsor President's office.
- Broadened JSSA network with spiritual leaders from the Muslim, Hindu, Sikh and Christian religions.
- Attend meetings as the JSSA adding input re the ARAP and where required supporting the Jewish perspectives as it pertains to Jewish Students, Faculty and Staff and all marginalized University of Windsor community members.

Palestinian Student Support Advisor

- The primary highlight is that the Palestinian students continued to generate initiatives and opportunities of learning about Palestinian, both in an educative and community contexts. A couple of primary events that they initiated and I co-supported was the Prayer of the Martyrs of Palestine (called "Salat ElGhayeb") that took place on October 9th, 2025, where members of the Palestinian and larger community cojoined to perform the prayer over martyrs in a harmonious setting.
- A second highlight was the event where I was their faculty/PSSA partner was the "Roots of Solidarity: History of Palestinian Solidarity in Windsor. The event was very well received and attended, and it includes 4 generations of solidarity in Windsor with alumni students sharing insights on how the Palestinian Solidarity Group was launched at UWindsor and how it's continuing today.

- Offered mental health trauma support, Advisement/Support for Existing and Prospective Students, Role Promotion, Student Outreach and Insights, Group Support (includes Healing Circles) and support to established of new student groups inclusive of Palestinian students, Community Initiatives and Events
- Living with the Drones - This brought a significant and excellent collaboration among the PSSA, Palestinian Research Chair of Windsor Law, and the larger community, with the support of current Palestinian student groups (Palestinian Solidarity Group and Palestinian Law Student Association) to demonstrate a lived experience through a journalism show. Event will take place early Fall to support increased attendance especially of the student body and of the larger University of Windsor community.
- Insights provided above and a highlight is the established joint efforts with the Palestinian Research Chair at Windsor Law to plan and potentially host collaborative events where PSSA is supporting connection and organization to the student community, university community, and larger community.

Housing and Residence Life

- Opened a new Residence and Dining Hall (Rodzik Hall)
- Exceeded the housing occupancy numbers to have a full housing portfolio. A goal that has not been met for several years.
- Increased occupancy by 30%
- Projected \$200,000 surplus for the portfolio. (pending finding numbers for the year)
- Fall 2025 - 377 community development strategies and events facilitated by student staff, professional staff and campus partners
- Winter 2026 – 278 community development strategies and events facilitated by student staff, professional staff and campus partners
- 288 Incident Reports (ex. violations of community standards, medical emergencies, fire alarms etc.)
 - 184 students involved in these reports
 - Low level of recidivism
- 195 Journals (ex. mental health concerns, roommate issues, homesickness etc.)
- Desk Services
 - Worked with Campus Living Services partner in Rodzik Hall to align practices with other Residence Halls standards
 - Provided an opportunity for positive engagement with the Desk Assistants
- Windsor Inter-Residence Council
 - Over 20 committee members regularly participating
 - Held a variety of larger scale events including Haunted House, Night Under the Stars Formal, weekly TGI Friday alternative programming
- Black Leadership and Excellence (BLX):
 - Successful BLX leadership programs
 - Consistently well attended events with over 30 residents regularly participating
 - Started new tradition of monthly “Family Dinners” where students cooked and ate together and invited others to join their community
 - Fashion Show was enhanced to include learning opportunities for participants and structured leadership opportunities for BLX members
- Facilities
 - 760 maintenance requests submitted & responded to addressing issues in student rooms across all 4 buildings
 - Completed lower cost student experience focused renovations in summer 2025 including new murals and lounge furniture
 - \$3.2M allocated for renovations, upgrades and office relocation for summer 2026

Student Health, Counselling, and Wellness Centre

- Student Counselling Services facilitated **5,021 appointments** for **1,220 individual clients** and supported four student interns. In addition to direct clinical care, the counselling team delivered specialized training to departments across campus, equipping faculty and staff with the knowledge and skills needed to better support

student mental health. These trainings were led by our specialized clinicians and focused on strengthening early identification, response, and referral pathways for students in distress.

- All clinicians within Student Counselling Services also completed advanced professional development in trauma-informed care, including Janina Fisher's Certified Clinical Trauma Professional Training Level 1: Working with the Neurobiological Legacy of Trauma and Certified Clinical Trauma Professional Training Level 2. This enhanced training has strengthened the team's capacity to provide evidence-based, trauma-responsive support to students and to contribute to a more informed and compassionate campus environment. Embedded therapists within specialized faculties further expanded access to targeted mental health support.
- The Wellness team delivered an extensive portfolio of more than **80 events, presentations, trainings, campaigns, and collaborations** across Fall 2025–Winter 2026, resulting in **6,514 unique student interactions**. Collectively, these efforts strengthened the student experience by increasing access points to wellness support, enhancing visibility across campus, and improving navigation of services through both in-person and virtual engagement.
- A major contributor to this impact was the expansion of new and renewed partnerships across the university. Collaborations with Housing and Residence Life, UWSA, ISC, Lancers Rec, Leddy Library, Odette, Athletics, Financial Aid & Awards, and the Office of the Vice President EDI enabled wellness programming to be embedded directly into student spaces, classrooms, and high-traffic campus hubs. These partnerships broadened reach and created more seamless pathways for students to connect with mental health resources, financial wellness supports, and community-building opportunities.
- The team also strengthened its community presence through partnerships with local high schools and external organizations, extending wellness education beyond campus and reinforcing the university's role as a regional health-promoting institution. Notably, all of this work was accomplished during a period of significant financial constraints, underscoring the team's ability to innovate, leverage partnerships, and maximize impact through shared resources and collaborative delivery. Together, these efforts reflect a highly visible, student-centered, and community-connected approach to promoting health and well-being.

Student Success and Leadership Centre and Turtle Island

- The Student Success and Leadership Centre began a rebranding process to better articulate our impact on campus beyond the events we deliver.
- Successful winter orientation, well received by attendees
- Redesigned and promoted the LEAD program as an experiential learning opportunity.
- LEAD
 - 80 applications
 - 50 students attended leadership training between 2 sessions offered
 - Impact: By redesigning LEAD as an experiential learning opportunity, rather than a traditional volunteer model, we created a framework that provides students with meaningful value for their time and contributions. Through this model, students can earn LinkedIn badges, leadership certificates, and recognition toward FAHSS and Science Medallions, further supporting their personal and professional development.
- Indigenous Student Services Centre & Turtle Island
 - The Indigenous Student Alliance is now fully operational. Several meetings have taken place, and the group is currently developing initiatives they would like to focus on in the fall semester.
 - Hosted a successful Pow Wow.
 - Student engagement at the Centre has increased significantly, with workshops reaching full capacity.
 - More students are reaching out for support and building meaningful connections with the team.
 - Continued the Soup and Bannock series, which combines food, campus resources, and community connections.
 - Plans are underway to expand this programming in the fall.
 - Office's name updated from Aboriginal Education Centre to Indigenous Student Services Centre.
 - Successful Indigenous Youth Summer Camps
 - Increased participation of service usage by indigenous students on campus
 - Held over 10 programs
 - Successful and highly attended Orange Shirt Day
 - Partnered with the Indigenous Education Centre to advocate and support indigenous peoples
 - Red Dress Day participation and support

- Successful Pow Wow in partnership with St. Clair College
- Work has begun developing fall programming that will allow us to better capture data related to student gaps, barriers, engagement, and retention outcomes.
- Turtle Island hosted another successful March Break Camp which welcomed First Nations, Métis, and Inuit youth from local high schools for a week of campus engagement and cultural learning opportunities.

Bounce Back:

- Student participation increased over the year. Leading to additional students' participation
- 85% program completion rate
- Launched efforts to work with Black student initiatives.
- Continued to support students experiencing academic, personal, and transitional challenges through study skills and well-being focused programming.
- Expanded outreach efforts through faculty and staff partnerships, posters, pop-up events, and campus referrals.
- Increased visibility of services through collaboration with faculties and staff.
- In the Winter 2026 term, the number of students registering for Bounce Back doubled across all cohorts.
- There was also an increase in the number of students that passed the program.
- Supported students in areas such as:
 - Time management
 - Exam preparation
 - Reducing procrastination
 - Motivation and goal setting
 - Study strategies and note-taking
- Four cohorts of Bounce Back
 - 4 sessions of Bounce Back, 61 graduates

JumpStart

- Supported incoming and first-year students with transition programming focused on academic success, confidence building, and campus connection.
- Facilitated workshops and individual student support sessions to assist students in adjusting to university expectations.
- Continued development of student success resources aimed at increasing student engagement and retention.
- 3 special sessions of JumpStart focusing on marginalized student population
- Assisted students in building foundational academic and personal success skills prior to and during their transition into university.
- Students who participated demonstrated increased awareness of campus resources and improved preparedness for academic success
- Introduced one-on-one student appointments for the first time beginning in Winter 2026, providing students with more personalized and targeted support.
- Created and facilitated three Vision Board Workshops tied to Bounce Back principles, focused on goal setting, motivation, well-being, and student retention.
- Due to overwhelming student interest and engagement, two additional Vision Board Workshops were added.
- Increased collaboration with campus partners to improve awareness of student support services.
- Developed updated promotional materials and enhanced student engagement strategies.
- Planning and promoting summer study skills programming to support students preparing for Fall semester success.
- Expanding outreach efforts through classroom presentations for the Fall term
- Held the annual leadership conference
- Held the U-Will Discover Competition

University of Windsor
Senate

*5.2.2: **Student Academic Misconduct Report (2024-2025)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Twentieth Annual Student Academic Misconduct Report (2024-2025)

INTRODUCTION

The report is to inform the University community about Bylaw 31 student academic misconduct cases in the 2024/25 academic year, to compare the results with the data from the previous two years, and to help identify trends or new developments.

This report is part of University of Windsor's efforts to reinforce its commitment to learning and discovery and a place that encourages, values and expects from its members high ethical standards and academic integrity.

EXECUTIVE SUMMARY

The University had 76 more academic misconduct complaints in 2024-25 than the previous year.

2024-25: 139 academic misconduct complaints

2023-24: 63 academic misconduct complaints

Complaints dismissed by Associate Deans:

2024-25: 6 complaints filed that were dismissed by Associate Deans

2023-24: 0 complaints filed that were dismissed by Associate Deans

With respect to the academic misconduct complaints processed in 2024/2025:

- 97.1% found responsible for the misconduct
- 60.4% – Cheating and/or violating exam/test rules was the most prevalent integrity violation.
- 12.9% – Plagiarism was the second highest violations.
- Mark reduction (ranging from a % amount reduction on the evaluation, to a zero on the assignment or exam, to a zero in the course) was imposed in 121 of the integrity violations. There were 42 letters of apology/reflection, 20 censures (for durations ranging from 4-12 months), 4 admonitions, 3 education sessions, 1 repeat work for assessment, and 1 suspension. *Decisions often combine two or more sanctions.*
- 45.1% (60/133) of offences were by domestic students; 54.9% (73/133) offenses were by international students. The offenses most frequently engaged in by domestic students were cheating (19/60), plagiarism (12/60), impersonation (8/60), and violating exam/test rules (8/60). The offense most frequently engaged in by international students was cheating and/or violating exam/test rules (56/73).
- 7 cases were appealed.

Definitions

1. Academic Misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting his/her academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct.
2. Multiple: Two or more complaints of academic misconduct against one student.

Notes

1. This report includes all Faculties, except the Faculty of Law. Cases in the Faculty of Law are dealt with internally within that Faculty, with the exception of appeals to the Discipline Appeal Committee.
2. For comparison purposes, in the tables in the Summary of Data section that follows (with the exception of the table immediately below), totals for the previous two academic years are provided. The balance of the tables in the other sections that provide more detailed data includes only a comparison with the previous academic year.

SUMMARY OF DATA

1. Total Academic Misconduct Complaints

2024/2025	2023/2024	2022/2023	2021/2022	2020/21
139	63	63	230	262

2. Results of all Investigations

	2024/25 (139 cases)	2023/24 (53 cases)	2022/23 (63 cases)
Student responsible	133	63	63
Dismissed/Insufficient evidence	6	-	-

3. Type of Offence

- Cheating and/or violating exam/test rules comprised most findings of academic misconduct: 60.4% (84 cases). This is an increase from last year in which cheating and/or violating exam/test rules comprised 42.9% (27/63 cases) of complaints.

In 2024/25, cheating and/or violating exam/test rules (60.4%) was followed by:

- Plagiarism 12.9%
- Unauthorized collaboration 7.1%

Note: some complaints included multiple academic misconduct allegations.

4. Discipline Appeal Committee

	2024/2025	2023/2024	2022/2023
Complaints heard by University-level Committee	5% (7 cases)	0.0% (0 case)	0.0% (0 case)
Percentage of cases before University-level Committee settling before a hearing, including mediated settlements	0% (0 case)	0.0% (0 case)	0.0% (0 case)

5. Sanctions

	2024/25	2023/24	2022/23
Mark Reduction	121 cases	56 cases	53 cases
Admonition	4 cases	12 cases	15 cases
Letter of apology/reflection	42 cases	13 cases	23 cases
Censure	20 cases	2 cases	4 cases
Education Session	3 cases	0 cases	1 case
Suspension	1 cases	0 cases	0 cases
Repeat Work	1 cases	4 cases	2 cases
Denial of Registration	0 cases	0 cases	1 case

6. Repeat Offender

Of the 133 cases where there was a finding of academic misconduct, there were 5 repeat offenders; an increase of 5 compared to the previous year at 0.

7. Domestic/International

Note: For comparison, 2023/24 data is in parentheses. Data is presented by the semester due to variations in enrolment. Complaints that were dismissed are included in the numbers.

No. of complaints received against students that were resolved by semester	Fall 2024			Winter 2025			I/S 2025		
	Domestic	Int'l	Total	Domestic	Int'l	Total	Domestic	Int'l	Total
	12 (18)	3 (5)	15 (23)	41 (26)	40 (12)	81 (38)	7 (1)	31 (1)	38 (2)

DETAILED REPORT

1. Summary by Offence and Sanction Imposed

In the cases reported in the next table ***more than one sanction*** was sometimes applied. Under Bylaw 31 professors assign an “Incomplete” in the cases of alleged academic misconduct and in certain cases the grade is later adjusted in accordance with the sanction (if any) once the complaint is processed. Thus, where a student is found responsible for academic misconduct, a grade penalty is often imposed on the academic evaluation in question, in addition to an admonition, letter of apology/reflection, censure, suspension. Other combinations also occur. The possible varieties of outcomes make presenting this data in an easy-to-digest table format somewhat challenging.

Type of Offence	Admonition	Mark Reduction	Repeat Work for Assessment	Censure	Suspension	Letter of Apology/Reflect	Educational Session	Denial of Registration	Dismissed	Totals (2024/2025)	Totals (2023/2024)
Plagiarism		16	1	-	-	1	1	-	2	21	12
Unauthorized Collaboration	1	10	-	-	-	3	-	-	2	16	11
Impersonation		8	-	-	-	8	-	-	-	16	27
Academic Forgery or Fraud	2	4	-	-	-	1	-	-	-	7	1
Furnishing False Information	-	2	-	-	-	1	-	-	-	3	3
Cheating and/or Violating exam/ test rules (including possession/use of an unauthorized aid)	1	81	-	20	1	28	2	-	-	133	39
Totals (2024/25)	4	121	1	20	1	42	3	-	4	196	93
Totals (2023/24)	14	58	4	3		14			-	93	-

2. Appeals of Associate Dean Decisions to the Discipline Appeal Committee

Type of Offence	Hearing	Settlement Agreement	Withdrawn by Appellant
Furnishing False Information and/or Academic forgery or fraud	2		
Cheating and/or Violating exam /test rules (including possession of an unauthorized aid)	3		
Unauthorized use of AI	2		
Totals (2024/25)	7	-	-

3. Summary by Repeat Offender

Type of Offence	First Offender	Repeat Offender	Totals (2024/25)
Plagiarism	18	-	18
Unauthorized Collaboration	10	-	10
Academic forgery or fraud	3	2	5
Cheating and/or Violating exam /test rules (including possession/use of an unauthorized aid)	83	5	88
Impersonation	9	-	9
Furnishing False Information	1	2	3
Totals (2024/25)	124	9	133

[Report compiled by the University Secretariat]

**University of Windsor
Academic Policy Committee**

*5.2.3: **Master of Social Work (MSW) Grading Policy – Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the MSW Policy on Grading and Graduation be approved.*

Proposed Revisions

[revisions are in bold and strikethrough]

Policy on Grading and Graduation

[...]

Students must maintain a cumulative grade point average (cGPA) of at least ~~73%~~ **70%** in each semester in which they are enrolled. A student who earns a course grade in the range 60-69% in one Course, or if their cGPA falls below ~~73%~~ **70%**, will be placed on academic probation. A student will remain on academic probation for one subsequent semester by the end of which they must have raised their cGPA to at least ~~73%~~ **70%**, or they will be required to withdraw. A student may also be required to withdraw from the program if they receive more than two course grades in the range of 60-69%, or one course grade below 60%. Please note, as per University policy, students may be allowed to retain for credit up to two courses in which they received a grade of 60-69%.

Rationale/Approvals:

- The change to 70% will correspond with the Faculty of Graduate Studies' suggested cumulative grade point average threshold.
- The revised cumulative grade point average will provide MSW students with clearer guidelines from a university perspective.
- The proposed changes have been approved by the School of Social Work Council and the FAHSS Coordinating Council.

**University of Windsor
Senate**

5.2.4: **Alternative Admission Pathway to Faculty of Arts, Humanities, and Social Sciences (FAHSS) Programs (Three-Year Pilot)**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the Alternative Admission Pathway to Faculty of Arts, Humanities, and Social Sciences (FAHSS) Programs be approved, as a three-year pilot.

Background Information/Policy Context:

- FAHSS requires applicants from Ontario Secondary Schools to have at least a 70% average across six Grade 12 U or M courses, including a minimum average of 70% in Grade 12U level English ENG4U (or equivalent), for direct admission. Applicants who fall below this threshold are denied admission.
- However, graduates of the two-year CAAT General Arts and Science diploma programs, Liberal Arts and Science diploma programs, and equivalent diploma programs may receive up to ten transfer credits if they achieve a minimum grade of B (3.0) in approved courses.
- The Senate Policy on Advanced Standing and Credit Transfer requires that only courses meeting the minimum grade requirements be evaluated for transfer credit. University-level courses must have a minimum grade of 60%, while non-university courses must have a minimum grade of 70%.

Rationale:

- The proposed pilot pathway will allow students who fall below the 70% entrance admission average to first complete the General Arts and Science Certificate at St. Clair College.
- Under this proposal, students who achieve a minimum 70% overall average, with a pass in each course, in the one-year General Arts and Science Certificate program at St. Clair would be eligible for direct admission to the University of Windsor, specifically into the Faculty of Arts, Humanities and Social Sciences.
- This pilot would run for three years (Fall 2026-Fall 2029) and would allow for the tracking of student success once they enter the University of Windsor. The academic success of students admitted through this pathway will be reviewed and further recommendations and actions will be determined based on this review.
- The proposed pathway will expand collaboration with St. Clair College to provide meaningful pathways for students.
- The Office of the Dean of the Faculty of Arts, Humanities and Social Sciences, the Office of the Registrar, and the Provost's Office have worked collaboratively with St. Clair College and are fully supportive of this proposal.
- *See attached.*

Policy:**Alternative Admission Pathway to Faculty of Arts, Humanities, and Social Sciences (FAHSS) Programs**

Applicants to the University of Windsor who have completed the Ontario Secondary School Diploma (OSSD) with a minimum of 6 grade 12 U/M courses (including ENG4U or equivalent), but have a final admission average between 65-69.9%, and a mark above 50% in Grade 12U English (ENG4U or equivalent), will be considered for admission to the General Arts and Science Certificate program at St. Clair College.

Students, admitted through this pathway, who successfully complete the General Arts and Science Certificate program with a minimum overall average of 70%, will be granted direct admission into a Faculty of Arts, Humanities, and Social Sciences (FAHSS) program at the University of Windsor and will receive transfer credits for 10 courses toward their degree.

Process

1. High school (OSSD) graduates applying to FAHSS who successfully completed the minimum 6 grade 12 U/M courses (including ENG4U at 50% or above) with final admissions averages between 65% and 69.9% will be offered an alternate admission pathway to University of Windsor FAHSS programs through the St Clair College General Arts and Science Certificate program. A letter from the University of Windsor and St. Clair College will be sent to these students offering them this alternative admission pathway.
2. Students confirm their interest in this pathway and complete a simple internal application.
3. The list of interested candidates would be sent to St. Clair College who would manually admit these students.
4. Throughout their year at St. Clair College, a University of Windsor advisor will communicate with students on a regular basis and provide information on what to expect when they move to the University as well as confirm their FAHSS program of interest should they qualify.
5. Students who successfully complete the one-year certificate program with a minimum 70% overall and a pass for each course would be eligible for 10 (30 credits) courses.
6. These students would automatically be admitted to the University of Windsor in a Faculty of Arts, Humanities, Social Sciences program.

Appendix A

Research Data

There are 50 applicants (Fall 2026) to FAHSS that have grade 12 averages between 65% and 69.9%. These students have completed their OSSD or are in the process of taking Grade 12 U English plus five other Grade 12 UM courses and obtaining their OSSD. These students are currently ineligible for admission into a UWindsor FAHSS program due to their Grade 12 average. There is definite interest in opening this pilot pathway to Fall 2026 FAHSS applicants. The goal is to achieve an intake of approximately 40 students into this pathway with a goal of sending alternate admission letters by the end of June 2026.

Transfer Credit

St. Clair College Courses	University of Windsor Transfer Credit
ENG-107. (College Writing)	ENGL-1010 (Academic Writing)
LBA-102. (Thinking, Learning and Being)	SOSC-1XXX (1 st Year Social Science Elective)
LBA-115 (Introduction to Psychology I)	PSYC -1150 (Intro Psychology/Behavioral)
LBA-216 (Introduction to Psychology II)	PSYC-1160 (Intro Psychology/Social Science)
LBA-250 (Canadian History and Politics)	HIST-1970 (Selected Topics)
LBA-258 (Social Science Research)	PSYC-2300 (Social Science Research Methods)
SSC-150G (Contemporary Social Problems)	SACR-2200 (Social Dilemmas: Soc Sci Perspective)
SSC-153 (Intro to Cultural Anthropology)	SACR-1XXX (Elective or Sociology credit)
SSC-164 (Introduction to Sociology)	SACR-1100 (Foundations of Social Life)
SSC-165G (How to be who I want to be)	PSYC-1XXX (1 st Year Psychology Elective)
1 Elective Course	

Note: Students admitted to a FAHSS program may take up to a maximum of six (6) additional 1000-level courses to count towards their degree requirement as per the Policy on Senior Level Course Requirements, which states that students may count no more than fourteen (14) 1000-level courses towards a degree.

**University of Windsor
Senate**

*5.2.5: **Nursing – English Language Proficiency Requirement for International Applicants**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed English Language Proficiency Requirement for International Applicants to Nursing’s undergraduate programs be approved.

Proposed English Language Proficiency Requirement for International Applicants to Nursing’s Undergraduate Programs:

English Language Proficiency Requirement for International Applicants

International applicants are required to demonstrate English language proficiency at a level consistent with the minimum benchmark scores established by the College of Nurses of Ontario (CNO) for nurse registration in Ontario.

Applicants must achieve the current CNO minimum benchmark scores for all components in one complete attempt of an approved English language proficiency test. Accepted tests include those recognized by the CNO for registration purposes (e.g., IELTS, OET, PTE Academic). Current CNO benchmark scores for each accepted test are available at <https://www.cno.org/become-a-nurse/registration-requirements/proficiency-in-english-or-french/accepted-language-proficiency-tests>.

The Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) is also accepted as an alternative, provided the applicant achieves scores that are consistent with the current CNO IELTS benchmarks, based on the official score comparison table published by IELTS at <https://ielts.org/organisations/ielts-for-organisations/compare-ielts>.

Applicants must arrange to send the appropriate language proficiency test scores directly to the University of Windsor.

Test results must have been issued within two years prior to the date of application. Meeting the language proficiency requirement at admission does not exempt students from demonstrating continued English language proficiency throughout the program, as required for clinical placements and program progression.

Rationale:

- The proposed English language proficiency requirement is consistent with the Senate Policy on English Language Proficiency which outlines the minimum institutional requirement. The Policy states that “specific undergraduate and graduate programs may require a higher overall score or specific component scores beyond the minimum stated.” Such approved higher minimums must be in the undergraduate or graduate calendar.
- Effective communication is central to patient and public safety. Nursing students engage directly with patients, families, and interprofessional health care team members in clinical settings beginning in their first year of the program. Inadequate English language proficiency at the point of admission creates risk of miscommunication in

critical situations, including misinterpretation of verbal orders, inaccurate documentation, and impaired therapeutic communication, all of which are known contributors to adverse patient outcomes.

- Nursing practice in Ontario requires the ability to “speak, read, listen, and write in English at a level that provides for safe and accurate understanding of words and meanings” (College of Nurses of Ontario, 2012, p. 2). This is explicitly identified by the [College of Nurses of Ontario \(CNO\) as a Requisite Skill and Ability](#), a foundational standard that all nursing students must meet to ensure safe, competent, and ethical care at entry to practice.
- The proposal was approved by Faculty of Nursing Council on March 26, 2026

**University of Windsor
Senate**

*5.2.6: **Graduate Committee Membership – Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

[These revisions were approved at the March 2026 Senate meeting. However, it was noted that the word “full” was missing from “graduate faculty status” and should be added for clarity. This has been corrected]

MOTION: That the proposed revisions to the membership for Doctoral and Masters graduate committees be approved.

Proposed Revisions

[revisions are in bold and strikethrough.]

Doctoral

The majority of **committee** members of an advisory committee must have **full** graduate faculty status, **including the Supervisor and one program reader** and the supervisor must have full graduate faculty status.

Masters

The majority of the **committee** members of an advisory committee must have **full** graduate faculty status, **including the Supervisor and one other reader** and the supervisor must have full graduate faculty status.

Rationale/Approval:

- There have been an increased number of committees being submitted where only one member holds “full graduate faculty status”, the rest hold affiliate or no-status.
- While the committee meets the standard as outlined in the Graduate Calendar, the committees do not appear to be structured for student success (e.g., members with few to no publications, outside the area of expertise, little experience supervising etc.).
- A committee structure where the majority of members hold full graduate faculty status preserves research integrity, committee expertise and experience, and most importantly supports student experience and development.
- A majority is 50% plus one. For Example: A Master’s committee has a minimum of three members, which means two members are required to have graduate faculty status. A doctoral committee has a minimum of four members (prior to the additional of the external examiner) so three members would be required to have graduate faculty status.
- The proposed revision was approved by the Faculty of Graduate Studies Council on January 23, 2026 and the Academic Policy Committee.

University of Windsor
Senate

5.3.1: **Report of the Review Committee on Employment Equity (RCEE)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Interim Report of the Review Committee on Employment Equity (RCEE)

1. Introduction

This interim report is presented to Senate to support renewed discussion and action regarding RCEE's employment equity oversight at the University of Windsor. Drawing on historical Senate-approved frameworks (i.e., Positive Action Plan as approved by Senate in November 1988 relating to women and later extended to the designated groups in 1993 and 1994), WUFA collective agreement obligations, subsequent review reports (e.g., Coulter report), as well as numerous annual reports of the RCEE, this interim report outlines the foundational expectations for equity governance, identifies key concerns regarding current practices, and highlights priority next steps requiring Senate attention. The intent of this interim report is not to restate past commitments, but to bridge historical intent and obligations articulated in the WUFA collective agreement with present and future practice in advance of more detailed analysis and recommendations for the 2026/2027 RCEE annual report.

In light of this context, the RCEE will not be submitting its usual annual report to Senate this year, as the Committee has determined that the form, scope, and analysis presented in annual reports over recent years have not adequately served the mandate, role, or responsibilities assigned to it under the WUFA Collective Agreement and Senate-approved employment equity frameworks.

2. Background

The Review Committee on Employment Equity (RCEE) was established in 1987 and operates under the terms of reference outlined in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically, Clause 30:04 delineates the Committee's responsibilities as follows:

1. **Identification of Under-Representation:** (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library.
2. **Recommendation of Hiring Goals:** (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists. "Serious under-representation" occurs when members of a designated group are fewer than sixty percent (60%) of the agreed-upon pool data for AAUs and Library.
3. **Monitoring Progress:** (ii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

2.1 Roles and Responsibilities

Senate-approved employment equity frameworks have historically established a multi-layered governance structure. Key elements include the Review Committee on Employment Equity (RCEE) as a standing oversight body responsible for identifying underrepresentation, recommending goals and timetables, and reviewing action taken to achieve equity outcomes; and the Presidential Commission on Employment Equity (PCEE), established to provide appointment-level review of faculty hiring decisions. Early Senate decisions emphasized that these bodies were intended to be complementary, with RCEE exercising systemic monitoring and accountability, and PCEE focused on individual appointment processes. Together, these mechanisms were designed to ensure that employment equity was integrated into academic planning, hiring, promotion, and retention.

2.2 Concerns to be Addressed

Subsequent reviews and analyses have identified persistent gaps between the formal responsibilities assigned by Senate and the collective agreement, and actual operational practice. Concerns include the declining use of explicit equity goals and timelines; limited systematic follow-up where underrepresentation has been identified, which the RCEE has recommended be when a designated group are fewer than eighty percent (80%) of the agreed-upon pool

data; role ambiguity and blurred accountability between RCEE and PCEE; inconsistent training and support for equity assessors; and an overall shift toward procedural compliance rather than outcomes-based evaluation. External reviews (i.e., Coulter report) have further emphasized that, in the absence of a fully functioning RCEE, enforcement and accountability functions have been weakened, placing undue responsibility on administrative units without appropriate Senate oversight.

While Article 30 clearly situates RCEE as a central body for employment equity oversight, essential procedural and monitoring functions are not being exercised in a consistent or transparent manner. RCEE is not regularly receiving, reviewing, and assessing the full range of reports and information required to discharge its mandate effectively, nor is it exercising its authority to require corrective action where faculty level implementation responsibilities (carried out through the Deans) are not being met.

3. Concerns and Next Steps

Consistent across historical Senate motions, working group findings, and external review advice is the need for renewed clarity, leadership, and accountability. Priority next steps include reaffirming the complementary roles of RCEE and PCEE; re-establishing the routine use of equity goals and timetables tied to workforce analysis; strengthening reporting to Senate with evaluative, outcomes-focused analysis; and situating employment equity as a core institutional responsibility supported by senior administrative leadership, including the President and Deans.

While there have been annual reports to Senate that address trends in representation, these reports have lacked any in-depth analysis on the *effectiveness* of employment-equity hiring policies and procedures, nor do these reports tackle the failures to meet equity commitments based on under-representation in any concrete way, aside from suggestions captured as ‘promising practices’. Annual reports have focused on representation trends and procedural descriptions rather than evaluative analysis, limiting RCEE’s ability to act as an accountability mechanism.

These steps outlined below are intended to inform a subsequent, more detailed 2026/2027 report to Senate, including proposed mechanisms for implementation and monitoring. (Appendix I further outlines RCEE’s roles and responsibilities and helps illustrate the expectation vs. the actual practice that exists presently.)

3.1 Workforce Analysis and Under-Representation

3.1.1 RCEE should rely on its own workforce analyses to identify under-representation.

There should be systematic follow-up by RCEE, including the use of structured reviews—such as employment systems reviews modeled under the Federal Contractors Program—to assess whether identified equity gaps are being addressed and to monitor corrective action over time.

RCEE should also undertake to identify the kind of information and data that is needed to undertake its analysis, review and monitoring.

3.1.2 RCEE analyses should drive corrective action.

RCEE must also review recruitment, promotion, training, and retention practices and assess whether they are inconsistent or incomplete.

3.2 Oversight of Employment Equity Responsibilities

3.2.1 RCEE’s oversight of faculty-level implementation must be reiterated and enacted

RCEE must also be more engaged in discussion with the President as it pertains to a comprehensive campus-wide approach to employment equity and reestablish its communication mechanism for findings with the President and the senior leadership team, including establishing a mechanism for escalating non-compliance.

While RCEE is also responsible for identifying gaps, recommending hiring goals, and monitoring progress, Deans are responsible for implementing employment equity at the faculty level. RCEE must also reestablish its communication mechanism with Deans as it pertains to:

- Hiring goals and timetables
- Corrective plans
- Challenging inconsistent procedural application and address declining participation by experienced equity advocates by addressing:
 - Equity service of EA/PAs and providing them with adequate training and resources.
 - Equity service of EA/PAs must be recognized adequately.

3.3 Re-Establish Relationship with PCEE and Senate

RCEE should re-establish the flow of information from PCEE to RCEE as follows:

- PCEE (Presidential Commission on Employment Equity): appointment-level review, with information on EE applicant and hiring data flowing to RCEE.
- RCEE: broader monitoring, review, and reporting.

Senate, as a body, ensures that RCEE's mandate is adhered to by:

- Eliminating the over-reliance on procedural assurances and focusing instead on outcome-based reviews, including what mechanisms are in place when EE objectives are not met.

4. Conclusion

The concerns that have been outlined are not preoccupied with the absence of hiring procedures, but rather the inadequate exercise of RCEE's authority and responsibilities as envisioned in Article 30 WUFA collective agreement and reinforced through Senate approved equity frameworks. In addition, RCEE's ability to function as a robust and effective oversight body appears to be undermined by a broader institutional culture that emphasizes voluntary compliance rather than enforceable accountability. This is compounded by the continued absence of timely and visible intervention by senior leadership.

Submitted by the Review Committee on Employment Equity (RCEE):

University of Windsor representatives:

Marium Tolson-Murty, Director, Human Rights, Conflict Resolution and Mediation
Diane Luu-Hoang, Employment Equity Specialist

Windsor University Faculty Association representatives:

Pardeep K. Jasra, Learning Specialist – AAS III, School of the Environment
Daniella Beaulieu, Learning Specialist – AAS IV, Office of the Vice-President, People, Equity & Inclusion

Appendix I: RCEE Roles and Responsibilities: Expected vs. Actual Practice

Area of Responsibility	Expected Role (Article 30 & Senate Frameworks)	Observed / Documented Practice	Key Concern
Status of RCEE	RCEE functions as a standing, ongoing committee responsible for employment equity oversight.	RCEE exists formally but its active oversight role appears limited or intermittent.	Risk of RCEE being viewed as symbolic rather than operational.
Oversight of Employment Equity	RCEE monitors implementation of employment equity across hiring, promotion, and retention.	Monitoring is inconsistent and largely procedural, with limited systemic follow-up.	Oversight appears reactive rather than proactive.
Workforce Analysis Review	RCEE reviews workforce analysis data to identify under-representation.	Analyses exist, but clear RCEE-led review and response mechanisms are not currently undertaken.	Data does not consistently lead to corrective action.
Follow-up on Under-representation	For under-represented groups, RCEE initiates focused review of recruitment, promotion, and retention practices.	Follow-up appears uneven and non-mandatory, with limited enforcement.	Under-representation may be repeatedly identified without resolution. Structural and attitudinal barriers may persist unchallenged.
Faculty-Level Accountability	Deans implement equity; RCEE monitors and challenges non-compliance.	Limited evidence that RCEE requires corrective action or escalates concerns.	Faculty-level variation without consistent accountability.
Goals and Timelines	RCEE reviews and tracks equity goals and timelines.	Goals and timelines have largely fallen into disuse over time.	Loss of measurable accountability mechanisms.
Evaluation of Effectiveness	RCEE assesses whether equity measures are effective, not merely compliant.	Emphasis appears on process completion, not outcomes.	Effectiveness of equity measures is difficult to assess.
Role Clarity vis-à-vis PCEE	Distinct but complementary roles: RCEE (oversight) vs. PCEE (appointments review).	Boundaries may be blurred, leading to diluted accountability.	Unclear enforcement authority.
Equity Culture Development	RCEE contributes to fostering a sustained institutional equity culture.	RCEE's role appears under-developed or indirect.	Equity framed as compliance, not institutional transformation.
Response to Identified Failures	RCEE identifies gaps and brings forward recommendations and corrective actions.	Concerns have been identified but follow-through is inconsistent.	Repeated findings without sustained resolution.

**University of Windsor
Senate**

5.3.2: **Policy on Research Centres and Institutes – Revisions**

Item for: **Approval**

Forwarded by: **Senate**

MOTION: That the proposed revisions to Policy on Research Centres and Institutes be approved.

Rationale:

Originally adopted as Senate Bylaw 43 in December 1981, the policy was formally approved in 2004, last substantively amended in 2012, and editorially updated in 2014. As it had not undergone substantive review for over 14 years, a comprehensive renewal process was initiated in 2025-2026. This renewal was led by the Vice-President, Research and Innovation (VPRI), Dr. Shanthi Johnson. Dr. Jennifer Willet and Dr. Kenneth Drouillard served as Co-Chairs of the revision process, with support from Dr. Parthiban Natarajan, RI Initiatives Officer.

Proposed Revisions to the Policy on Research Centres and Institutes — Key Highlights:

- Policy has not been substantively revised since 2004
- Clarifies Centre (Faculty-level) vs. Institute (University-level) governance
- Adds accountability: defined timelines, annual reporting, structured reviews
- Aligns with current research compliance, EDI, and tri-agency requirements
- Introduces transition/wind-down pathways for inactive entities
- Includes transitional provisions for existing Centres and Institutes

See attached:

1. Revised policy in track changes
2. Consultation report
3. Clean version of revised policy
4. Summary/highlights of revised policy (S260529-5.3.2a)

COMPARISON DOCUMENT — TRACKED CHANGES

Legend: Strikethrough = text removed from old version

Blue text = text added in new version

Black text = unchanged content

SENATE POLICY

Policy Title: Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

~~Policy on the Establishment, Management and Renewal of University Research Centres and Institutes~~

Date Established: April 14, 2004 (Formerly Senate Bylaw 43 – Adopted December 1981)

Office with Administrative Responsibility: Vice-President, Research and Innovation (VPRI)

Approver: Senate

Revision Date(s): May 11, 2012; March 14, 2014 (Administrative/Organizational Changes);

~~(Senate amended: May 11, 2012)~~

~~AMENDED Due To Administrative/Organizational/Name Changes: March 14, 2014~~

1. Purpose

The purpose of this policy is to provide the framework for the establishment, management, ~~and~~ renewal, **and transitions** of Research Centres and Institutes at the University of Windsor (“University”). This policy will enhance the governance and sustainability of **University** Research Centres and Institutes and will clarify the ways in which they are linked to the ~~Departmental, Faculty or~~ **and** University structures.

2. Scope and Definitions

~~The establishment of Research Centres and Institutes assists the University’s research efforts by allowing and encouraging scholarly research and creativity among faculty, staff, post doctoral fellows and graduate students involving narrower sub-disciplines or broader, inter departmental and inter faculty research activities. Frequently these activities go beyond disciplinary boundaries. These structures may also allow for individuals or teams to apply for external research grants and contracts and to establish a research/scholarly/creative identity within the university, nationally and internationally. Research Centres and Institutes normally provide for the strengthening, coordination or facilitation of research, scholarly, or creative activities not readily undertaken within the University’s departmental structure. They build upon the expertise, competence and staff interest existing at the University.~~

~~Generally a Research Centre or Institute consists of faculty members and possibly external partners who have a home in an academic unit. The Research Centre or Institute normally does not have an academic program of its own; however, it could be engaged in providing research training and in providing research infrastructure to students.~~

~~The advantages of having a policy for the establishment, management and renewal of Research Centres and Institutes at the University are several and may not be limited to the following. A Research Centre or Institute will report to a Dean(s) and:~~

- ~~(a) Be a formally University approved entity with a five year (renewable) mandate and will have increased accountability in the University and to the external community.~~
- ~~(b) Be more visible at the University, nationally and possibly internationally with a specific mandate, expertise, goals and objectives and performance metrics.~~
- ~~(c) Play a value adding strategic role in achieving the University’s research and academic mission.~~
- ~~(d) Facilitate the opportunity to apply for team grants and collaborative grants that support a critical mass in a specific field of enquiry.~~
- ~~(e) Attract graduate and undergraduate students and provide opportunities for developing inter or intra Faculty graduate programs and in enhancing experiential learning.~~
- ~~(f) Have a formal approval process which will avoid emergence of Centres or Institutes having similar names or functions and will promote collaboration.~~

University Research Centres and Research Institutes (hereinafter referred to as “Centres/Institutes”)

For University purposes:

3. University Research Centres and Research Institutes (hereinafter referred to as “Centres/Institutes”)

For University purposes, a Centre is defined to exist in one Faculty, may involve different departments/academic units, and could have a broader mandate within one Faculty; whereas, an Institute normally occupies a physical space, could involve more than one Faculty, has a very specific mandate, involves external and internal partners, and could be inter- or cross-disciplinary. It is recognized that these definitions are vague and will depend on the team who will be proposing the establishment of a Centre or Institute. In essence, the guidelines/policies for a Centre or Institute are similar, but they may differ in their size, deliverables, goals and objectives.

A Research Centre is defined to exist in one Faculty, may involve different departments/academic units, and has the mandate to advance research, scholarship, and creative activity in a specific area of importance to the Faculty/University. Centres require approval through appropriate faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council, and/or Faculty Council, as appropriate to the faculty). The oversight for Faculty-level Centres resides with the relevant Dean(s).

A Research Institute involves members from more than one Faculty, has an interdisciplinary research focus, is pan-university in nature, and is approved by the University Senate. University-level Institutes report directly to the VPRI.

The Research Centre or Institute normally does not have an academic program of its own; however, it ~~could be engaged in providing~~ **is expected to provide** research training and ~~in providing research infrastructure to~~ **opportunities to students and trainees affiliated with the faculty membership.**

Together, Research Centres and Institutes exist to advance the research and innovation of the University.

3. Scope

The University recognizes Research Centres and Institutes as strategic vehicles for advancing interdisciplinary research and scholarship, knowledge mobilization, and partner engagement (community/industry/government). Research Centres and Institutes are created and operated on the principles of mutual benefit and mutual obligation between the entity and the Faculty and University. They are not considered permanent fixtures; their continuation is dependent on demonstrated performance, relevance, and alignment with the University’s Strategic Plans.

This policy does not apply to: (i) entities whose primary function is administrative or purely physical in nature; (ii) incubators or accelerators; or (iii) individual faculty member laboratories or single-researcher teams operating under designations such as “hub,” “network,” or “laboratory.”

4. Policy Statement

Normally, Research Centres and Institutes are expected to:

- **Be a formally Faculty or University-approved entity with a five-year (renewable) mandate with resourcing considerations appropriate to the Faculty or University level.**
- **Be more visible at the Faculty/University, both locally and globally as appropriate, with a specific plan including its mandate, expertise, goals and objectives, and performance metrics.**
- Play a value-adding strategic role in achieving the University’s research and academic mission.
- Facilitate the opportunity to apply for team grants and collaborative grants that support a critical mass in a specific field of ~~enquiry~~ **inquiry.**
- **Comply with the University’s research compliance and regulatory obligations, including research security, tri-agency and other agency requirements, research data management and other compliance requirements provincially and nationally where relevant to the Centre or Institute’s activities.**
- **Reflect and advance the University’s commitments to inclusive excellence in research, scholarship, and creative activity, ensuring that Research Centres and Institutes adopt inclusive practices in membership, leadership, and approaches.**

4.1 Establishment of Centres and Institutes

The establishment of Research Centres and Institutes assists the University's **interdisciplinary** research efforts by allowing and encouraging scholarly research and creativity among faculty, staff, ~~post-doctoral fellows and graduate students~~ **visiting scholars/adjuncts, and trainees (post-doctoral fellows, graduate and undergraduate students)** involving ~~narrower~~ sub-disciplines or broader, inter-departmental and inter-faculty research activities. Frequently these activities go beyond disciplinary boundaries. These structures ~~may also allow for individuals or teams~~ **should also support its membership** to apply for **joint** external research grants and contracts and to establish a research/scholarly/creative identity within the ~~university~~ **University**, nationally, and internationally. Research Centres and Institutes normally provide for the strengthening, coordination, or facilitation of research, scholarly, or creative activities not readily undertaken within the University's departmental structure. They build upon the ~~expertise, competence and staff interest existing at~~ **existing and emerging institutional faculty expertise and interests**.

Generally, a Research Centre or Institute consists of faculty ~~members and possibly~~ **researchers but may also include adjunct faculty, visiting scholars, and** external partners ~~who have~~. **Internal members normally hold** a home in an academic unit. **Academic Administrative Unit (AAU) at the University. External partners are not required to hold a University academic appointment; however, where appropriate, they may seek formal adjunct, affiliate, or supervisory status in accordance with applicable Faculty and/or University policies.**

Research Centres are Faculty-level entities that require formal consultation with the Faculty Dean and approval through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council and/or Faculty Council, as appropriate). While a Research Centre does not require Senate approval, a list of all Research Centres will be provided to the Senate by the VPRI annually.

Research Institutes require the approval of Senate following the recommendation to Senate by an ~~appropriate University Committee mandated to review such proposals (hereinafter referred to as the "University Committee"). The University Committee would normally be a Senate Sub-Committee.~~ **the Senate Research and Innovation Advisory Committee mandated to review such proposals.**

Prior to the required review and approval, the Centre/Institute title should not be used for purposes of promotion (e.g., on a website or in a grant proposal) unless the Centre/Institute is clearly identified as "proposed" or "subject to Senate ~~Faculty/Senate~~ approval."

Prior to submitting a formal proposal, applicants are strongly encouraged to arrange a joint consultation meeting with the VPRI and representatives, the relevant Associate Dean(s) Research, and appropriate Dean(s) to discuss the proposed Centre/Institute, research objectives, and operational considerations. This early engagement is intended to strengthen proposals and avoid duplication of existing research structures. Resourcing (space, financial, and other assistance) considerations are identified as part of the approval processes at the Faculty or Institutional level, based on the scope, needs, and strategic alignment of the Institute or Centre.

Proposals for Research Centres are to be submitted to the appropriate Dean(s). Proposals for Research Institutes are to be submitted to the VPRI. Proposals are to be submitted to the Vice-President, Research and Innovation (VPRI) and are to include the following:

- Name of Centre/Institute;
- The purpose of the Centre/Institute including rationale; background; importance and benefit; mission; ~~home~~ **Faculty Department(s)/Faculty/Faculties**, expected interactions with other units and organizations within and external to the University; positions to be established; scope of activities envisaged, including an indication of opportunities (research, ~~and student~~ **training**) that are likely to result, and emphasizing how they are aligned with the ~~University's Strategic Research Plan;~~ **Faculty/University's Strategic Plans;**
- Management Structure: A Director will be appointed and ~~Centre/Institute will report to a University Officer, normally at the Dean (for Centres) or the VPRI (for Institutes), as applicable;~~ **A five-year business plan and budget will be required if financial responsibility is vested.**
- **Inclusive Excellence Plan: A brief statement describing how the Centre/Institute will promote inclusivity in its membership, leadership, and research activities, consistent with the University's Equity, Diversity, and**

Inclusion strategy, commitments, and Tri-Agency requirements; Indigenous engagement should be included as a stand alone section if relevant.

- Listing of Proposed Members: Director designate and other inaugural members grouped according to category of membership, if applicable (e.g., associate, corporate, affiliate, external community). Abbreviated CVs (last five years) should be provided for each primary member. In addition, any proposed staff positions (administrative support staff, technical staff, etc.) with the resourcing considerations and reporting structure should be identified;
- Research/Educational/Training Component: List benefits, opportunities, difficulties, constraints, and challenges. For example: how will creation of the Centre/Institute advance the field? What is the impact of that advancement expected to be? How will success be measured? Address both research outputs (scholarly activity enhanced by the Centre/Institute, including publications, trainee supervision, co-authorships, and collaborative grants) and research outcomes (how that scholarly activity influences science, sector, and society, including innovation, policy impact, and community, government, or industry engagement). Provide examples of: (1) specific research topics that will be studied; (2) collaborative cross-disciplinary and multi-institutional research, including any anticipated gains in collaborative grants and trainee supervision that the Centre/Institute structure uniquely enables, and; (3) How these research projects will be funded. Provide an explanation of how these findings/activities will impact/advance the University in meeting its academic and research mission;
- Knowledge Mobilization and Partnership Engagement: A description of how research outputs will be communicated and mobilized to relevant academic, government, industry, and community partners. This may include plans for open access publication, public engagement activities, industry partnerships, and engagement with Indigenous communities or community-based organizations, where relevant;
- Facilities: List available research facilities and infrastructure including space and equipment that are centrally accessible to the Centre/Institute membership; identify strengths and weaknesses in the inventory; future requirements; and a proposed strategy plan for obtaining such facilities. Where the Centre/Institute exists to promote joint investment in Faculty/University infrastructure, describe how that infrastructure will be governed, maintained, and made accessible to all members at the Faculty/University, as appropriate. A space request should be included where applicable;
- Budget: If relevant as determined by the home Dean, a detailed five-year table indicating how the Centre/Institute will establish and sustain itself financially, be resourced and include anticipated income from all sources — University, government, industry, overhead, royalties — and proposed expenditures and disbursements (business financial plan). Budgetary details should include all costs associated with managerial, administrative, and technical staff;
- Letters of Approval and Support: Department Head/School Director and Dean(s): Letters For a Centre, letters of approval and support for the establishment of a Centre/Institute must be provided and signed by from the relevant Department Head/School Director and Dean(s). Any/School Director must be provided. For an Institute, letters of approval and support from the relevant Department Head(s)/School Director(s), Associate Deans, and/or Dean(s) are required. Any commitments or agreements to provide space, teaching relief, allocation of work responsibilities, or other resources, including overhead from contract research, must be documented and signed by those authorized to make such commitments-;
- Library and other Service Departments: A statement of anticipated additional and unique requirements must be prepared and signed by the senior administrator of any academic support service departments and unit(s) undertaking to fund their provision. In the absence of such statements, it will be assumed that there are no such requirements, commitments, or agreements. These may include ITS and others;
- Information Technology Services (ITS) Support Requirements: Any new software or extraordinary network requirements associated with the Centre/Institute must be indicated, and a statement of support from the Executive Director of ITS included with the proposal.
- Research Regulatory Compliance: A statement of research security and other regulatory compliance as required should be provided;
- Other: Applicants proposing a Centre/Institute shall meet with are expected to engage with the University Officer/Dean (for Centres) and/or the VPRI (for Institutes) early to whom the Centre/Institute will report in order to determine if any additional features or components not covered above are required in the application submission to the VPRI.

4.2 Management and Review and Renewal of Centres and Institutes

Director Appointments

Institute Directors are appointed for five-year renewable terms by the VPRI through an internal or external search process aligned with the academic appointment practices and policies of the University of Windsor. Research Centre Directors are appointed by the Dean (or designate) following consultation and review through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research), in accordance with Faculty and University-level policies and practices. Appointments are normally for a defined term and are renewable.

Leadership and Reporting

The leadership, management, and day-to-day operations of the Centres and Institutes reside with the designated Director reporting to the Dean (for Centres) or the VPRI (for Institutes), as appropriate. The Directors are responsible for developing a clear strategic plan working with the members, membership engagement, and performance, consistent with the Centre's or Institute's mission and mandate.

All Centre/Institute Directors will be required to submit a brief yearly report to the Dean (for Centres) or VPRI (for Institutes) as relevant and meet on an annual basis. The VPRI will coordinate a brief annual survey of all Research Centres, in consultation with the Deans, to maintain the institutional registry and support the visibility of faculty-level research and innovation activities.

~~All Centres/Institutes will be reviewed at least once during the five year period of existence. Notice of the review will be communicated to the Director of the Centre/Institute by the VPRI at least nine months prior to the end of the mandate of the Centre/Institute. As a Centre/Institute comes up for review, its Director will be asked to prepare a report. The report is to include a summary of the following:~~

- ~~(a) The list of faculty involved in the Centre/Institute's activities;~~
- ~~(b) The number of HQP involved in the Centre/Institute's activities (over the duration of the Centre/Institute and since the last review);~~
- ~~(c) A list of publications from the Centre/Institute's activities, innovation and other measures of activity, and;~~
- ~~(d) A list of research funding associated with the Centre/Institute.~~

~~The report will then be submitted to the VPRI, by a date established by the VPRI, for consideration and determination by the University Committee as to whether a formal, independent Review Committee should be struck to conduct a full review of the Centre/Institute. In the event that a more thorough examination is required, the following process will be observed.~~

Review and Renewal of Research Institutes

All Research Institutes will be reviewed in a five-year cycle led by the Office of VPRI. The Research Institute Director must submit the Review Report to the VPRI at the beginning of the fifth year/start of the final year of the five-year mandate (e.g., January 31). The Director of the Institute is required to provide the Chair of the Review Committee with the following information:

- The list of faculty involved in the Centre/Institute's activities;
- The number and type of HQP involved in the Centre/Institute's activities (over the duration of the Centre/Institute and since the last review);
- A list of publications research, scholarly, or creative outputs from the Centre/Institute's activities, innovation, and other measures of activity relevant to the Institute mission;
- A list of research funding associated with the Centre/Institute;
- Where the Institute receives funding from or operates under agreements with external funding agencies (federal, provincial, or private), a summary of how those external reporting and compliance requirements have been met, and whether the renewal is consistent with the terms of any such agreements;
- A summary of progress made toward the Institute's Inclusive Excellence Plan, including any changes in membership diversity and initiatives undertaken to promote inclusive research practices;

- A summary of knowledge mobilization activities, community partnerships, and research impact since the last review period.

Upon receipt of the five-year Report, an Institute Review Committee shall be struck to conduct the Institute review and provide recommendations to the VPRI.

(i) ~~The Review Committee will be appointed by the VPRI in consultation with the University Committee at least six months prior to the end of the mandate of the Centre/Institute. The membership of the Review Committee will include:~~

Institute Review Committee

- The Institute Review Committee shall be established by the VPRI within two (2) months of the report submission deadline. The review may proceed without requiring the formal appointment of a new Director in cases of leadership transition or vacancy. The membership of the Institute Review Committee may include:
- A senior researcher with administrative experience and no direct involvement in the Centre/Institute (preferably a former Dean or Department Head/School Director). This person; this person will Chair the Review Committee;
- The Director of another Centre/Institute;
- An academic who is not a member of the Centre/Institute but is knowledgeable in the field of its research activity;
- The VPRI or her/his delegate will assess and communicate financial and governance concerns to the Review Committee, and;
- Other appointments may be made as deemed appropriate. This may, including graduate students or, other faculty, or, where the Institute engages significantly with external partners, community organizations, or Indigenous communities, a representative from those communities or sectors.

(ii) ~~The Director of the Centre/Institute is required to provide the Chair of the Review Committee with the following information:~~

- ~~A progress report which includes a statement describing how the Centre/Institute has achieved its original objectives or a rationale for any deviation from its original objectives or mandates;~~
- ~~A detailed listing of research accomplishments; a current membership list; and a detailed financial statement;~~
- ~~A five-year plan which identifies future research directions and development strategies;~~
- ~~Statements from appropriate Department Head/School Director and Dean(s) indicating continued support for the Centre/Institute, and;~~
- ~~Names of individuals who could provide an external assessment of the Centre/Institute.~~

Review Process and Timeline

- (iii) ~~The mechanism by which the Review~~ **Institute Review** Committee elects to conduct the review shall be at the discretion of the Committee **in based on standardized processes in** consultation with the VPRI. It is recommended that the primary thrust of the review process involves meetings with the Director and members of the Centre/Institute and an assessment of activities, achievements, and progress that has been made towards achieving the goals and objectives stated in the mandate. In addition, the review process ~~should~~ **may** include solicitation of external assessments and discussion with non-members of the Centre/Institute from related departments.
- (iv) ~~The Review Committee will submit a written report to the VPRI normally within four months of being established. After review the VPRI shall submit the report to the Chair of the University Committee who shall provided a copy of the report to the Director of the Centre/Institute under review to ensure that the report contains no factual errors. The Director may submit a written commentary on the report to the VPRI.~~ **The Institute Review Committee, supported by the Office of VPRI, shall adhere to the established timeline and submit a written report to the VPRI within three (3) months of being established. After receiving the Institute Review Committee's report, the VPRI shall, within two (2) months, assess the findings and prepare a formal**

recommendation on continuation, conditional renewal, or termination, in consultation with the Senate Research and Innovation Advisory Committee and the relevant Dean(s). The VPRI shall provide a copy of the Institute Review Committee's report to the Director of the Institute under review to ensure that the report contains no factual errors. The Director may submit a written commentary on the report to the VPRI within one month of receipt.

- ~~(v) The University Committee will consider the report of the Review Committee followed by an appropriate consultation with the members of the Centre/Institute and the VPRI before making a recommendation to Senate concerning the future of the Centre/Institute. The recommendation may be:~~ The VPRI, in consultation with the Senate Research and Innovation Advisory Committee and the Deans, shall forward a formal recommendation to Senate for ratification. The Director's written commentary, if submitted, shall accompany the recommendation. To maintain process integrity, Institute Directors will not be given a separate opportunity to present alternative arguments directly to Senate after the review committee's work has concluded. The recommendation may be:
 - (a) ~~Continuation with review in 5 years;~~
 - (b) ~~Continuation with review in 1, 2, 3 years, or;~~
 - (c) ~~Termination of the Centre/Institute.~~

Full Renewal – the Institute is renewed for a standard term of five (5) years. All renewed Institutes must submit annual progress reports using the standardized template.

Conditional Continuation – renewal with specific conditions attached; a shorter review interval of one (1) to three (3) years will apply. Annual reporting is required. Conditions must be clearly documented with measurable benchmarks and timelines.

Transition to Faculty-level Centre – Where appropriate, a University-level Institute may be transitioned to a Faculty-level Centre with the approval of the relevant Dean(s) and VPRI, or may revert to a researcher-led laboratory structure. This option supports sustainability without formal termination.

Termination – the Institute is closed where performance or strategic alignment is unsatisfactory. A wind-down plan shall be developed as set out in Section 3.3.

Review and Renewal of Research Centres

The review and renewal cycle for Research Centres shall be established between the Centre Director and the responsible Dean. A review cycle of no more than five years is recommended, which could be a consolidated summary of the yearly reporting. Deans are encouraged to develop faculty-specific processes for the periodic review of Centres that are proportionate to the scale and resources of the Centre/Faculty. Where a Centre is found to be inactive or no longer aligned with faculty priorities, the Dean may manage the centre transition as appropriate.

4.3 Transition and Termination of Institutes

Upon receipt of a transition or termination decision, the Institute Director has fourteen (14) calendar days to provide a written response to the VPRI. Where an Institute is recommended for termination or transition, the VPRI shall work with the Director and relevant Dean(s) to develop a wind-down plan covering staff transitions, active projects, research funding obligations, use of Institute name, and records management. The entire sunseting process shall be completed within six (6) months of Senate ratification of the termination decision, ensuring all wind-down activities are completed.

Where a Dean determines that a Research Centre should be wound down, the Dean shall follow an appropriate consultative process within the Faculty and notify the VPRI.

4.4 Conflict of Interest

In circumstances where the VPRI or the Dean is a member of the Centre or Institute and/or has any conflict of interest, a delegate will be assigned to act in the relevant administrative role for matters concerning that Centre or Institute.

5. Policy Review

This policy shall be reviewed by the VPRI in consultation with the Senate Research and Innovation Advisory Committee at least once every five years, or sooner if required by changes in federal or provincial research funding policy, applicable law, or University strategic priorities. Recommended revisions shall be submitted to Senate for approval through the standard governance process.

6. Transitional Provisions

Upon Senate approval of this revised policy, the following transitional provisions shall apply:

- Research Centres that were established prior to the date of Senate approval of this policy shall be recognized as existing Centres without being required to undergo the new establishment process set out in Section 3.1. The VPRI, in consultation with each Dean, will confirm the list of existing Centres through the ongoing centres survey. Deans may add or remove entries from their faculty's list during the confirmation process.
- Centres that did not respond to the survey, cannot be verified, or are determined upon review to be individual research laboratories rather than Research Centres as defined in Section 2 may be reclassified or removed from the institutional registry. The University website will be updated to distinguish Research Centres from individual research laboratories.
- Any new Research Centre established after the date of Senate approval of this policy shall follow the establishment process set out in Section 3.1.
- Any existing Research Centre seeking to transition to a Research Institute shall be required to follow the establishment process for new Research Institutes set out in Section 3.1, including pre-consultation with the VPRI and review and approval by the Research & Innovation Advisory Committee and Senate.
- Existing Research Institutes that have been previously approved by Senate shall continue under their current mandates. Their next review shall follow the process set out in Section 3.2.
- The Office of the VPRI will work with Deans to complete the transition within six (6) months of Senate approval of this policy.

Appendix A

~~Template for the Organization and Management of Research Centres/Institutes~~

~~This template is to be used as a guide when structuring the organization and management of the Centres/Institutes. Depending on the size of the Centre/Institute the organizational and management structure could vary and should be supported with an appropriate rationale in the submission. Provided the ultimate authority for the Centre/Institute rests with the University Officer who has financial responsibility for the Centre/Institute (usually the Dean), details may vary. However, all specifics should be provided in the proposal and approved by the Senate. When the activities of a Centre/Institute span two or more Faculties, authority may reside with a committee of two or three Deans. Each Centre/Institute will have a Director.~~

~~The Director:~~

- ~~1. May be a permanent University faculty or staff member, or an external appointee with a well defined role and responsibilities.~~
- ~~2. Will be appointed for a fixed term of up to five years, normally renewable once.~~
- ~~3. Is appointed by the Vice President, Academic, on the advice of the relevant Dean.~~
- ~~4. The Centre/Institute charter may specify that there will be a Nominating Committee that is chaired by a senior faculty member selected by the team proposing the Centre/Institute which provides advice to the Dean on the appointment or reappointment of the Director. If a Nominating Committee is required, a process for its establishment must be part of the Centre/Institute charter.~~
- ~~5. Is ultimately accountable to the Dean(s), in some cases, through a Department Head/School Director.~~
- ~~6. Is responsible for the overall management of the Centre/Institute, the preparation of its annual budget, supervision of Centre/Institute employees (if any), etc.~~
- ~~7. May have an Advisory Committee to provide advice and guidance regarding the Centre/Institute's operation. The Advisory Committee should be representative of the Centre/Institute's membership, and there must be a process to provide for regular rotation of its membership. Normally, members of the Advisory Committee shall serve for up to three years, renewable, depending at the discretion of the Director and the Dean(s).~~

Notes:

- ~~1. Depending on the size, need and complexity of a Centre/Institute other committees, such as Executive Committee or an Advisory Board may be established.~~
- ~~2. For a currently established Centre/Institute its head will meet with the appropriate Dean to establish the actions necessary to comply with the requirements for a Centre/Institute set out herein. In some cases the Dean may wish to start the review process as the first major action.~~

CONSULTATION REPORT

Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

1. Background and Context

The Senate Policy on the Establishment, Management and Renewal of University Research Centres and Institutes was originally adopted as Senate Bylaw 43 in December 1981, formally approved as a Senate Policy on April 14, 2004, last amended on May 11, 2012, and editorially updated for administrative/organizational/name changes on March 14, 2014. The policy had not undergone substantive review in over 14 years.

In 2025-2026, the Vice-President, Research and Innovation (VPRI), Dr. Shanthi Johnson, initiated a comprehensive policy renewal. Drs. Jennifer Willet and Kenneth Drouillard were appointed as Co-Chairs of the revision, with the support of Dr. Parthiban Natarajan, RI Initiatives Officer.

2. Consultation Process

The following consultation activities were undertaken:

1. Survey of Institute Directors and Centre Leads – An online survey was distributed to all current institute directors and centre leads to gather feedback on the existing policy, governance challenges, and priorities for renewal. The survey also aimed to verify the active status and leadership of the approximately 67 centres listed on the University website.
2. Senate Research and Innovation Advisory Committee (March 23, 2026) – The revised draft was presented and discussed. The Committee provided feedback on definitions, minimum membership, director appointment, grandparenting provision, review processes, and the role of Deans in institute renewal.
3. Written Feedback from Deans and Associate Deans Research (April 2026) – The revised draft was circulated to all Deans and ADRs for written comment.
4. Deans Meeting (April 16, 2026) – A dedicated discussion session was held with Deans and ADRs. Key topics included centre definitions, governance and approval pathways, faculty-specific considerations, reporting and accountability expectations, and the grandparenting provision.
5. Windsor University Faculty Association (WUFA) (April 2026) – The revised draft policy was shared and discussed with WUFA.

3. Summary of Major Changes: Old Policy (2012) vs. Revised Policy (2026)

Policy Area	Old Policy (2012/2014)	Revised Policy (2026)
Policy Title	Policy on the Establishment, Management and Renewal of University Research Centres and Institutes	Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes
Definitions (Section 2)	Centre and Institute definitions were vague and acknowledged as such. No clear governance distinction.	Clear distinction: Research Centre (single faculty, approved through faculty governance, reports to Dean) vs. Research Institute (multi-faculty, Senate-approved, reports to VPRI).
Scope (Section 3)	No separate Scope section. Limited to advantages of having a policy.	New Scope section. Explicitly excludes labs, hubs, networks, incubators. Adds research security compliance, inclusive excellence, and knowledge mobilization expectations.
Centre Approval	Not clearly addressed. Centres and Institutes treated together.	Centres approved through appropriate faculty governance processes (e.g., Faculty Research Committee, ADR, Dean, and/or Faculty/Coordinating/Council as appropriate).
Institute Approval	Senate approval on recommendation of a University Committee (Senate Sub-Committee).	Senate approval on recommendation of the Senate Research and Innovation Advisory Committee and the Vice-President Research and Innovation.

Proposal Requirements	11 items (a–k). Focused on research/educational component.	Expanded to include Inclusive excellence, knowledge mobilization and partner engagement, research security and other regulatory compliance, staff positions and resourcing for the Research Institutes. Centre support will remain within the Faculty purview, allowing for distinctness across faculties.
Annual Reporting	Not required.	All Centre/Institute Directors submit a brief yearly report via a survey to Dean/VPRI and meet at least annually.
Review Process	Centres/Institutes reviewed at least once during 5-year period. VPRI gives 9 months’ notice. Review Committee appointed at least 6 months prior. Report within 4 months.	Institutes: formal 5-year review led by VPRI. Report due at start of 5th year. Review Committee established within 2 months. Report within 3 months with pre-established process and format. Centres: review cycle established between Director and Dean.
Review Outcomes	Not clearly addressed.	4 options: Full Renewal (5 years); Conditional Continuation (1–3 years with benchmarks); Transition to Faculty-level Centre; Termination with wind-down plan.
Transition & Termination	Not addressed.	New Section 3.3: 14-day Director response period, wind-down plan (staff, projects, funding, records), 6-month completion, final closure report to Senate.
Conflict of Interest	Not addressed.	New Section 3.4: Where VPRI or Dean has a conflict of interest, a delegate is assigned.
Policy Review	Not addressed.	New Section 4: Policy reviewed at least every 5 years or sooner if required.
Transitional Provisions	Not addressed.	New Section 5: Grandparenting clause for existing centres. Centre-to-institute transitions must follow new institute establishment process (Section 3.1). Six-month timeline for compliance.



Policy Title: Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

Date Established: April 14, 2004 (Formerly Senate Bylaw 43 – Adopted December 1981)

Office with Administrative Responsibility: Vice-President, Research and Innovation (VPRI)

Approver: Senate

Revision Date(s): May 11, 2012; March 14, 2014 (Administrative/Organizational Changes);

1. Purpose

The purpose of this policy is to provide the framework for the establishment, management, renewal, and transitions of Research Centres and Institutes at the University of Windsor (“University”). This policy will enhance the governance and sustainability of University Research Centres and Institutes and will clarify the ways in which they are linked to the Faculty and University structures.

2. Definitions

University Research Centres and Research Institutes (hereinafter referred to as “Centres/Institutes”)

For University purposes:

A Research Centre is defined to exist in one Faculty, may involve different departments/academic units, and has the mandate to advance research, scholarship, and creative activity in a specific area of importance to the Faculty/University. Centres require approval through appropriate faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council, and/or Faculty Council, as appropriate to the faculty). The oversight for Faculty-level Centres resides with the relevant Dean(s).

A Research Institute involves members from more than one Faculty, has an interdisciplinary research focus, is pan-university in nature, and is approved by the University Senate. University-level Institutes report directly to the VPRI.

The Research Centre or Institute normally does not have an academic program of its own; however, it is expected to provide research training opportunities to students and trainees affiliated with the faculty membership.

Together, Research Centres and Institutes exist to advance the research and innovation of the University.

3. Scope

The University recognizes Research Centres and Institutes as strategic vehicles for advancing interdisciplinary research and scholarship, knowledge mobilization, and partner engagement (community/industry/government). Research Centres and Institutes are created and operated on the principles of mutual benefit and mutual obligation between the entity and the Faculty and University. They are not considered permanent fixtures; their continuation is dependent on demonstrated performance, relevance, and alignment with the University’s Strategic Plans.

This policy does not apply to: (i) entities whose primary function is administrative or purely physical in nature; (ii) incubators or accelerators; or (iii) individual faculty member laboratories or single-researcher teams operating under designations such as “hub,” “network,” or “laboratory.”

4. Policy Statement

Normally, Research Centres and Institutes are expected to:

- Be a formally Faculty or University-approved entity with a five-year (renewable) mandate with resourcing considerations appropriate to the Faculty or University level.
- Be more visible at the Faculty/University, both locally and globally as appropriate, with a specific plan including its mandate, expertise, goals and objectives, and performance metrics.
- Play a value-adding strategic role in achieving the University's research and academic mission.
- Facilitate the opportunity to apply for team grants and collaborative grants that support a critical mass in a specific field of inquiry.
- Comply with the University's research compliance and regulatory obligations, including research security, tri-agency and other agency requirements, research data management and other compliance requirements provincially and nationally where relevant to the Centre or Institute's activities.
- Reflect and advance the University's commitments to inclusive excellence in research, scholarship, and creative activity, ensuring that Research Centres and Institutes adopt inclusive practices in membership, leadership, and approaches.

4.1 Establishment of Centres and Institutes

The establishment of Research Centres and Institutes assists the University's interdisciplinary research efforts by allowing and encouraging scholarly research and creativity among faculty, staff, visiting scholars/adjuncts, and trainees (post-doctoral fellows, graduate and undergraduate students) involving sub-disciplines or broader, inter-departmental and inter-faculty research activities. Frequently these activities go beyond disciplinary boundaries. These structures should also support its membership to apply for joint external research grants and contracts and to establish a research/scholarly/creative identity within the University, nationally, and internationally. Research Centres and Institutes normally provide for the strengthening, coordination, or facilitation of research, scholarly, or creative activities not readily undertaken within the University's departmental structure. They build upon the existing and emerging institutional faculty expertise and interests.

Generally, a Research Centre or Institute consists of faculty researchers but may also include adjunct faculty, visiting scholars, and external partners. Internal members normally hold a home in an Academic Administrative Unit (AAU) at the University. External partners are not required to hold a University academic appointment; however, where appropriate, they may seek formal adjunct, affiliate, or supervisory status in accordance with applicable Faculty and/or University policies.

Research Centres are Faculty-level entities that require formal consultation with the Faculty Dean and approval through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council and/or Faculty Council, as appropriate). While a Research Centre does not require Senate approval, a list of all Research Centres will be provided to the Senate by the VPRI annually.

Research Institutes require the approval of Senate following the recommendation to Senate by the Senate Research and Innovation Advisory Committee mandated to review such proposals.

Prior to the required review and approval, the Centre/Institute title should not be used for purposes of promotion (e.g., on a website or in a grant proposal) unless the Centre/Institute is clearly identified as "proposed" or "subject to Faculty/Senate approval."

Prior to submitting a formal proposal, applicants are strongly encouraged to arrange a joint consultation meeting with the VPRI and representatives, the relevant Associate Dean(s) Research, and appropriate Dean(s) to discuss the proposed Centre/Institute, research objectives, and operational considerations. This early engagement is intended to strengthen proposals and avoid duplication of existing research structures. Resourcing (space, financial, and other

assistance) considerations are identified as part of the approval processes at the Faculty or Institutional level, based on the scope, needs, and strategic alignment of the Institute or Centre.

Proposals for Research Centres are to be submitted to the appropriate Dean(s). Proposals for Research Institutes are to be submitted to the VPRI. Proposals are to include the following:

- (a) Name of Centre/Institute;
- (b) The purpose of the Centre/Institute including rationale; background; importance and benefit; mission; Department(s)/Faculty/Faculties; expected interactions with other units and organizations within and external to the University; positions to be established; scope of activities envisaged, including an indication of opportunities (research and training) that are likely to result, and emphasizing how they are aligned with the Faculty/University's Strategic Plans;
- (c) Management Structure: A Director will be appointed and report to the Dean (for Centres) or the VPRI (for Institutes), as applicable;
- (d) Inclusive Excellence Plan: A brief statement describing how the Centre/Institute will promote inclusivity in its membership, leadership, and research activities, consistent with the University's Equity, Diversity, and Inclusion strategy, commitments, and Tri-Agency requirements; Indigenous engagement should be included as a stand alone section if relevant.
- (e) Listing of Proposed Members: Director designate and other inaugural members grouped according to category of membership, if applicable (e.g., associate, corporate, affiliate, external community). Abbreviated CVs (last five years) should be provided for each primary member. In addition, any proposed staff positions (administrative support staff, technical staff, etc.) with the resourcing considerations and reporting structure should be identified;
- (f) Research/Training Component: List benefits, opportunities, constraints, and challenges. Address both research outputs (scholarly activity enhanced by the Centre/Institute, including publications, trainee supervision, co-authorships, and collaborative grants) and research outcomes (how that scholarly activity influences science, sector, and society, including innovation, policy impact, and community, government, or industry engagement). Provide examples of: (1) specific research topics that will be studied; (2) collaborative cross-disciplinary and multi-institutional research, including any anticipated gains in collaborative grants and trainee supervision that the Centre/Institute structure uniquely enables; and (3) how these research projects will be funded. Provide an explanation of how these activities will advance the University's academic and research mission;
- (g) Knowledge Mobilization and Partnership Engagement: A description of how research outputs will be communicated and mobilized to relevant academic, government, industry, and community partners. This may include plans for open access publication, public engagement activities, industry partnerships, and engagement with Indigenous communities or community-based organizations, where relevant;
- (h) Facilities: List available research facilities and infrastructure including space and equipment that are centrally accessible to the Centre/Institute membership. Identify strengths and weaknesses in the inventory; future requirements; and a proposed plan for obtaining such facilities. Where the Centre/Institute exists to promote joint investment in Faculty/University infrastructure, describe how that infrastructure will be governed, maintained, and made accessible to all members at the Faculty/University, as appropriate. A space request should be included where applicable;
- (i) Budget: A detailed five-year table indicating how the Centre/Institute will be resourced and include anticipated income from all sources – University, government, industry, overhead, royalties – and proposed expenditures and disbursements (financial plan). Budgetary details should include all costs associated with managerial, administrative, and technical staff;
- (j) Letters of Approval and Support: For a Centre, letters of approval and support from the relevant Department Head/School Director must be provided. For an Institute, letters of approval and support from the relevant Department Head(s)/School Director(s), Associate Deans, and/or Dean(s) are required. Any commitments or agreements to provide space, allocation of work responsibilities, or other resources, including overhead from contract research, must be documented and signed by those authorized to make such commitments;
- (k) Service Departments: A statement of anticipated additional and unique requirements must be prepared and signed by the senior administrator of any service departments and unit(s) undertaking to fund their provision. In the absence of such statements, it will be assumed that there are no such requirements, commitments, or agreements. These may include ITS and others;

- (l) Research Regulatory Compliance: A statement of research security and other regulatory compliance as required should be provided;
- (m) Other: Applicants proposing a Centre/Institute are expected to engage with the Dean (for Centres) and/or the VPRI (for Institutes) early to whom the Centre/Institute will report in order to determine if any additional features or components not covered above are required in the application submission.

4.2 Management and Renewal of Centres and Institutes

Director Appointments

Institute Directors are appointed for five-year renewable terms by the VPRI through an internal or external search process aligned with the academic appointment practices and policies of the University of Windsor.

Research Centre Directors are appointed by the Dean (or designate) following consultation and review through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research), in accordance with Faculty and University-level policies and practices. Appointments are normally for a defined term and are renewable.

Leadership and Reporting

The leadership, management, and day-to-day operations of the Centres and Institutes reside with the designated Director reporting to the Dean (for Centres) or the VPRI (for Institutes), as appropriate. The Directors are responsible for developing a clear strategic plan working with the members, membership engagement, and performance, consistent with the Centre's or Institute's mission and mandate.

All Centre/Institute Directors will be required to submit a brief yearly report to the Dean (for Centres) or VPRI (for Institutes) as relevant and meet on an annual basis. The VPRI will coordinate a brief annual survey of all Research Centres, in consultation with the Deans, to maintain the institutional registry and support the visibility of faculty-level research and innovation activities.

Review and Renewal of Research Institutes

All Research Institutes will be reviewed in a five-year cycle led by the Office of VPRI. The Research Institute Director must submit the Review Report to the VPRI at the beginning of the fifth year/start of the final year of the five-year mandate (e.g., January 31). The Director of the Institute is required to provide the Chair of the Review Committee with the following information:

- The list of faculty involved in the Institute's activities;
- The number and type of HQP involved in the Institute's activities (over the duration of the Institute and since the last review);
- A list of research, scholarly, or creative outputs from the Institute's activities, innovation, and other measures of activity relevant to the Institute mission;
- A list of research funding associated with the Institute;
- Where the Institute receives funding from or operates under agreements with external funding agencies (federal, provincial, or private), a summary of how those external reporting and compliance requirements have been met, and whether the renewal is consistent with the terms of any such agreements;
- A summary of progress made toward the Institute's Inclusive Excellence Plan, including any changes in membership diversity and initiatives undertaken to promote inclusive research practices;
- A summary of knowledge mobilization activities, community partnerships, and research impact since the last review period.

Upon receipt of the five-year Report, an Institute Review Committee shall be struck to conduct the Institute review and provide recommendations to the VPRI.

Institute Review Committee

The Institute Review Committee shall be established by the VPRI within two (2) months of the report submission deadline. The review may proceed without requiring the formal appointment of a new Director in cases of leadership transition or vacancy. The membership of the Institute Review Committee may include:

- A senior researcher with administrative experience and no direct involvement in the Institute; this person will Chair the Review Committee;
- An academic who is not a member of the Institute but is knowledgeable in the field of its research activity;
- Other appointments may be made as deemed appropriate, including graduate students, other faculty, or, where the Institute engages significantly with external partners, community organizations, or Indigenous communities, a representative from those communities or sectors.

Review Process and Timeline

- The mechanism by which the Institute Review Committee elects to conduct the review shall be based on standardized processes in consultation with the VPRI. It is recommended that the primary thrust of the review process involves meetings with the Director and members of the Institute and an assessment of activities, achievements, and progress that has been made towards achieving the goals and objectives stated in the mandate. In addition, the review process may include solicitation of external assessments and discussion with non-members of the Institute from related departments.
- The Institute Review Committee, supported by the Office of VPRI, shall adhere to the established timeline and submit a written report to the VPRI within three (3) months of being established. After receiving the Institute Review Committee's report, the VPRI shall, within two (2) months, assess the findings and prepare a formal recommendation on continuation, conditional renewal, or termination, in consultation with the Senate Research and Innovation Advisory Committee and the relevant Dean(s). The VPRI shall provide a copy of the Institute Review Committee's report to the Director of the Institute under review to ensure that the report contains no factual errors. The Director may submit a written commentary on the report to the VPRI within one month of receipt.
- The VPRI, in consultation with the Senate Research and Innovation Advisory Committee and the Deans, shall forward a formal recommendation to Senate for ratification. The Director's written commentary, if submitted, shall accompany the recommendation. To maintain process integrity, Institute Directors will not be given a separate opportunity to present alternative arguments directly to Senate after the review committee's work has concluded. The recommendation may be:
 - (a) **Full Renewal** – the Institute is renewed for a standard term of five (5) years. All renewed Institutes must submit annual progress reports using the standardized template.
 - (b) **Conditional Continuation** – renewal with specific conditions attached; a shorter review interval of one (1) to three (3) years will apply. Annual reporting is required. Conditions must be clearly documented with measurable benchmarks and timelines.
 - (c) **Transition to Faculty-level Centre** – Where appropriate, a University-level Institute may be transitioned to a Faculty-level Centre with the approval of the relevant Dean(s) and VPRI, or may revert to a researcher-led laboratory structure. This option supports sustainability without formal termination.
 - (d) **Termination** – the Institute is closed where performance or strategic alignment is unsatisfactory. A wind-down plan shall be developed as set out in Section 3.3.

Review and Renewal of Research Centres

The review and renewal cycle for Research Centres shall be established between the Centre Director and the responsible Dean. A review cycle of no more than five years is recommended, which could be a consolidated summary of the yearly reporting. Deans are encouraged to develop faculty-specific processes for the periodic review of Centres that are proportionate to the scale and resources of the Centre/Faculty. Where a Centre is found to be inactive or no longer aligned with faculty priorities, the Dean may manage the the centre transition as appropriate.

4.3 Transition and Termination of Institutes

Upon receipt of a transition or termination decision, the Institute Director has fourteen (14) calendar days to provide a written response to the VPRI. Where an Institute is recommended for termination or transition, the VPRI shall work with the Director and relevant Dean(s) to develop a wind-down plan covering staff transitions, active projects,

research funding obligations, use of Institute name, and records management. The entire sunseting process shall be completed within six (6) months of Senate ratification of the termination decision, ensuring all wind-down activities are completed.

Where a Dean determines that a Research Centre should be wound down, the Dean shall follow an appropriate consultative process within the Faculty and notify the VPRI.

4.4 Conflict of Interest

In circumstances where the VPRI or the Dean is a member of the Centre or Institute and/or has any conflict of interest, a delegate will be assigned to act in the relevant administrative role for matters concerning that Centre or Institute.

5. Policy Review

This policy shall be reviewed by the VPRI in consultation with the Senate Research and Innovation Advisory Committee at least once every five years, or sooner if required by changes in federal or provincial research funding policy, applicable law, or University strategic priorities. Recommended revisions shall be submitted to Senate for approval through the standard governance process.

6. Transitional Provisions

Upon Senate approval of this revised policy, the following transitional provisions shall apply:

- Research Centres that were established prior to the date of Senate approval of this policy shall be recognized as existing Centres without being required to undergo the new establishment process set out in Section 3.1. The VPRI, in consultation with each Dean, will confirm the list of existing Centres through the ongoing centres survey. Deans may add or remove entries from their faculty's list during the confirmation process.
- Centres that did not respond to the survey, cannot be verified, or are determined upon review to be individual research laboratories rather than Research Centres as defined in Section 2 may be reclassified or removed from the institutional registry. The University website will be updated to distinguish Research Centres from individual research laboratories.
- Any new Research Centre established after the date of Senate approval of this policy shall follow the establishment process set out in Section 3.1.
- Any existing Research Centre seeking to transition to a Research Institute shall be required to follow the establishment process for new Research Institutes set out in Section 3.1, including pre-consultation with the VPRI and review and approval by the Research & Innovation Advisory Committee and Senate.
- Existing Research Institutes that have been previously approved by Senate shall continue under their current mandates. Their next review shall follow the process set out in Section 3.2.
- The Office of the VPRI will work with Deans to complete the transition within six (6) months of Senate approval of this policy.

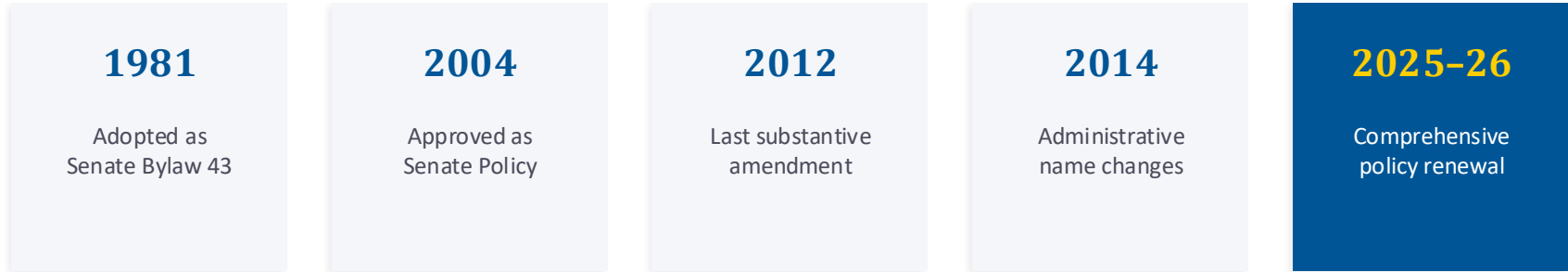


Revised Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

Dr. Jennifer Willet & Dr. Ken Drouillard, Co-Chairs

May 2026

Background & Context



Why Now?

- Policy had not undergone substantive review in over 14 years
- Need for clear governance distinction between Centres and Institutes
- New requirements: research security, inclusive excellence, knowledge mobilization
- Approximately 67 centres listed — many unverified or inactive

Consultation Process



Survey of Directors & Centre Leads

Online survey to all current institute directors and centre leads on existing policy, governance challenges, and renewal priorities.



Senate Research & Innovation Advisory Committee

Revised draft presented and discussed (March 23, 2026). Feedback on definitions, membership, director appointment, and review processes.



Deans & Associate Deans Research

Written feedback (April 2026) and dedicated discussion session (April 16, 2026) on governance, approval pathways, and grandparenting provision.



Windsor University Faculty Association (WUFA)

Policy discussed with WUFA (April 2026).

Key Definitions: Centre vs. Institute

Research Centre

- Exists within one Faculty
- Approved through Faculty governance (e.g., FRC, ADR, Dean, Faculty Council)
- Reports to the Dean
- Listed annually with VPRI
- Does not require Senate approval

Research Institute

- Involves members from more than one Faculty
- Interdisciplinary, pan-university focus
- Approved by Senate (via Research & Innovation Advisory Committee)
- Reports to the VPRI
- Formal 5-year review cycle

Summary of Major Changes (1/2)

Policy Area	What Changed
Policy Title	Added "Transitions" to reflect new termination and wind-down provisions
Definitions (§2)	Clear distinction: Centre (single faculty, Dean) vs. Institute (multi-faculty, VPRI, Senate)
Scope (§3)	New section: excludes labs/hubs/networks; adds research security, inclusive excellence, knowledge mobilization
Approval Pathways	Centres: Faculty governance Institutes: Senate via Research & Innovation Advisory Committee
Proposal Requirements	Expanded: inclusive excellence plan, knowledge mobilization, research security, staff resourcing

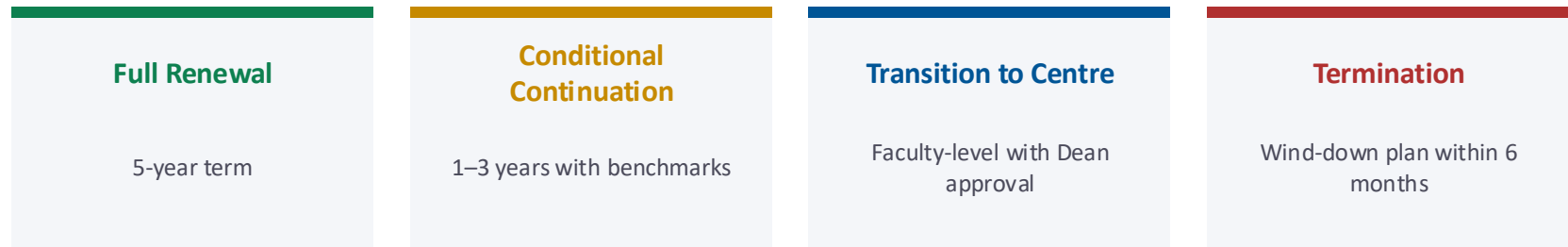
Summary of Major Changes (2/2)

Policy Area	What Changed
Annual Reporting	New requirement: all Directors submit yearly report; VPRI coordinates annual survey
Review Outcomes	4 options: Full Renewal (5 yr), Conditional Continuation (1–3 yr), Transition to Centre, Termination
Transition & Termination (§3.3)	New: 14-day Director response, wind-down plan (staff, projects, funding), 6-month completion
Conflict of Interest (§3.4)	New: delegate assigned where VPRI or Dean is a member of the Centre/Institute
Policy Review (§4)	New: reviewed at least every 5 years or sooner if required

Institute Review & Renewal Process



Review Outcomes



Transitional Provisions (Section 5)

- 1 Existing Centres recognized (grandparented) without new establishment process; VPRI and Deans to confirm list through ongoing survey.
- 2 Centres that are unverifiable, unresponsive, or determined to be individual labs may be reclassified or removed from the institutional registry.
- 3 Any new Research Centre established after Senate approval follows Section 3.1.
- 4 **Centre-to-Institute transitions must follow the new Institute establishment process (Section 3.1), including pre-consultation with VPRI and Senate approval.**
- 5 Existing Institutes continue under current mandates; next review follows Section 3.2.
- 6 VPRI to work with Deans to complete transition within six (6) months of Senate approval.

Additional New Provisions



Research Regulatory Compliance

Research security, tri-agency requirements, data management, and other compliance obligations must be addressed in proposals.



Inclusive Excellence

All proposals must include an inclusive excellence plan covering membership, leadership, and research activities consistent with University EDI strategy.



Knowledge Mobilization & Partnership

Plans for communicating and mobilizing research to academic, government, industry, and community partners, including Indigenous engagement where relevant.



Conflict of Interest (§3.4)

Where the VPRI or Dean is a Centre/Institute member, a delegate is assigned for administrative decisions.



Policy Review Cycle (§4)

Policy reviewed at least every 5 years or sooner if required by changes in funding policy, law, or strategic priorities.

Next Steps

- ✓ SGC review and feedback (May 12, 2026)
 - ✓ Submission to Senate for approval
 - ✓ Upon approval, VPRI works with Deans to complete transition within 6 months
 - ✓ Operational templates and procedures to be developed by the Office of VPRI
-

Questions & Discussion

Dr. Jennifer Willet & Dr. Ken Drouillard
Co-Chairs, Policy Revision

University of Windsor
Senate

5.3.3: **Policy on Eligibility to Apply for and Hold Research Funding**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the proposed Policy on Eligibility to Apply for and Hold Research Funding be approved.

Rationale:

- The Eligibility to Apply for and Hold Research Funding Policy has been developed to provide clarity to the UWindsor research community and set parameters on who is and is not eligible to apply for external and internal research funding opportunities and to hold grant accounts in their name.

See attached.

Policy Title: Eligibility to Apply for and Hold Research Funding

Date Established: TBA

Office with Administrative Responsibility: Office of Research and Integrity Services

Approver: Vice-President, Research and Innovation

Revision Date(s): N/A

1. Purpose

This policy defines who is eligible to apply for external and internal research funding and to hold and administer research funds at the University of Windsor (UWindsor).

2. Scope

This policy applies to all individuals holding status at UWindsor, in any capacity. This includes faculty members (including Teaching Intensive), Ancillary Academic Staff (AAS), Librarians, Sessional Lecturers, Sessional Instructors, staff, students, Postdoctoral Fellows (PDFs), adjunct professors, visiting professors, and other UWindsor affiliates.

3. Definitions

- a) **Grant Account Holder:** The individual responsible for spending grant funds in accordance with UWindsor and the Sponsor requirements. Grant Account Holders are required to adhere to the [Policy on Responsibilities of Principal Investigators](#).
- b) **Principal Investigator (PI):** The lead researcher and signatory for a funding application. Where the PI is a UWindsor researcher, they will also be the Grant Account Holder. Where the PI is a partner from another university, one or more UWindsor researchers will be designated as Grant Account Holders, unless the PI has adjunct status at UWindsor.
- c) **Research Grant Account:** A project account administered by Research Finance in the name of the Grant Account Holder.
- d) **Sponsor:** The source of funding for the project, including government bodies, ministries, agencies, industrial and community partners, and the University itself. The Sponsor may be Canadian or International and may be funding the project through cash or in-kind contributions.
- e) **Tri-Agency Guide on Financial Administration (TAGFA):** Comprehensive guidelines for grant recipients and administering institutions to ensure understanding of the principles and directives that govern post-award administration of grants funded by CIHR, NSERC and/or SSHRC.

4. Policy Statement

Eligibility to Apply

Applicants must meet all the Sponsor eligibility requirements. Where the Sponsor's eligibility requirements are more stringent, those requirements prevail. Where the Sponsor's requirements are broader or where silent,

UWindsor's policy applies. Applicants are responsible for checking eligibility prior to applying. ORIS will coordinate confirmation of the applicant's status with the Office of the Provost as needed.

UWindsor recognizes that some status holders, without a research, scholarship, or creative activity mandate or requirement, may pursue research, scholarship, or creative activities. However, applying for or receiving an externally funded grant does not alter the terms of their appointment, including their distribution of effort for teaching and service, nor does it create an entitlement to research time, space, resources, or course release.

Where a staff member has been granted adjunct status making them eligible to apply for and hold external research funding or where a staff member is involved in research, scholarship or creative activities that do not fall within the responsibilities of their appointment, it is recognized that these activities will not interfere with the performance of the responsibilities of their appointment and will normally take place outside of regular working hours.

Deans must confirm that required time, space, and resources are available before applications for external funding can proceed.

Eligibility to hold and administer grant funds

Externally funded projects

The following categories of status holders may hold externally funded research grants:

- Regular Faculty members, AASs, Librarians, Sessional Lecturers, and Sessional Instructors with a continuous appointment through the duration of the grant and where research, scholarship, or creative activity is an assigned responsibility or directly related to the functions of their position.
- Professors Emeriti.
- Adjunct faculty members, including Adjunct Professors, Clinicians, Indigenous Scholars, and Professors of Practice.
- Academic leaders, including the President, Provost, Vice-Presidents, Associate Vice-Presidents, Deans, Associate Deans, Department Heads, and Academic Directors.
- Administrative Directors where the research is directly related to their unit and institutional priorities.

To reduce undue workload pressure on teaching units and to maintain adequate course coverage, Faculty members (including Teaching Intensive), AASs, Librarians, Sessional Lecturers, and Sessional Instructors who hold a continuous appointment through the duration of the grant but whose appointment does not include research responsibilities may apply for and hold external grants only under the following conditions:

- Research must be conducted outside the duties of their appointment.
- Holding a grant does not revise, expand, or imply research expectations in their role.
- The University is not responsible for or required to provide time, space or other supports, either cash or in-kind, to facilitate the research of a status holder for whom research is not a responsibility of their appointment.
- A status holder cannot claim grant successes as grounds for modifying workload or teaching responsibilities.

Where an individual is eligible to apply for external research funding but is not eligible to hold and administer funds, they must work with a Principal Investigator who is eligible under this policy.

All Research Agreements/Contracts must be reviewed by ORIS and/or Office of Innovation, Partnerships, and Entrepreneurship (OIPE) staff and signed by designated Research and Innovation signing authorities.

PIs are responsible for maintaining eligibility and informing ORIS of any change in their status. This includes notifying ORIS of any and all types of leave, including but not limited to medical leaves, parental leaves, and sabbaticals.

Internal Research Funding Opportunities

Only full-time, permanent faculty members, AASs, Librarians, Sessional Lecturers, and Sessional Instructors with appointments that include responsibility for research, scholarship, or creative activity are eligible to apply for internal research funding opportunities administered by ORIS.

5. Responsibility for Management of Grant Funds

All funds must be administered through a Research Grant Account, established through ORIS and Research Finance and administered in compliance with funder policy, guidelines, and specifications. The Grant Account Holder is responsible for ensuring expenditures comply with sponsor requirements. UWindsor policies [Policy on Responsibilities of Principal Investigators](#) and [TAGFA](#) (for Tri Agency Awards) Project Team Member may also be granted access with the approval of the PI and as required. Additional Project Team Members may be added with PI approval.

6. Conflicts of Interest or Commitment

PIs must not apply for or hold grants from which they derive any inappropriate personal benefit or which creates a real or perceived conflict of interest or conflict of commitment. Conflicts of interest or commitment should be reported to the Office of the Provost and addressed under the [Senate Conflict of Interest or Commitment Policy](#). Being a member of, or affiliated with the Sponsor is considered a personal connection and should be disclosed as conflict of interest or commitment.

7. Review

This policy will be reviewed and updated every five years or as required.

**University of Windsor
Senate**

5.3.4: **Report of the Research Ethics Board**
(April 2025 – March 2026)

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.



University
of Windsor

Office of Research Ethics

RESEARCH ETHICS BOARD REPORT TO SENATE

April 2025 – March 2026



University
of Windsor

Office of Research Ethics

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EXECUTIVE SUMMARY

The Research Ethics Board (REB) Annual Report 2025-2026 is written in accordance with Tri-Agency requirements to provide information to the institution regarding its work over the course of the year. The report also informs senate of future projects, and resources needed for the REB to fulfill its mandate.

In addition to reporting on protocol reviews, through the **By the Numbers** section, we are excited to report on important infrastructure activities including creation of **Human Research Policy Suite**, now Senate-approved, the amalgamation of REB subcommittees, additional training and communication, and the **Amnesty and Compliance** process. This report also highlights increases in review and administrative pressures and offers solutions to support continued growth in research and innovation under the Four Pillar Framework.

INTRODUCTION

The University of Windsor has experienced a year of many changes across the campus. This was also reflected within the Office of Research Ethics (ORE) and the Research Ethics Board (REB). In response, the ORE, with the Interim REB Chair have worked diligently towards establishing policies and procedures, and to formalize streamlined processes, mechanisms, and forms. These aim at providing faculty members and students who conduct human research greater understanding of what is required of them, and to facilitate adherence to ethical standards and compliance with regulatory requirements. These are concrete steps in our goal to develop an institutional culture of research ethics and compliance at the University, necessary for increasing its competitiveness in research grants, partnerships, awards, and academic research profile.

RESEARCH ETHICS GOVERNANCE

Governance of research ethics is a joint effort between the REB, the Vice-President, Research and Innovation (VPRI), researchers, and Senate. Until this year, the University utilized the [Guidelines for Research Involving Humans](#), a comprehensive document created primarily for researchers. Aspects of the Guidelines are useful as guidance or information; however, as a quasi-policy, they did not meet the requirement for the Tri-Agencies. As of April 2026, the University now has the [Policy on Human Participant Research](#) and related documents, known as the Human Research Policy Suite.



Human Research Policy Suite

The Human Research Policy Suite (HRPS) was approved by Senate following consultations across various levels and advisory boards. It contains the following documents:

- Policy on Human Participant Research
- Research Ethics Board Structure, Application, and Review Procedure
- Roles and Responsibilities Procedure
- Appeals Procedure

The HRPS outlines the structures, roles and responsibilities the University attests to for maintaining, supporting, and resourcing an ethical and compliant human research enterprise. These are essential for fostering an institutional culture of research ethics, as this culture demands that all roles are understood and can be relied upon. We call upon all researchers to read the documents and integrate their components into the development and conduct of human research. Please see **Appendix 1**, which depicts the relationships and responsibilities between the ORE, REB, and researchers through the ethics review process.

RESEARCH ETHICS BOARD STRUCTURE AND FUNCTIONS

Overview of Changes to the University of Windsor Research Ethics Board (UWin REB)

Over the past year, Offices of the VPRI, Research Integrity and Services (ORIS) and ORE have worked with the Interim REB Chair, Dr. Rachel Zand, to implement a variety of changes to the UWin REB and its processes and procedures. These were conceived and executed to provide faculty, staff, and students with effective ethics review processes, while reducing administrative burden and complexity for the REB and improving our institutional compliance with Tri-Agency requirements.

University of Windsor REB and Committees

In the 2025-26 academic year, the Sociobehavioural and Biomedical REBs were collapsed into one University of Windsor (UWin) REB to review all disciplines, fields, and methods of faculty-level, graduate student research, and external research for which the UWin REB reviews through a Board of Record (BoR) agreement or Memorandum of Understanding (MoU). Five Delegated Reviewers, who are members of the UWin REB, in addition to the Interim REB Chair and Manager, ORE provided reviews for research determined to be no greater than minimal risk. Two department level Research Ethics Committees for undergraduate course-based research were retained – Human Kinetics, and Psychology – and the Indigenous Review Committee was also kept for review of research that involves participants populations or communities that are from First Nations, Inuit, and/or Métis Peoples. In addition to TCPS Chapter 9, they also consider the research from wholistic perspectives and other ways of knowing, OCAP© principles, and Indigenous data sovereignty.



The UWin REB met at least monthly, and sometimes semi-monthly, to review human research studies identified for Full Board review. Studies that were escalated to Full Board were normally greater than minimal risk, involved physically interventional procedures, proposed collection of sensitive data, were complex, and/or involved large populations of research participants.

REB Membership and Recruitment

In accordance with REB Structure, Application, and Review and UWin REB Terms of Reference, quorum for the UWin REB follows the Tri-Council Policy Statement: Ethical conduct for research involving humans (TCPS, 2022). The REB requires a composition necessary to review the fields, disciplines, and methods that are submitted to the board for review: a member knowledgeable in ethics, a member knowledgeable in the laws applicable to the research (for biomedical research), and community members who are not affiliated with the University. Representation from all faculties and departments that conduct human research is essential to ensuring quorum and efficiency in ethics review. The UWin REB membership is listed in **Appendix 2**. Membership affiliation compared to volume of new protocols from their respective faculty is displayed visually through the bar graph.

The UWin REB continued to have difficulty recruiting adequate representation. Through the course of the year, we have impressed at VPRI committee meetings, including those with Deans and ADRs, the need to recognize REB work as faculty service, and to provide members to serve on the REB. Direct e-mail communications have also been sent to Deans to assist in recruitment. Neither of these strategies have worked. Without adequate representation, the REB may not have expertise to review protocols from these departments in a timely manner. We are open to creative solutions, such as position-sharing/alternates, and encourage Deans and ADRs to contact the Manager, ORE and/or Interim REB Chair with potential candidates who have expertise in human research. The time commitment is approximately one day per month.

Training and Continuing Education

REB members, like all researchers, must have a certificate of completion for the Course on Research Ethics (CORE). Over the year, the members received additional training for how the new UWin REB functions, how to review research with proportionality, and how to write actionable comments. Further sessions planned for the coming year include Personal Health Information and requirements for privacy, confidentiality and data security, and considerations for understanding Research Data Management (RDM) from an ethics perspective.

Educational sessions will be extended in the coming year to faculty, staff, and student researchers, and to faculty supervisors. Deans, ADRs and course instructors are also welcome to request general or specific training for their members and students.



OFFICE OF RESEARCH ETHICS ROLES, RESPONSIBILITIES AND STRATEGIC INITIATIVES

Staffing

“It is critical that institutions provide appropriate administrative resources to REBs (e.g., research ethics administration staff, a research ethics office) for the effective and efficient operation of the REB.” (TCPS Article 6.2)


The ORE is made up of a staff complement of two (2) full time members: the Manager, ORE, and the Research Ethics Coordinator, currently in Unifor. The latter position was subject to the “bumping” of last summer, which involved intensive training of a new staff member throughout early fall to stay apace with application volume and review schedules. The Research Ethics Coordinator position is specialized and requires knowledge and expertise that are specific to the research ethics environment and are beyond general research administration. Essential Qualifications include comprehensive and continuing training situated in the TCPS, Canadian and US regulatory requirements, and Research Ethics administration.

The Manager, ORE also provided extensive support to the Interim REB Chair upon her arrival in June, helping her to acclimate to the role and to the University culture. The ORE staff are recognized for their hard work and perseverance maintaining exceptional service through multiple changes and challenges throughout the course of the year.

Compliance and Amnesty

Part of the Interim REB Chair’s duties included reviewing, formalizing, and streamlining ethics review processes and procedures to ensure compliance with TCPS and other requirements. As part of the review, the ORE discussed issues of expired studies within the eRSO system that the ORE does not have the capacity or resources to deal with alone. Over 500 studies had expired out of compliance within the last three (3) years, and many more beyond then (oldest having been opened in 2002). This challenge needed to be confronted and resolved.

To do so, the ORE notified all researchers with lapsed REB approvals (clearances) up to three years old (see **Appendix 3**) and gave them one month to submit a Progress Report (PR) or Final Report (FR) to continue or close their studies in good standing. The ORE received PRs or FRs for over 60% of these studies, with a two-week extension on the deadline. For studies that were initially approved (cleared) 5 years ago or more and intended on continuing, a PR was approved for 6 months, along with a request to submit a new human research ethics application which substantially increases the ORE/REB workload. This brought the resubmission procedure in line with compliance requirements. All researchers who did not submit a PR or FR will be notified that their studies have been closed out of compliance, and they are expected to cease all research activities related to that protocol. Subsequent consequences may include, but will not be limited to, informing the relevant Dean, freezing of Tri-Agency funding, submitting non-compliance reports to the VPRI, and requiring additional training.



An additional 286 studies expired more than 3 years ago. Considering that researchers are responsible for maintaining up-to-date REB approvals, and that these researchers were notified through a similar process in 2023¹, the Interim REB Chair determined that these studies would need to be closed out of compliance. A final notice (see **Appendix 4**) will go to the respective researchers to give them the opportunity to respond immediately if they have a concern. The total number of files to be closed out due to compliance has not yet been determined. The ORE estimates final numbers being available in the summer once all processing is completed. A more formalized institutional compliance process is under discussion to ensure that expired studies will be dealt with at a pre-determined date post-expiry.

Amnesty Data²

Total Outstanding³	517
Progress Reports	112
Final Reports	288
Requests to Withdraw	11

We are thankful for the student who continues to assist us in processing compliance decisions with eRSO, and to the VPRI and ORIS for providing financial support.

“Ask me Anything REB”

On September 18, 2025, ORE staff and the Interim REB Chair held an open AMA REB event in the Zen lounge. Faculty, staff, and students attended to ask questions and meet the team, which included the new Interim REB Chair and Research Ethics Coordinator, and continuing Manager, ORE. A second event is scheduled for May 28, 2026.

Participation on Institutional Committees

The ORE team are members of committees that are relevant to research involving humans, their data and ethics review administration. These include the **OLC Advisory for RDM** and the **eRSO Modernization Committee**. The latter will be further discussed in the Activities section of this report. Participation on the **Research Safety Committee** ended in late fall, as other processes for communication were created by the VPRI and ORIS.

¹ The ORE identified that automatic notification of coming due mandatory reporting was not available, and has created a hybrid process which, due to limitations of the eRSO system, can only be partially automated and requires manual tracking for notifying researchers of coming due reports. While this immediately overcomes eRSO and vendor limitations, it does add additional burden to the ORE. The eRSO modernization process being led by ORIS is underway, and we expect this will help address challenges with manual processes.

² Researchers that contacted the office for information regarding outstanding protocols were provided with a comprehensive list of active files where they were listed as a PI or Co-I which prompted submissions for files that did not receive an Amnesty Email.

³ <3 years out of compliance as of October 31, 2025



BY THE NUMBERS (APRIL 1, 2025 – MARCH 31, 2026)⁴

Protocol review and monitoring activities occupy most of the REB and ORE's time. Each new application takes approximately 10-20 hours from point of submission to approval. This includes: initial processing for file completeness and assessment of readiness for review; determining whether there is expertise among the REB, or whether an ad hoc expert is also required; allocating assignments to REB members; time for members to individually read and/or review the protocol; Full Board meetings; editing and sending comments, and communicating with researchers; reviewing researchers' responses to comments and protocol modifications, decision-making; data entry and file processing. Pre-submission consultations, conducted by the Manager, ORE and/or Interim REB Chair with researchers can vary from several minutes to several hours and over multiple time periods depending upon the complexity of the protocol. See **Tables 1A-3B**, and figures within.

After protocols are approved, four areas of continuing review are managed by the REB. These are: Requests to Revise existing protocols; Unanticipated or Adverse Event reports; annual Progress Reports and Renewal Requests; and Final Reports. Post-approval Requests to Revise protocols can require minutes to several hours of the ORE and REB Chair's time depending upon the number of changes and complexity of the requests. Unanticipated and Adverse Event reports range in complexity and occur irregularly, requiring priority, and taking several hours for the REB Chair to review, communicate and/or meet with the researcher, sometimes communicate with participants, file documentation, approval, and follow-up. Progress Reports and Final Reports require less time as these tend to be straightforward descriptions of project process or conclusion. See **Tables 4A and 4B** and figures within.

Tables 1, 2, and 3, and the corresponding figures, illustrate the activity of the REB by level of review, principal investigator type, and by academic Faculty. In keeping with the TCPS principle of proportionate review (TCPS, Chapter 1C, Article 2.9, Article 6.12), **Table 1** shows that most protocols are reviewed by Delegated Review or through Executive Review by the Chair. **Table 2A** illustrates that most applications come from FAHSS affiliated researchers, with Human Kinetics and the Faculty of Education researchers submitting tied for second, followed closely by the Faculty of Science. **Table 3A** illustrates that most protocols over the academic year are graduate student projects.

Institutional partner applications, from organizations that hold a Board of Record agreement with University of Windsor, utilize UWin REB for ethics review, protocol oversight services, as well as consultation and guidance on research ethics issues. These institutions are Erie Shores Healthcare, Hôtel-Dieu Grace Hospital, the Windsor-Essex County Health Unit, and community organizations on a case-by-case basis. 'Other' applications refer to external researchers who are seeking to conduct research at the University of Windsor and are typically approved at another REB and receive

⁴ Due to the limitations of the eRSO database previously described, in order to produce the numbers required for this reporting, the ORE must track both manually and through the database to provide reporting.

Executively Review by the REB Chair.

New Applications

Table 1A: New Applications by Level of Review, January 1, 2025-December 31, 2025

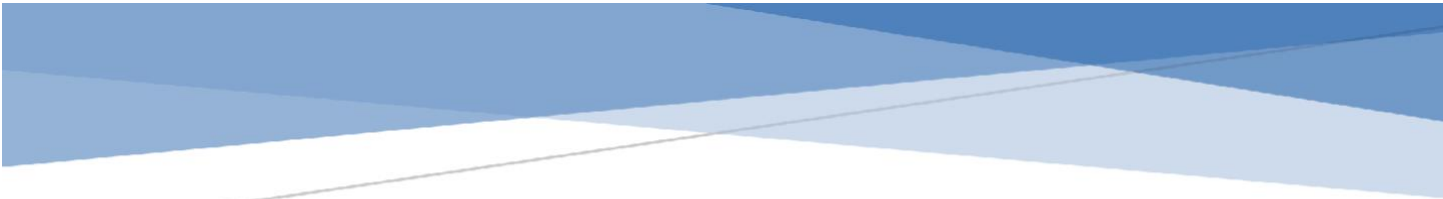
Full Board	6
Delegated	130
Executive	75
Withdrawn	5
Total	216
Exempt	28

Table 1B: New Applications by Level of Review, January 1, 2026-March 31, 2026

Full Board	7
Delegated	34
Executive	28
Withdrawn	0
Total	69
Exempt	6

Table 2A: New Applications by Faculty Unit January 1, 2025-December 31, 2025

Faculty Of Arts, Humanities, and Social Sciences	58
Faculty of Human Kinetics	33
Faculty of Education	30
Faculty of Science	26
Faculty of Engineering	11
Odette School of Business	9
Faculty of Nursing	8
Faculty of Law	3
Office of the Provost & Vice President Academic	2
Information Technology Services	1
External (Non-UWindsor)	35
Total	216



New Applications by Faculty Unit (2025)

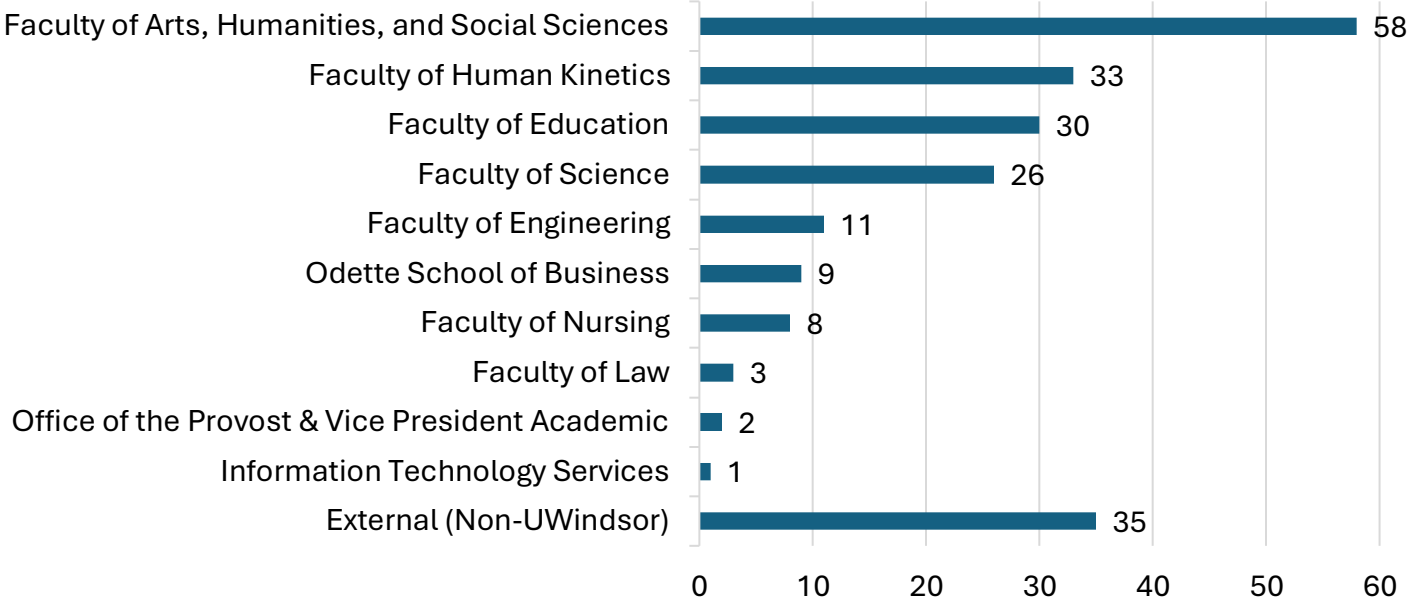
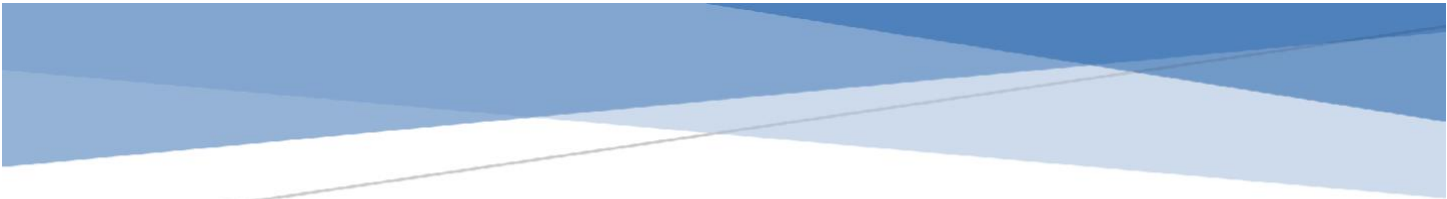


Table 2B: New Applications by Faculty Unit, January 1, 2026 - March 31, 2026

Faculty Of Arts, Humanities, and Social Sciences	17
Faculty of Human Kinetics	15
Faculty of Science	5
Faculty of Nursing	4
Faculty of Education	3
Faculty of Engineering	2
Faculty of Law	2
Odette School of Business	2
Human Resources	1
Human Rights, Conflict Resolution and Mediation	1
External (Non-UWindsor)	17
Total	69



New Applications by Faculty Unit (01/2026-04/2026)

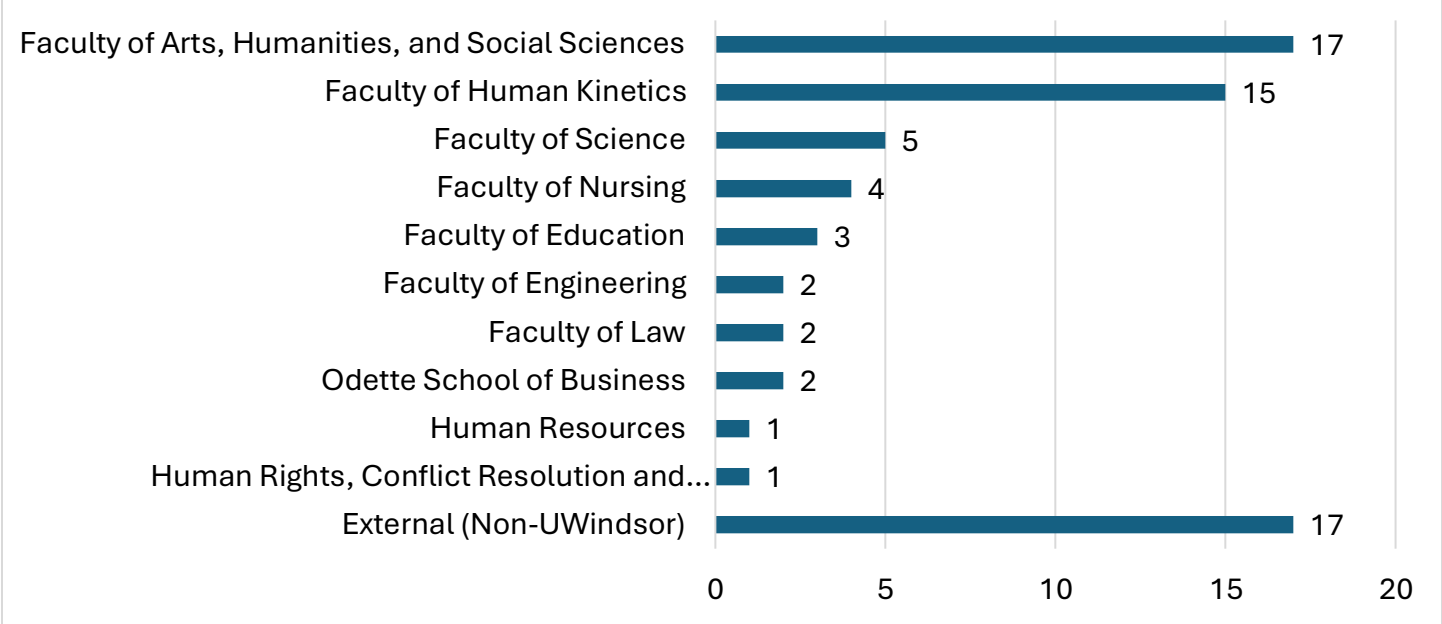


Table 3A: New Applications by Principal Investigator Type, January 1, 2025-December 31, 2025

Graduate Thesis	95
Faculty	69
Institutional Partners	22
Other Universities	20
Administrative	5
Undergraduate	3
Fellow	1
Other	1
Total	216

Table 3B: New Applications by Principal Investigator Type, January 1, 2026-March 31, 2026

Faculty	25
Graduate Thesis	21
Other Universities	15
Undergraduate	3
Institutional Partners	2
Administrative	1
Other	1
Total	69

Post-Approval Review Activity

Table 4A: Protocols requiring modifications, adverse events, and other monitoring, January 1, 2025-December 31, 2025

Approved (Cleared)⁵	193
Progress Reports	130
Final Reports	122
Requests to revise⁶	113
Files closed	79
Unanticipated/Adverse Events	10

Table 4B: Protocols requiring modifications, adverse events, and other monitoring, January 1, 2026-March 31, 2026

Final Reports	183
Progress Reports	103
Approved (Cleared)	81
Requests to revise⁷	32
Files closed	31
Unanticipated/Adverse Events	6

Growth in Human Ethics Review Applications

In 2023 (excluding 2020, 2021, and 2022 due to unusual fluctuations with COVID related volume) baseline, the ORE/REB received 203 new applications. In 2024, 243 new applications were received, a baseline increase of 19.70%, and in 2025 there were 216 new applications received, a baseline increase of 6.40% with average baseline growth rate of 13.05% in new applications alone. Note: averaging from baseline better captures the growth pressure in each year than a year over year up/down trend average.

⁵ As of November 2025, “approval” has replaced “cleared”, replicating the language of TCPS.

⁶ These numbers reflect protocol files in which revisions were requested. The total number of revisions reviewed and approved (cleared) is significantly higher as researchers submitted revisions through a Progress Report. However, the eRSO database does not provide the capacity to report this number of revisions per protocol.

⁷ These numbers reflect protocol files in which revisions were requested. The total number of revisions reviewed and approved is significantly higher as researchers submitted revisions through a Progress Report. This process has been changed in 2026, however, the eRSO database does not provide the capacity to report this number of revisions per protocol.

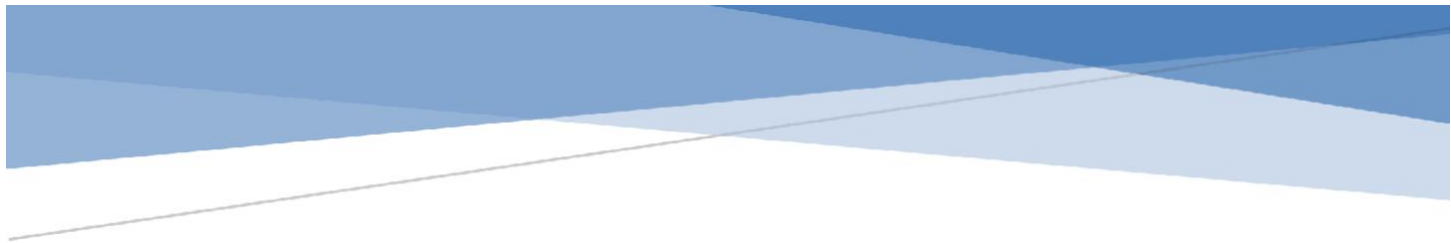
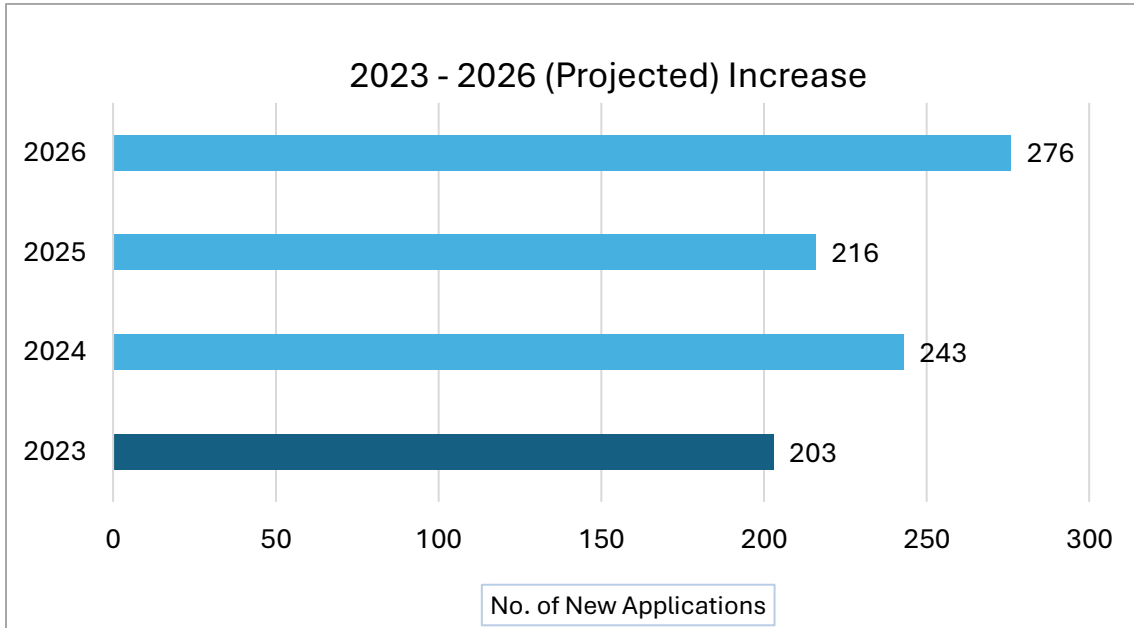
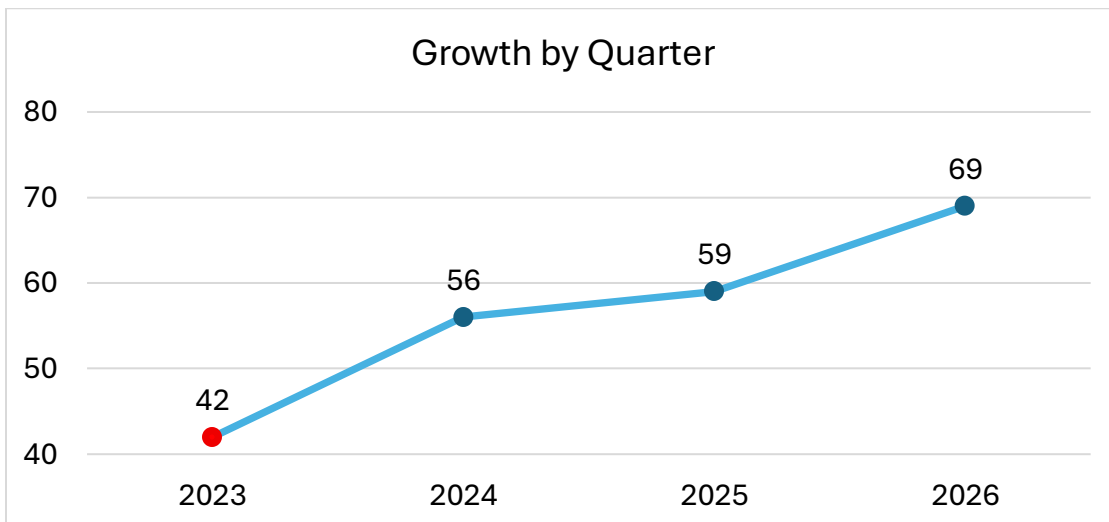


Table 5A: Baseline Growth Trend, 2023 – 2026 (Projection)



We have projected the total anticipated for 2026 by comparing Q1 submissions to those of previous years. The ORE/REB received 42 applications in 2023, 56 in 2024, 59 in 2025, and 69 in 2026. From baseline, the growth rate in 2024 ↑ 33.33%, in 2025 ↑ 40.48% and in 2026 ↑ 64.29%. If the 2026 trend continues based on quarterly numbers, i.e., first quarter by 4, the ORE/REB can project 276 applications by year’s end, a baseline growth rate of 35.96%. While some factors may mitigate total projection, the ORE/REB is still on trend for increased baseline growth in 2026 given quarterly upward trends aligning with final annual increases.

Table 5B: Baseline Growth Trend, by Q1





CURRENT AND UPCOMING ACTIVITIES

ORE/REB

The ORE/REB is working on several projects to enhance researchers' understanding of, and experiences with the ethics review process. These include the following projects:

- Website revision and updates
- New application forms and instructions
- Focus on roles and responsibilities for student researchers and supervisors
- REB recommendations on use of undergraduate participant pools for human research
- Training and education for researchers, supervisors, and REB members

eRSO Modernization


This is a large project that spans several units within the University. For the ORE/REB, a researcher submission portal compliant with, and specific to, our context is required to streamline services, create efficiencies, ensure file integrity, support monitoring and compliance, and allow for benchmarking and evaluation, as well as producing mandatory reports for Board oversight. The current on-line database (eRSO) used by the ORE/REB acts as a data repository, but cannot support these other functions.

The Interim REB Chair, Manager, Office of Research Ethics, and the REB Coordinator are part of a broader institutional committee which is being led by consultants to find a replacement for eRSO that will meet the needs of the ORE/REB and the broader research ecosystem. There is a current projected minimum 1.5-year runway time before implementation.

RECOMMENDATIONS AND CONCLUSIONS

Our overall recommendation is for Senate, through VPRI, ORIS, Deans, and ADRs to **support the need for recruitment and retention of necessary REB members.**

We need to recruit and retain faculty members to fill positions for expertise in the disciplines, fields, and methods that our researchers submit. We need to ensure quorum at each meeting, including in situations where faculty members are in a conflict of interest and must recuse themselves from review. We also need members that complete other parts of quorum, specifically members with legal expertise. As noted above, not having the requisite, qualified membership for quorum may result in the REB being unable to review research that is vital to the success of the University, e.g., if there is no member with legal expertise, the REB cannot review biomedical research; if there are no subject matter experts, the REB cannot adequately review related subject research. This is out of alignment with the institution's overall strategic planning initiatives and its more recent framework.



A robust REB with the necessary expertise aligns with the **Four Pillars Framework** and within the University’s broader **Aspire Strategic Plan**, fundamentally under its Mission: “To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creative activity, and research”. In keeping with the President’s request for ideas under the Four Pillars Framework, we will demonstrate how REB resourcing, including ORE, aligns with overall University goals. Crosscutting benefits include improved turnaround times and service quality, stronger institutional reputation nationally and internationally, better researcher satisfaction and productivity, and alignment with federal funding agency expectations. We will also provide suggestions on how to resource such activities by developing a cost recovery mechanism.

I. Monetization Pillar: Service and Review Fees/New Revenue Streams/Retaining Existing Funds and Institutional Cost Reduction

- **Potential for Growth and Cost Recovery Opportunities**
 - The UWin REB could partner with other institutions, both public and private, (including industry) if its composition is robust enough to have sufficient expertise for those areas. The REB could charge through a BoR agreement, and per initial and ongoing review service fees.
 - Development of ongoing specialized workshops with a fee per attendee model. This could be taken on by both REB members and/or the ORE if adequately resourced.
 - Engage the Indigenous Review Committee to contribute to a collaboration for regional review, to save ORE and REB resources; or could also create an Indigenous REB at the University of Windsor and develop a fee for service model (with community consultation) where outside protocol reviews are undertaken internally, if adequately resourced.

- **Support for continuing education and research programs**


Many revenue-generating programs involve human participants and require ethics approval. Charge overhead from these programs to fund the real costs of REB review and human ethics training. Create a UWin research ethics microcredential program of 3 courses, two of which are already public, the third being specialized to the needs of researchers, supervisors, ORE and the UWin REB.

- **Reduce bottlenecks for revenue-generating projects**

Create a “FastTrack” program (as is done at Clinical Trials Ontario) to ensure time-sensitive reviews to prevent delays that could cause lost contracts or partnerships.

- **Enabling contract research and clinical trials (that meet terms for internal review)**

Efficient ethics review is critical for attracting externally funded projects from industry.



II. Government Grants and Research Pillar: Supporting a compliance program, with risk management and mitigation

- **Promotes risk management and mitigation**
Promoting and supporting ethical research prevents costly legal or reputational issues.
- **Compliance with Canadian regulations (e.g., TCPS)**
Ensures adherence to the *Tri-Council Policy Statement*, which is required for funding eligibility.
- **Advances research**
By having the necessary/requisite research services in place which are currently unsupported, researchers can grow their programs, recruit students, and apply for grants.
- **Availability of one-time SETS funding through the Secretariat on the Responsible Conduct of Research**
Earmarked for education type events/additional educational opportunities (e.g., an annual workshop event or a conference that puts University of Windsor on the map with a focus on Research Ethics education). Fees can be charged for attendance which also connects to monetization pillar.
- **Faster grant activation**
Researchers can access awarded funds sooner when ethics protocols are triaged (ORE), reviewed and approved (REB), and processed (ORE) efficiently.
- **Higher grant success rates**
Strong ethics infrastructure reassures funders that projects will meet compliance standards.
- **Capacity to handle increased research volume**
More reviewers (REB) + staff (ORE) = the ability to review more applications as funding grows, but is also required to grow funding.
- **Reduced risk of non-compliance penalties**
Avoids funding claw backs, suspensions, or reputational damage.

III. Enrolment Pillar: Student Experience – more students conducting more research advances both the student experience and the reputation of UWindsor

- **A well supported REB with fast turnaround also attracts industry and faculty/promotes internal and external innovation/research, creates stronger reputation**
A well-functioning REB/ORE signals a high-quality academic environment, attracting prospective students and increases reputation making recruitment easier.



- **Faster ethics approvals equate to quicker project start times**

Students (especially graduate and doctoral) can begin research without delays, improving satisfaction.

- **Ability to conduct human research, especially in growth areas like STEM (nursing and medicine, engineering, business, etc.)**

Completing REB on time/faster – especially if the University is looking to offer shorter programming as a way to increase enrolment – is needed for program completion and student satisfaction.

- **Reduced attrition in research programs**

Delays and confusion around ethics are a known pain point; minimizing them helps retain students.

IV. Advancement: Donations

- **Enhanced institutional credibility**

Donors and partners are more likely to invest in institutions with robust ethical oversight.

- **Support for high-profile/sensitive research**

Adequate REB membership (and ORE resourcing) ensures careful review of projects that may attract donor interest.

- **Facilitation of industry partnerships**

Industry collaborators require reliable and timely ethics review processes.

- **Transparency and accountability**

Demonstrates responsible stewardship of donor-funded research.

- **Stronger case for donor impact**

Ethical oversight helps ensure research outcomes are trustworthy and impactful.

In conclusion, we respectfully submit this report to Senate as a reflection of our work over the course of the year, and the needs for the ORE and REB in going forward for the year to come. We welcome any advice, recommendations, and support that the Senate may provide.



APPENDICES

UWin ETHICS REVIEW PROCESS: RESEARCHER, ORE, & REB RESPONSIBILITIES

RESEARCHER and SUPERVISOR

1. **Complete the Human Research Ethics Application (or other applicable) form appropriately** using guidance, templates, and information as provided by the ORE
2. **Submit application via email**
 *all new applications are due Monday 4:30pm to be assessed for the next scheduled review meeting (either Delegated/minimal risk or Full Board/above minimal risk)
 - a. Support: consultations, pre-review, presentations, specialty education/workshops, series of revolving issues on common ethics issues
3. **Provide additional materials as requested** by the Office of Research Ethics based on Pre-Screening and/or Pre-Review
 delays in responsiveness can result in a postponed review date
 - a. Support: clear list of materials required to complete the protocol submission and/or direct pre-review consultation
4. **Respond to REB comments and submit a revised protocol** for approval.
5. **Provide progress/final reports at the protocol anniversary date each year** to maintain compliance
6. **Report any unanticipated/adverse events** to the REB.
7. **Submit a Request to Revise** for any **deviations to the approved protocol.**
8. Submit a **new protocol after 5 years**

OFFICE OF RESEARCH ETHICS

- Provides consultation by phone or e-mail (ethics@uwindsor.ca)
- Hosts presentations for faculty/AAUs, courses, specialty education/workshops, series of revolving issues on common ethics issues
- Triage applications as Office of Research Ethics for review assignment/level and/or pre-review

Application Processing

Research Ethics Coordinator

- Maintains ERSO database files and updates all relevant data
- Checks new protocol applications against existing files (SOPs, duplicates)
- Shares relevant documentation with UWin REB and Delegated reviewers
- Processes approvals communicated by the Chair/REB and coordinates ORE-REB-Researcher communications
- Records UWin REB minutes/supplies to Chair and REB Members for approval
- Compiles review comments then once finalized by Chair sends reviewer comments to the Researcher

Manager, Office of Research Ethics

- Reads incoming submissions and summarizes ethical concerns for the Chair
- Conducts pre-review and initial consultation with researchers as necessary
- Conducts ongoing consultations as necessary pre/post review
- Oversees ORE, manages workflow

Research Ethics Board Chair

- Conducts executive reviews (as received)
- Reviews and approves resubmissions, requests to revise, unanticipated/adverse events, progress/final reports (as received)
- Conducts ongoing consultations with Researchers as necessary pre/post review
- Finalizes minutes/review comments to send to UWin REB/Researcher
- Oversees REB, Chairs all board meetings, consults with reviewers
- Provides training to UWin REB members

RESEARCH ETHICS BOARD AND COMMITTEES

UWin Research Ethics Board

- Reviews protocols **above minimal risk.**
- Provides comments for the researcher.
- Meets twice a month to review protocols.
- Receives all delegated review approval reports
- Makes determinations about REB policies, and recommendations for related institutional policies

Delegated Review

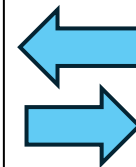
- Reviews protocols that are **low/minimal risk**
- Ad Hoc delegated reviews scheduled as needed based on volume and expertise
- REB Chair and ORE Manager also conduct minimal risk reviews

Indigenous Review Committee

- Meets as needed reviewing protocols involving First Nations, Inuit, Métis and/or globally Indigenous research
- Reviews based on Chapter 9 TCPS, Principles of OCAP and Data Sovereignty, and other holistic ways of knowing

Research Ethics Committees (RECs)

- Reviews course-based research activities intended primarily for pedagogical purposes
- Reports annually to the REB
- Currently 2 RECs: Kinesiology and Psychology



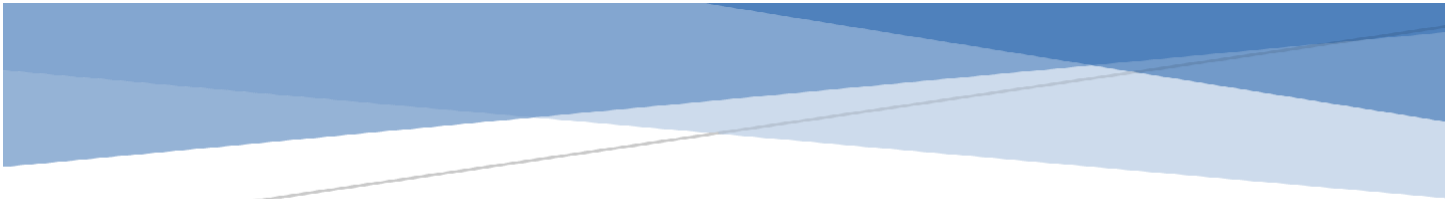
List of ORE, REB Members

Office of Research Ethics

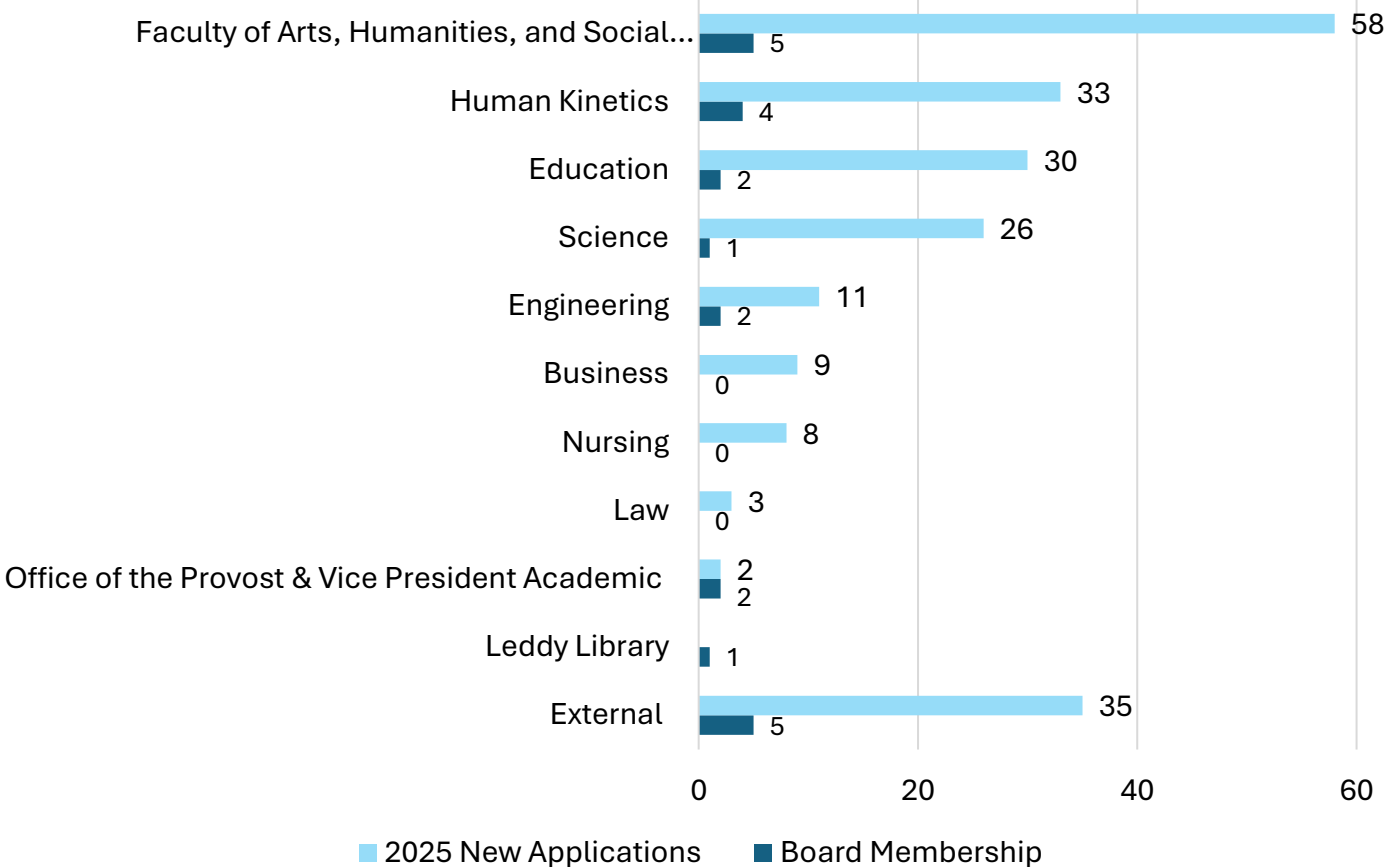
Rachel Zand	Interim REB Chair
Harmony Peach	Manager
Hannah Sands	Research Ethics Coordinator

UWIN REB

Member		Faculty
Elnaz Akhavan Rezaee	Student Representative	Faculty of Engineering
Anthony Bain	Kinesiology, Faculty Member	Faculty of Human Kinetics
Maja Bratic	Community Member, Legal Member	External
Laura Chittle	Centre for Teaching and Learning	Office of the Provost & Vice President Academic
Alexander Daros	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Marc Frey	Public Health, Community Member	External
Adrian Guta	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Phillip Karpowicz	Biomedical Sciences, Faculty Member	Faculty of Science
Jaimie Kechego	Centre for Teaching and Learning	Office of the Provost & Vice President Academic
Jessica Kichler	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Matthew Krause	Kinesiology, Faculty Member	Faculty of Human Kinetics
Cheri McGowan	Kinesiology, Faculty Member	Faculty of Human Kinetics
Karen Metcalfe	Assistant Director WE-Spark	External
Carlin Miller	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Samira Narimannejad	Student Representative	Faculty of Engineering
Katherine Rudzinski	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Clayton Smith	Education, Faculty Member	Faculty of Education
Catherine Vanner	Education, Faculty Member	Faculty of Education
Berenica Vejvoda	Research Data Services Coordinator, Leddy Library	Leddy Library
Jennifer Voth	Hotel-Dieu Grace Healthcare and Kinesiology	External / Faculty of Human Kinetics
Aarohi Vyas	Community Member	External



2025 New Applications vs. Board Membership



DELEGATED REVIEWERS

Faculty

Anthony Bain	Kinesiology, Faculty Member	Faculty of Human Kinetics
Adrian Guta	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Jessica Kichler	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Cheri McGowan	Kinesiology, Faculty Member	Faculty of Human Kinetics
Katherine Rudzinski	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences



Office of the Research Ethics Board

401 Sunset Avenue
Windsor, Ontario, Canada N9B 3P4
T 519-253-3000 ext. 3948
www.uwindsor.ca/reb

SENT VIA EMAIL

October 31, 2025

Dear Researcher,

As November approaches, we are looking towards making changes that will become good habits for the new year. This includes compliance requirements with the *Tri-Council Policy Statement: Ethical conduct for research involving humans*. In particular, REB approval of a study can be given for a maximum of one (1) year. It is expected that researchers submit a Progress Report to renew the study for another year, or submit a Final Report to close the study in good standing.

While many of our researchers do submit these reports on time, we do have many research studies in our files with expired REB clearance (now called REB approval). We recognize that the vast majority of researchers who are in the latter category are good citizens, but may have forgotten, or not realized, or may be supervisors of student researchers who have graduated. We are therefore providing everyone with a 30-day amnesty to submit a missing Progress or Final Report to either continue their work, or close it in compliance with ethical requirements.

Once December comes, this amnesty will end, and those studies with lapsed REB approvals will be deemed non-compliant. The files will be closed, and ORIS will be informed. This has potential consequences on funding and other compliance terms.

I look forward to everyone putting their research in good standing for the new year.

Sincerely yours,

Rachel Zand, PhD
Interim REB Chair
University of Windsor



Office of the Research Ethics Board

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Windsor, Ontario, Canada N9B 3P4
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www.uwindsor.ca/reb

SENT VIA EMAIL

November 14, 2025

Our File No: 12345
Research Project Title: REB# XX-XXX: "Sample"
Annual Renewal Date: January 1, 2025

Dear Researcher,

As December approaches, we are issuing a reminder that we are looking towards making changes that will become good habits for the new year. This includes compliance requirements with the *Tri-Council Policy Statement: Ethical conduct for research involving humans*. In particular, REB approval of a study can be given for a maximum of one (1) year. We were in touch on October 31st to remind everyone that it is expected that researchers submit a Progress Report to renew a study for another year, or submit a Final Report to close a study in good standing. If you received that initial email, and you have done so, thank you for your compliance, and know that the REB is working toward reviewing and approving these. If you have provided either a Progress Report(s) or Final Report(s) and not yet heard back, you should expect to hear from our Office in the coming days.

Please also be reminded that we recognize that the vast majority of researchers who do have overdue Reports are good citizens, but may have forgotten, or not realized, or may be supervisors of student researchers who have graduated. For those who are overdue on the date of this email, please be reminded that you have amnesty until November 30th to submit a missing Progress or Final Report to either continue their work, or close it in compliance with ethical requirements. Forms for both reports can be found here: [Forms | Research Ethics Board](#).

Once December comes, this amnesty will end, and those studies with lapsed REB approvals will be deemed non-compliant. The files will be closed, and ORIS will be informed. This has potential consequences on funding and other compliance terms.

Should you need a copy of all of your active REB protocols and their due dates, please reply to this email and we can provide one to you.

I look forward to everyone putting their research in good standing for the new year.

Sincerely yours,

Rachel Zand, PhD
Interim REB Chair
University of Windsor



Office of the Research Ethics Board

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I look forward to everyone putting their research in good standing for the new year.

Sincerely yours,

Rachel Zand, PhD
Interim REB Chair
University of Windsor

University of Windsor
Senate

*5.3.5: **UCAPT Report on Renewal, Tenure/Permanence, and Promotion Processes**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

University of Windsor
Spring 2026 Interim Report to Senate: UCAPT, UCRPPLM and RTP Processes

This report summarizes the interim **Spring 2026** University Committee on Academic Promotion and Tenure (UCAPT) information on aggregated Renewal, Tenure/Permanence and Promotion (RTP/RPP) details, in accordance with the [December 2023](#) motion regarding UCAPT reporting to Senate. According to Bylaw 22: 8.1 “The primary responsibility of the UCAPT shall be to review all recommendations made by the various [Academic Administrative Unit] AAU RTP Committees regarding promotion, tenure, or contract renewal as specified in Bylaw 23, and to ensure that **established criteria** for promotion and/or tenure have been satisfied, and the **appropriate procedures** are followed.” Additionally, UCAPT approves ongoing significant updates and changes to RTP/RPP criteria and provides commentary on general issues that may arise in the RTP/RPP process. A parallel process governs advancement for librarians via the University Committee on Renewal, Permanence, and Promotion for Library Members (UCRPPLM).

UCAPT meets regularly between September and June during the academic year. The meeting schedule is now established at the beginning of the academic year, shared with Heads and Deans and posted publicly on the [UCAPT website](#).

Candidate Related Data

The majority of RTP related activities occur between December and May. For the 2025-2026 academic year, we expected to receive approximately 35 files from all Faculties and 4 from the Library, for a total of 39 files. To date, we can report that we have received 27 files, 3 deferrals, and 10 files remain to be received.

The following 27 files have been received for the 2025-2026 academic year:

- 8 contract renewals
- 10 tenure and promotion to Associate Professor
- 7 promotions to full professor
- 1 permanence and promotion to Librarian II or III
- 1 promotion to Librarian IV

The following files are in process:

- 4 tenure and promotion to associate professor/AAS III
- 4 promotions to full professor/AAS IV
- 2 promotions to Librarian IV

UCAPT Report of Equity, Diversity, Inclusion, Decolonization and Indigenization (EDI-DI) Data

Because of the confidential and sensitive nature of EDI-DI information, UCAPT does not directly receive the data, rather Human Resources compiles the information and a report will be included in the Fall UCAPT report once all data have been finalized, including the success rates as requested in the Fall Senate meeting.

AAU RTP Criteria

AAU RTP/RPP Criteria are submitted to UCAPT for approval, with 7 reviewed since July 2025 and approved criteria have been [shared](#) online.

EDI-DI in Criteria: Continuing from the last report, any new criteria has included EDI-DI.

Revisions to UCAPT Processes

EDI-I Training: For the 2025-2026 year, meetings were initiated with Equity training specific to UCAPT during the first meeting in September.

Faculty Evaluation of Process Survey: The first anonymous survey was conducted to collect faculty feedback on the RTP/RPP process for 2024-2025. 10 faculty replied, with an overall satisfaction of 7.2/10. Themes for aspects that were helpful included positive support from different areas (such as the Office of the Provost, the Centre for Teaching and Learning, and their own AAU colleagues) and helpful revisions to RTP/RPP criteria that resulted in greater clarity. Areas for change included ensuring criteria were written or revised sufficiently in advance, the need

to continue to share timelines, and to ensure consistency between centrally communicated expectations and AAU expectations. Comments on communication varied for different AAU, in some cases it was identified as a positive, and in others there was lack of communication, so there is a need to continue enhancing communication. There was a recommendation for a more personal touch to the notice and/ or celebration from their AAU when successful. This survey will now be conducted annually.

Revised approach to eCV/Workflow Request for Proposals (RFP) – As mentioned in previous reports, the current excel system for RTP/RPP Workflow and Reporting/Tracking System is manual and only able to function as a temporary solution. A business case was revised for a new RTP/RPP Workflow and Tracking system, and is being considered for funding in our current fiscal context.

Piloting Recommended Timelines: Delayed submission of packages continue to be an issue, as identified in Fall 2024, and in part this is because of external review delays. The potential recommended alternate timelines were circulated to Heads to allow the external reviews to be conducted in the summer when reviewers are more available. Additionally, the schedule of UCAPT meetings is now established in August with deadlines for material submissions and shared on the UCAPT website to help increase transparency and facilitate timing.

Email notifications: To support faculty in the process, an email was sent to all faculty in April 2026 to remind them of the timelines and encourage discussion with their AAU Head.

Training and Information Sessions

1. New Faculty Orientation and Early Career Faculty Workshops were held on the RTP/RPP process and eCV System.
2. RTP/RPP Information Session for all faculty members are held in the Spring and the Fall terms.
3. RTP/RPP Information Sessions for all administrative assistants was held.
4. AAU Heads: Multiple meetings were held as part of the AAU Heads Council to discuss RTP/RPP and SPT. The first AAU Heads specific session was held.
5. Resources and templates were shared through Teams Channel for AAU Heads.
6. Resources were added to the [UCAPT](#) website.
7. Individual one-on-one consultations were held on the RTP/RPP process.

University of Windsor
Senate

*5.3.6: **Senate Standing Committee Membership 2026-2027**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the Senate Standing Committee memberships for 2026-2027 be approved.

See attached.

2026-2027 Senate Standing Committee Membership

Program Development Committee		
Membership	Term	Notations
Provost and Vice President, Academic (or designate) – Lorraine Chandler	Ex-officio	
Dean of Graduate Studies (or designate) – TBA	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Jessica Raffoul (CTL)	Ex-officio	
Odette School of Business		
Mahmood Mohebshahedin* (S. 2026)	2025-2027	
Faculty of Education		
Zuochen Zhang	2025-2027	
Faculty of Engineering		
Darryl Danelon* (S. 2025)	2025-2027	
Faculty of Human Kinetics		
Sarah Woodruff Atkinson	2026-2028	
Faculty of Law		
Chris Waters	2026-2028	
Faculty of Nursing		
Jane Simanovski	2026-2028	
Faculty of Science		
Kenneth Ng	2025-2027	
Arunita Jaekel	2025-2027	
Faculty of Arts Humanities & Social Sciences (at least one from Social Science and one from Arts)		
Jeremy Worth (Arts & Humanities)	2025-2027	
Nick Hector* (S. 2025) (Arts & Humanities)	2026-2028	
Kyle Asquith* (S. 2025) (Social Sciences)	2026-2028	Chair
Librarian Representative		
Dave Johnston	2025-2027	
Student Representation (1 year terms) Five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates): Isabella Francis (UWSA), Matthew Najem (UWSA), TBA (GSS), Bianca Lenarduzzi (OPUS), TBA (student at large).		

*At least three members must be members of Senate: 4 of 3 satisfied (Mahmood Mohebshahedin, Darryl Danelon, Kyle Asquith, Nick Hector)

Academic Policy Committee		
Membership	Term	Notations
Associate Vice President Academic (or designate) Erika Kustra	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Jessica Raffoul (designate)	Ex-officio	
Odette School of Business		
Eahab Elsaid* (S. 2025)	2025-2027	
Faculty of Education		
Alleson Mason	2026-2028	
Faculty of Graduate Studies		
Chitra Rangan* (S.2025)	2026-2028	
Faculty of Engineering		
Jacqueline Stagner	2026-2028	
Faculty of Human Kinetics		
Nadia Azar	2025-2027	
Faculty of Law		
Muharem Kianieff* (S.2025)	2025-2027	
Faculty of Nursing		
Gina Pittman	2026-2028	
Faculty of Science		
Isabelle Barrette-Ng* (S.2026)	2026-2028	Chair
Faculty of Arts, Humanities and Social Sciences (One from Social Science & one from Arts/Humanities)		
Geoff Callaghan	2025-2027	
Kristina Nikolova * (S.2025)	2026-2028	
Librarian Representative		
Adam Mulcaster	2025-2027	
Student Representation (1 year terms) Four students (including one graduate, one part-time undergraduate, two full-time undergraduates): Maya Mikhael (UWSA), Isabella Francis (UWSA), Dora Strelkova (GSS), Hisham Barakat (OPUS).		

*At least three members must be members of Senate: 4 of 3 satisfied (Eahab Elsaid, Chitra Rangan, Muharem Kianieff, Isabelle Barrette-Ng)

Senate Student Caucus		
Membership	Term	Notations
Associate Vice-President, Student Experience Shetina Jones-Smith	Ex-officio	
Director, Campus Services John Marcarian	Ex-officio	
Odette School of Business		
Dave Bussiere	2026-2028	
Faculty of Education		
Michael MacDonald* (S. 2025) Chair	2025-2027	Chair
Faculty of Engineering		
Afsaneh Edrisy* (S. 2026)	2026-2028	
Faculty of Law		
TBD	2026-2028	
Faculty of Human Kinetics		
Craig Greenham	2025-2027	
Faculty of Nursing		
Sherry Morrell	2025-2027	
Faculty of Science		
Tranum Kaur	2026-2028	
Faculty of Arts, Humanities and Social Sciences		
Catherine Heard *(S.2025)	2025-2027	
Librarian Representative		
Dave Johnston	2026-2028	
Student Representation (1 Year Terms) Eleven Students (2 graduate students, 2 part-time undergraduate, 4 full-time undergraduate, 1 international, 1 residence student, 1 student at large) (1 student from this group would be elected co-chair) Sophia Bohn (UWSA), Luca Bieniasz (UWSA), Helen Yousif (UWSA), Matthew Najem (UWSA), TBA (GSS), TBA (GSS), Victoria Soluade (OPUS), Bianca Lenarduzzi (OPUS), TBA (International), TBA (Residence), TBA (Student At-Large).		

*At least three members must be members of Senate: 3 of 3 satisfied (Michael MacDonald, Afsaneh Edrisy, Catherine Heard)

Senate Governance Committee		
Membership	Term	Notations
President (Chair) JJ McMurtry	Ex-officio	
Provost and Vice President, Academic (or designate) – Barbara Crow	Ex-officio	
Vice-President, People, Equity, and Inclusion Clinton Beckford	Ex-officio	
Odette School of Business		
Josianne Marsan* (S.2025)	2025-2027	
Faculty of Education		
Bonnie Stewart	2026-2028	
Faculty of Engineering		
Beth-Anne Schuelke-Leech	2026-2028	
Faculty of Law		
Reem Bahdi* (S. 2025)	2026-2028	
Faculty of Human Kinetics		
Adriana Duquette* (S. 2026)	2025-2027	
Faculty of Nursing		
Kelly Kennedy	2026-2028	
Faculty of Science		
Phil Dutton	2026-2028	
Faculty of Graduate Studies		
Dean of Graduate Studies*(S. 2026)	2026-2028	
Faculty of Arts, Humanities and Social Sciences		
Dennis Jackson	2026-2028	
Joanna Luft	2026-2028	
Representative – at- Large		
Nick Baker* (S. 2026)	2026-2028	
Librarian Representative		
Selinda Berg* (S. 2025)	2025-2027	
<p>Student Representation (all vacant 1year terms) Five student Senate members (including at least one graduate, one part-time undergraduate, two full-time undergraduates). Maya Mikhael (UWSA), Victorieuse Sambao (UWSA), Younes Jahandideh (GSS), Dora Strelkova (GSS), Stephen Weir (OPUS).</p>		

*At least half (6) must be members of Senate: 6 of 6 Satisfied (Josianne Marsan, Reem Bahdi, Adriana Duquette, Dean of Grad Studies, Nick Baker, Selinda Berg)

University of Windsor
Senate

*5.3.7: **Senate Membership (2026-2027)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

SENATE MEMBERSHIP 2026-2027

Ex officio members

1. J.J. [John-Justin] McMurtry – President (Chair)
2. Barbara Crow – Provost and Vice-President, Academic
3. Shetina Jones – Associate Vice-Provost, Student Experience
4. Lorraine Chandler – Acting Registrar
5. Shanthi Johnson – Vice-President Research and Innovation
6. Clinton Beckford – Vice-President People, Equity and Inclusion
7. Cheryl Collier – Dean, Faculty of Arts, Humanities, & Social Sciences
8. Claudio Verani – Dean, Faculty of Science
9. Josianne Marsan - Dean, Odette School of Business
10. Ken Montgomery – Dean, Faculty of Education
11. Bill Van Heyst – Dean, Faculty of Engineering
12. Linda Rohr – Dean, Faculty of Human Kinetics
13. Reem Bahdi – Dean, Faculty of Law
14. Debbie Sheppard – LeMoine – Dean, Faculty of Nursing
15. TBA – Dean, Faculty of Graduate Studies
16. Selinda Berg – University Librarian
17. John Cappucci – President of Assumption University
18. Jennifer Boyes-Garbin – Principal of Canterbury College
19. Norm King – Principal of Iona College
20. Victorieuse Sambao – President, University of Windsor Students Alliance (UWSA)
21. Christopher Baillargeon – President, Organization of Part-Time University Students (OPUS)
22. Dora Strelkova – President, Graduate Students Society (GSS)
23. Erika Kustra – Associate Vice-President, Academic
24. Fazle Baki – Academic Colleague to COU

Faculty of Arts, Humanities and Social Sciences

25. Ashley Glassburn [to Sept 2028]
26. Aman Ahluwalia-Cameron [to Sept 2028]
27. Kyle Asquith [to Sept 2027]
28. Carlo Charles [to Sept 2027]
29. Nazim Habibov [to Sept 2027]
30. Catherine Heard [to Sept 2027]
31. Nick Hector [to Sept 2027]
32. Mark Albert Johnston [to Sept 2027]
33. Max Nelson [to Sept 2027]
34. Robert Nelson [to Sept 2027]
35. Kristina Nikolova [to Sept 2027]

Odette School of Business

36. Michael Shih [to Sept 2028]
37. Mahmood Mohebshahedin [to Sept 2028]
38. Eahab Elsaid [to Sept 2027]
39. Xiaolei Guo [to Sept 2027]

Faculty of Education

40. Juliet Bushi [to Sept 2028]
41. Michael MacDonald [to Sept 2027]

Faculty of Engineering

42. Afsaneh Edrisy [to Sept 2028]
43. Mohammed Khalid [to Sept 2027]
44. Darryl Danelon [to Sept 2027]
45. Ahmed Sakr [to Sept 2027]
46. Darwish Alami [to Sept 2027]

Faculty of Human Kinetics

47. Adriana Duquette [to Sept 2028]
48. Francesco Biondi [to Sept 2027]

Faculty of Law

49. Irina Ceric [to Sept 2027]
50. Muharem Kianieff [to Sept 2027]

Faculty of Nursing

51. Natalie Bownes [to Sept 2028]
52. Noeman Mirza [to Sept 2028]

Faculty of Science

53. Brian DeVeale [to Sept 2028]
54. Drew Marquardt [to Sept 2028]
55. Ziad Kobti [to Sept 2028]
56. Chitra Rangan [to Sept 2028]
57. Isabelle Barrette-Ng [to Sept 2028]
58. Yahong Zhang [to Sept 2027]
59. Ali Polat [to Sept 2027]
60. Kevin Granville [to Sept 2027]

Library Representatives

61. Pascal Calarco [to Sept 2028]
62. Berenica Vejvoda [to Sept 2027]

Elected representatives-at-large (1 year terms)

63. Jessica Raffoul [to Sept 2027]
64. Nick Baker [to Sept 2027]
65. Pierre Boulos [to Sept 2027]
66. Claire Mumme [to Sept 2027]
67. Wesley Tourangeau [to Sept 2027]
68. Olena Syrotkina [to Sept 2027]
69. Andreas Maniatis [to Sept 2027]

Academic Professional (1 year term)

70. Kari Scott [to Sept 2027]

Elected representative of the Faculty Association

71. TBA [to Sept 2027]

Elected representative of the Indigenous Education Council

72. Jaimie Kechejo [to Sept 2027]

Board of Governors Representatives

73. Lisa Milne [until Sept 2028]
74. Jennifer Rooke [until Sept 2028]

Appointed by the Alumni Association

75. Carole Obeid [to Sept 2027]

Student Representatives (1 year term)

1. Matthew Najem (UWSA) [to April 2027]
2. Helen Yousif (UWSA) [to April 2027]
3. Maya Mikhael (UWSA) [to April 2027]
4. Isabella Francis (UWSA) [to April 2027]
5. Luca Bieniasz (UWSA) [to April 2027]
6. Sophia Bohn (UWSA) [to April 2027]
7. TBA (GSS) [to April 2027]
8. TBA (GSS) [to April 2027]
9. Hisham Barakat (OPUS) [to April 2027]
10. Victoria Soluade (OPUS) [to April 2027]
11. Stephen Weir (OPUS) [to April 2027]

**University of Windsor
Senate**

5.3.8: **Proposed Revisions to Bylaws 2, 54, and 55**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION 1: That the proposed revisions to Bylaw 2 be approved.

Proposed Revisions:

[revisions are in bold and strike-through]

A. Senate Meetings

Regular meetings of the Senate shall be held on the second Friday of each month at 2:30pm from October to May, both inclusive, ~~except in the months when Convocations are held when meetings shall be held on the Friday in the week preceding Convocation~~; provided that when the day set for a regular meeting of the Senate is a statutory or other public holiday, the meeting shall be held on the preceding Friday. A Senate Orientation session shall precede the first meeting of the academic year.

F. Rules of Order: Motions, Debate and Voting

[...]

Where an agenda or proposal is straightforward and non-controversial, business may be conducted by e-vote provided that there is no objection by any member as to the procedure or the proposed recommendations. A minimum of five calendar days' notice shall be given to the Senate of the intent to conduct business by e-vote, including the issuance of the e-vote. Any objection to the procedure or proposed recommendations must be provided by members to the University Secretary 48 hours after the issuance of notice and e-vote. Where an objection has been lodged by a member, the relevant matters shall be removed from the e-vote and placed on the next in-person meeting agenda. A simple majority of votes cast is required to endorse the resolution(s).

Rationale:

- With Senate delegating authority for the list of graduands at the last Senate meeting, the clause about scheduling the meetings just prior to Convocation is no longer needed.
- The provision for conducting business by e-vote would allow for proposals that cannot wait for the regularly scheduled Senate meeting, such as last-minute course proposals or course changes over the summer months to be effective for Fall. Should there be a Senate meeting where there are limited, or no, business items and those approval items are straightforward or non-controversial (eg, regularly starred items), this would enable conducting the meeting by e-vote.
- This is similar to the provision for e-votes for committee meetings and ensures that there is no abuse of the provision by allowing the e-vote to be stopped where one member objects. It allows for efficiency while ensuring there are no concerns about perceived lack of transparency or attempting to curtail Senate. No reasons are required for any objections.
- This has been in place for Senate Committees since 2011.

MOTION 2: That the proposed revisions to Bylaws 54 and 55 be approved.

Proposed Revisions:

[revisions are in bold and strike-through]

Bylaw 54:

“Final examination(s)” shall mean any final testing procedure (written test, oral interview, essay, take home test, etc.) that takes place or falls due during the examination period.

1 The following regulations apply to first-entry undergraduate programs

1.1 All courses shall have some type of non-optional, meaningful assessment (such as a term project or final exam) due during the examination period not to exceed 40% of the course grade. Exceptions may be made for pedagogical reasons with the approval of the Dean of the Faculty offering the course.

~~1.1 All courses shall have some type of non-optional, meaningful, final examination during the examination period.~~

1.21 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.

[...]

1.3 All in-term evaluations or assignments must take place or fall due prior to the last seven calendar days of classes. The last seven calendar days prior to, and including, the last day of classes in each period of instruction of twelve (or greater) weeks in duration must be free from any procedures for which a mark will be assigned, including the submission of assignments such as essays, term papers, and take home examinations. Courses that are presented by a **include** specialized teaching **or evaluation** methods, ~~where the testing procedures are an integral part of the instructional process,~~ shall be exempt from this regulation subject to approval of the Dean of the Faculty in which the course is given.

2.2 Instructors may not alter the date of final examinations if scheduled and announced by the Registrar. All other final examinations may be scheduled only during the University’s official examination period.

[...]

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 an ~~supplemental~~ **alternative** examination day. **Should one of the instructors not volunteer to reschedule the exam,** the determination of which examination shall be rescheduled and the date of the ~~supplemental~~ **alternative** examination (normally the last possible day of the examination period) shall be made by the **Dean of the Faculty in which the student is registered in consultation with any other affected Faculties.** ~~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~~ **alternative** examination day will be

managed by the **Department, in consultation with the Office** of the **Dean Registrar**. Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

2.17.2 Formal Appeal

When a student believes ~~his/her~~ **their** final grade does not accurately represent ~~his/her~~ **their** academic accomplishments because of incorrect evaluation of work or because of procedural irregularity, the following procedure shall be made available.

~~Students appealing on the grounds of serious health circumstances or bereavement should follow the procedures indicated in paragraphs 2.18.1-2.18.3. Matters claiming procedural errors in the application of this Bylaw are covered in Bylaw 32.~~

[...]

2.17.3 Stays

2.17.3.1 ~~During the course of any appeal procedure described throughout~~ **under** paragraph 2.17.2 **or petition to the Procedural Irregularities Committee under Bylaw 32**, ~~a stay on~~ all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be **stayed in effect** until a final decision ~~is has been~~ reached, **with the exception that students shall not continue in or enter placements involving vulnerable populations (e.g., patients, minors, etc.). If the appeal or petition is decided in the student's favour, the Department or Faculty shall provide an equivalent alternative placement to avoid delaying the student's progression in the program.**

~~2.17.3.2 The stay shall also be in effect if the matter is being considered by the Procedural Irregularities Committee, under Bylaw 32. In the event that a decision adverse to the student is reached by the Procedural Irregularities Committee, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.~~

[...]

2.19 Alternate evaluations must be equivalent in terms of scope and level of difficulty as the original evaluation.

[...]

2.23 Alternative Examinations due to Religious Observances

Bylaw 55:

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 an ~~supplemental~~ **alternative** examination day. **Should one of the instructors not volunteer to reschedule the exam**, the determination of which examination shall be rescheduled and the date of the ~~supplemental~~ **alternative** examination (normally the last possible day of the examination period) shall be made by the ~~Associate Dean of the 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~~ **alternative** examination day will be managed by the **Department, in consultation with the Office** of the **Dean of Graduate Studies Registrar**. Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

1.12 Graduate Appeals

To provide for the variety of appeals characteristic of the Graduate program, a distinction has been made between grade appeals and those involving decisions regarding other aspects of graduate education.

When a student believes their final grade does not accurately represent their academic accomplishments because of incorrect evaluation of work or because of procedural irregularity, the procedures specified in 1.12.2 shall be applied. Students also may submit a petition alleging procedural irregularity under Bylaw 32, following attempts made under paragraph 1.12.1 of this bylaw to resolve the matter.

In order to ensure an expeditious treatment of appeals, students are encouraged to file complaints as soon after decisions have been made as possible, but no later than three weeks after the grade or decision is released by the Office of the Registrar.

[...]

1.12.2 Formal Grade Appeals

1.12.2.1 Any formal grade appeal must be accompanied by \$20.00 fee which will be refunded to the student if the grade is raised.

Incorrect Evaluation

1.12.2.2 Where the student is contemplating a formal appeal, the student shall have the right to review the work for which a grade has been assigned, upon reasonable notice to the instructor.

1.12.2.3 Where an individual Instructor's grade is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies. Appeals must be received no later than three weeks after the final mark has been released by the Office of the Registrar. The Dean of Graduate Studies will then contact the AAU Head of the academic unit offering the course and request an academic investigation into the appeal. The AAU Head concerned will consult the Instructor involved and at least one other faculty member of the AAU in evaluating the appeal; if the AAU Head is the Instructor, the Dean of Graduate Studies will assign a designate. After the AAU Head submits a report to the Dean of Graduate Studies, the appeal will be submitted to the Graduate Executive Committee for a decision.

Procedural Irregularity

1.12.2.4 Where a student is appealing based on procedural irregularity, the student shall submit a letter of rationale explaining the effect of the procedural irregularity on the grade and include relevant supporting documentation (e.g., course outline).

The appeal will be referred to the Dean of the Faculty offering the course who in consultation with the AAU Head will investigate the appeal. If procedural irregularity has occurred and has adversely affected the student's grade, the Dean of the Faculty offering the course will adjust the grade or make alternative appropriate arrangements.

Appeal of Committee Decision (Incorrect Evaluation or Procedural Irregularity)

1.12.2.5 Where a committee's grade (e.g., a major paper, thesis or dissertation committee) is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. The Graduate Executive Committee shall

invite a submission from the committee involved in the case. If the Graduate Executive Committee finds serious grounds, such as procedural irregularities, for believing the grade has not been fairly assessed, it may then order a reassessment. The re-assessment may be by the original committee or by a restructured committee as determined by the Graduate Executive Committee.

1.12.2.6 Stays

~~During the course of any appeal procedure described throughout~~ **under paragraph 1.12.2 or petition to the Procedural Irregularities Committee under Bylaw 32, a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be stayed in effect until a final decision is reached, with the exception that students shall not continue in or enter placements involving vulnerable populations (e.g., patients, minors, etc.). If the appeal or petition is decided in the student's favour, the Department or Faculty shall provide an equivalent alternative placement to avoid delaying the student's progression in the program.**

~~The stay shall also be in effect if the matter is being considered by the Procedural Irregularities Committee, under Bylaw 32.~~ In the event that a decision adverse to the student is reached by the Procedural Irregularities Committee, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.

1.12.2.7 In cases where the assigned grade prevents the student from achieving the requirements for promotion, the requirements as defined by the Faculty will be applied.

[...]

1.12.4 Petitions to the Procedural Irregularities Committee

Where a student alleges procedural irregularities with respect to academic instruction, academic evaluation, or academic grade appeals, a petition may be filed by the student in accordance with Senate Bylaw 32, **following attempts made under paragraph 1.12.1 of this bylaw to resolve the matter.** In such cases, ~~a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study~~ **normally** shall be in effect **on all lower decisions** until a final decision has been reached ~~by the Procedural Irregularities Committee.~~ **as outlined under 1.12.2.6.**

1.13 Alternate evaluations must be equivalent in terms of scope and level of difficulty as the original evaluation.

1.14 Alternative Examinations due to Religious Observance

Rationale:

- There can be compelling pedagogical reasons for not having a final exam. This should be left to the instructor to determine how best to assess students, subject to approval of the Dean where no exam in the final exam period is contemplated. In practice, there are routinely several courses that do not have final examinations.
- Some instructors are using a loophole where they do not have anything due in the last seven calendar days of classes consistent with 1.3, but then they make the last in-class assignment due during the final exam period in addition to the final exam. Students then not only have to study for their final examinations, but must also focus on completing other assignments. This contravenes the principle in the bylaw which specifically sets out an additional period for the purposes of the final examination as well as the Senate policy defining the length of semester courses as 12 weeks.

- Removing the wording that the three or more final examinations have to be in consecutive time slots for students to be able to request an alternative evaluation date. The Registrar ran a report on the number of students who had three or more exams in 24 hours over the past few terms against the number of students who had 3 or more exams in 24 hours (non-consecutive). The difference was negligible. By removing the consecutive timeslots, the 3 exams in one calendar day provision is redundant.
- The paragraph under 2.17.2 is not needed, as this is covered elsewhere in the bylaw and confuses grade appeals with compassionate grounds matters.
- A stay on a lower decision ensures that a student's progression through their program is not negatively impacted where the original decision is overturned. Without a stay on lower decisions, students who later have their appeal upheld would nonetheless have been denied registration in required courses while the matter was under review, resulting in extra time and costs to complete their programs. This, however, needs to be balanced with health and safety considerations in situations where student placements involve vulnerable populations, and the matter under consideration relates to whether the student has adequately demonstrated achievement of the learning outcomes and professional standards to the level required to safely be placed in placements.
- Additional language regarding alternate evaluations clarifies that such evaluations must be equivalent in scope and in level of difficulty. A request to write an alternative evaluation that has been granted signifies that the reasons for the student's request were justified. It is a procedural irregularity to then penalize the student with a harder evaluation or different scope than those who did not experience legitimate issues or challenges. If the student's rationale for the request does not seem sufficient, the request simply should not be granted.
- The revisions also clearly define incorrect evaluation and procedural irregularities as the two types of grade appeals for graduate courses, similar to wording of undergraduate courses.
- It is understood that Deans of Faculties may delegate to Associate Deans and so the bylaws should refer to the former.

**University of Windsor
Senate**

5.5: **Report from the Student Presidents**

Item for: **Information**

Forwarded by: **UWSA/GSS/OPUS**

UWSA

The University of Windsor Students' Alliance has officially transitioned into the new term. The executives for this year are: Victorieuse Sambao (President), Shafeen Aziz (Vice President Finance & Operations), RJ D'Aguilar (Vice President Student Advocacy), and Yara Abouzeeni (Vice President Student Life). The transition process has gone smoothly overall, with executive training concluding during the second week of May. This training period allowed the incoming executives to better understand their portfolios, ongoing responsibilities, and the work being carried forward from the previous term.

The UWSA is also in a strong position with an almost full Board of Directors. Currently, we have 24 directors, with a few remaining seats expected to be filled during the byelections in November. This will help ensure strong student representation across faculties and support the continued governance work of the organization.

The hiring process for our seven service coordinator positions is currently underway. Applications are closed, and the shortlisting process is continuing, with interviews happening from June 8th to June 12th. As known, the service centres the UWSA offers are the following: AfroFest, Womxn's Centre, WalkSafe, Pride Centre, SREO, Peer Support Centre, and Food Pantry.

Each executive portfolio has also been meeting with various campus partners, departments, and offices to continue building and enhancing the relationship between the UWSA and the broader university community.

The UWSA is also continuing work that has been carried over from the previous term, including lease renewals, proposals, ongoing projects, and other organizational priorities. As we move forward, our focus is on maintaining momentum while also identifying new opportunities to support students and improve the student experience.

Overall, we are very excited for the year ahead and look forward to working alongside Senate, university partners, student leaders, and the broader campus community. The UWSA remains committed to advocacy, representation, service, and ensuring that student voices continue to be heard in meaningful ways.

GSS

New Executive Term: The 2026–2027 GSS Executive began May 1st, with Dora Strelkova (former VP Academics) elected President. Returning members Amangel Bhullar (VP University) and RJ Sivanesan (VP Finance) are joined by new executive Younes Jahandideh (VP University), ensuring continuity on key initiatives.

Projects Update: The renovated Cricket Pitch, featuring drainage, irrigation, netting, and a new bowling area, is expected to be ready this summer, supporting the Windsor Lancer Cricket Club. The Leddy Library First Floor West Wing, after ~2.5 years of work, is also set to open this summer.

Campus Community Garden (CCG): The CCG summer opening event runs May 23–24, featuring a plant sale and garden cleanup. High school and university volunteers continue to participate.

Summer UPass (Now Digital): The Summer UPass has transitioned to a digital app-based system in partnership with Transit Windsor. Over 600 passes sold; the pass-to-membership ratio is consistent with prior years despite lower enrollment. Physical cards remain available on request.

Bike Kitchen Spring Sale: 17 refurbished bikes were sold to students. Each purchase includes a GSS discount and a free high-grade lock.

CPR & First-Aid Training: The GSS, in partnership with Athletics and Recreation Services, ran a successful CPR/First-Aid certification session, covering 75% of the cost for students. Similar professional development programs are under review.

For more information, please reach out via president@uwindsorgss.ca or strelko@uwindsor.ca.

OPUS

March 30th, 2026:

OPUS participated in the 4 Pillars Framework Discussion regarding part-time and mature students, to listen what is being proposed and offer feedback. Some OPUS members attended this session and offered constructive feedback on the behalf of part-time student members.

April 2nd, 2026:

OPUS AGM (Part 2) was held virtually and was successfully attended to conduct business for the following fiscal year. All students who attended received a \$20 voucher for Whamburg as a thank you for their attendance and participation.

April 8th, 2026:

LSRC Board of Directors meeting was held to ratify resolutions for the change of board of directors, updates to the fiscal status of LSRC, and audited statements conducted on its performance currently in terms of long-term status and plan for Toldo Lancer Centre.

Resource Allocation Committee (RAC) meeting was held for discussion on Ancillary Budget, Proposed Tuition and Compulsory Ancillary Fees for Board of Governors, as well as the Annual Capital Budget for 2026-27.

Annual Alumni Awards of Excellence, attended this event with other OPUS team members to celebrate along with recipients receiving awards that evening on their contributions to society, their community, and their success as Alumni of U Windsor.

April 9th, 2026:

Provost Candidate 1 held a public session and meeting with student presidents, this meeting was held in the morning, however, I was unable to attend due to workplace commitments. This was an opportunity to meet with the individual in-person, offer feedback and hear their vision as the next prospective candidate as Provost for the University. CAW SC Modernization bi-weekly meeting, CAW SC Modernization bi-weekly meeting conducted to give progressive updates as to Phase 2 completion going forward and is ongoing. Stay tuned.

April 10th, 2026:

Provost Candidate 2 held a public session and meeting with the student presidents. This was an opportunity to meet with the individual in-person, offer feedback and hear their vision as the next prospective candidate as Provost for

the University. This individual is student focused and would make an excellent candidate for the position of Provost for the U Windsor community.

April 16th, 2026:

A retirement party for Marian Doll was held for her years of service and dedication. She has helped OPUS part-time members in many instances over the years. Maryan and Steve attended this event, as well as send our best wishes on the next chapter of her life and a happy retirement.

April 20th, 2026:

TPA Application Session with NSHN and Prosum meeting was held with Greenshield. This application is going to speed up the opt-in and opt-out process of our benefits plan and go to for information regarding benefits information for students. Additionally, this will be phased in for Fall 2026 and updated with feedback and address changes over a 12-month timeline till Fall 2027. Claims and receipts will still be handled directly with Greenshield for submission. The new administration application process is supposed to speed up the time of processing and inquiries. Stay tuned for more information and further updates.

April 24th, 2026:

Some OPUS team members attended the Pre-Law Student Society Gala in support of the event for prospective students moving forward in their future aspirations of Law and additional career goals.

April 25th, 2026:

OPUS team members participated in the Spring Open House session for future prospective students with information on part-time student services, campus community initiatives and to address any additional questions for future part-time student members.

May 1st, 2026:

OPUS members attended the Multicultural Center (MCC) Gala event in support of community members receiving awards within our local community in recognition of their contributions to society over the years through their hard work and ongoing endeavors.

May 2nd, 2026:

OPUS members attended the Indigenous Powwow event held in the Toldo Lancer Center in support of this campus community initiative held by the Indigenous community in recognition and awareness of their food, dance, drums, and many cultural traditions.

May 5th, 2026:

CAW SC Modernization bi-weekly meeting was conducted to give progressive updates as to Phase 2 completion going forward and is ongoing. Stay tuned.

Future Events:

On July 3rd, 10th, 17th, and 24th, 2026, OPUS staff and volunteers will be participating in the Student Services Fair/Head Start 2026.

**University of Windsor
Senate**

5.6: Report of the Academic Colleague

Item for: **Information**

Forwarded by: **Mohammed Fazle Baki**

The Council of Ontario Universities Academic Colleagues met on April 14–15 and May 13, and Executive Heads and Academic Colleagues met on April 16.

Teacher Education (2026)

On April 10, the Ontario government announced proposed reforms to teacher education aimed at strengthening the supply of qualified teachers and reducing barriers to entry. Key measures include transitioning to a condensed 12-month Bachelor of Education program delivered over three consecutive semesters, expanding capacity by 4,000 seats with a \$150 million investment, increasing per-student funding, enhancing practicum experiences, and providing additional support for associate teachers. The government emphasized affordability, workforce development, and faster entry into the teaching profession as central objectives. In response, the Council of Ontario Universities welcomed the investment and the focus on strengthening the teacher pipeline, while noting that the proposed shift represents a significant structural change requiring careful implementation. COU emphasized the importance of maintaining high-quality, practice-based teacher preparation, supporting students through the transition, and ensuring continued collaboration between government and universities to balance increased capacity with program quality and long-term system sustainability.

Provincial Government's News Release: <https://news.ontario.ca/en/release/1007279/province-lowering-costs-and-streamlining-training-to-support-more-teachers-in-ontario-classrooms>

COU Statement: <https://ontariosuniversities.ca/news/cou-statement-response-to-teacher-education-program-changes/>

Appointments to COU Board of Directors and Committees for 2026-27

Dr. J.J. McMurtry, President of the University of Windsor, has been appointed Chair of the Budget and Audit Committee, and will serve as an ex officio member of the Board of Directors and the Human Resources Committee of the Council of Ontario Universities.

Dr. Fazle Baki, Academic Colleague for the University of Windsor, has been appointed as a member of the Government and Community Relations Committee.

Conversation with Mark Daley on Academic Delivery in the Artificial Intelligence Context

Dr. Mark Daley, Chief AI Officer at Western University, joined the April 14 meeting to discuss how universities are adapting teaching, assessment, research, and student learning in an AI-enabled environment. Academic Colleagues discussed the implications of AI for the future role of universities, emphasizing that institutions will increasingly focus on developing human capabilities such as judgment, ethical reasoning, creativity, leadership, and critical thinking, rather than simply delivering content. Discussions highlighted the need for more experiential and interdisciplinary learning, responsible AI integration in teaching and research, stronger attention to academic integrity and ethics, and preservation of the human, cultural, and relational dimensions of higher education. Colleagues also emphasized the importance of AI literacy, work-integrated learning, institutional adaptability, and community engagement as universities respond to changing student expectations, labour market demands, and financial pressures in an AI-driven environment.

Response of Academic Colleagues to Mark Daley’s Questions

Colleagues broke into five groups to examine key questions around the future role of universities in an AI-integrated context.

Group 1 — Purpose & Survival: Universities will shift from knowledge providers to institutions that develop human capabilities—judgment, creativity, leadership, and ethical reasoning—while continuing to play a critical role in credentialing and validating achievement.

Group 2 — Students, Pedagogy & Academic Freedom: Teaching will move toward experiential, interactive, and interdisciplinary learning, with AI treated as a tool rather than a substitute. Academic freedom remains essential, with universities ensuring diverse perspectives and open inquiry in AI-related discussions.

Group 3 — Future Model (Under Pressure): With fewer students and less funding, universities will move from efficiency to humanity, focusing on individual student development, integrating AI thoughtfully, and strengthening community-engaged and transdisciplinary partnerships.

Group 4 — Research in Universities: AI will significantly enhance research productivity and accessibility, shifting the role of researchers toward interpretation, validation, and accountability, while requiring stronger attention to ethics, data governance, and AI literacy.

Group 5 — Human Core, Ethics & Society: Universities must preserve what is irreducibly human—critical thinking, metacognition, cultural and Indigenous knowledge, and ethical reasoning—while carefully managing risks related to bias, over-reliance on AI, and loss of diverse perspectives.

Overall, the discussions emphasized that universities must redefine their value proposition—less as providers of knowledge, and more as institutions that develop human judgement, ensure trust, and engage meaningfully with society in an AI-driven world.

Report of Steve Orsini, President, COU

At the April 15 meeting, Steve Orsini, President and CEO of the Council of Ontario Universities, provided an update on recent provincial developments affecting the university sector.

1. The provincial funding announcement remains preliminary, with key details—particularly the allocation formula—yet to be finalized. Universities will have the opportunity to provide input through institutional submissions, including funding letters.
2. The government has announced a significant expansion of student spaces (approximately 70,000) and a move toward standardized funding weights, including adjustments to Weighted Grant Units (WGU). Early indications suggest that approximately 30,000 spaces will be allocated within existing enrolment corridors, with a further 40,000 spaces allocated through application-based processes. Growth is expected to be concentrated in STEM-related fields, including manufacturing, healthcare, life sciences, and engineering. Implementation will occur in phases, with additional graduate expansion anticipated in subsequent rounds.
3. Following a recent meeting with the Premier, it was emphasized that universities play a critical role in talent development, with strong employment outcomes for graduates, particularly in high-demand sectors such as technology, automotive, manufacturing, STEM, healthcare, and life sciences. Mr. Orsini also highlighted how university activities translate into jobs and economic growth, including support for small business start-ups and spin-offs through incubators, accelerators, and private-sector partnerships. Across the sector, universities contribute significantly to innovation, with hundreds of patents, thousands of active research projects—many in partnership with industry—and substantial economic impact. He noted that the “premier rarely hears these positive contributions.”
4. Mr. Orsini also reported on changes to the Bachelor of Education program. He indicated that the government’s move to a three-consecutive-term (12-month) model reflects a compromise in response to stakeholder pressures, including input from teacher unions, while COU had expressed concerns about aspects of the reform.
5. Universities are actively engaging with government and stakeholders to help shape implementation, with a broader focus on economic growth, talent development, and long-term system sustainability during a period of significant transition.

Finally, Mr. Orsini acknowledged the collective efforts across the sector in securing the recent \$6.4 billion funding announcement, noting that “it takes a village to get a funding announcement.”

Final Report of the Artificial Intelligence Task Force

A new Council of Ontario Universities Artificial Intelligence Task Force, chaired by Vivek Goel and vice-chaired by Mark Daley, has completed its report titled *Charting a Path Forward for Ontario Universities in the Age of AI*. The report will be officially launched on May 29, 2026 at an Empire Club of Canada event during Toronto Tech Week. Interested individuals may register through the Empire Club event website.

Key recommendations of the Task Force include:

- Embed AI literacy, ethical reasoning, and critical evaluation skills across all programs and disciplines.
- Redesign teaching and assessment to emphasize authentic learning, human judgement, and academic integrity in an AI-enabled environment.
- Strengthen guidance on responsible AI use in research, including disclosure, data governance, and human oversight.
- Expand flexible learning pathways, work-integrated learning, and workforce readiness aligned with AI-related labour market needs.
- Modernize digital infrastructure to support secure, privacy-conscious, and sustainable AI use.
- Develop shared platforms and collaborative sector-wide approaches to reduce duplication and improve efficiency.
- Strengthen institutional leadership and governance structures for coordinated AI adaptation.
- Integrate AI considerations into quality assurance, curriculum review, and academic integrity processes.
- Reinforce universities' role as trusted stewards of knowledge, public trust, and evidence-based engagement.
- Expand global partnerships and collaborations to strengthen Ontario's position in the international AI ecosystem.

**University of Windsor
Senate**

5.7: **Report of the President**

Item for: **Information**

Forwarded by: **J.J. McMurtry**

1. Four Pillars Framework

Following a series of group-level meetings and drop-in sessions held in support of the Four Pillars Framework, feedback from more than 300 staff, faculty, students, and senior leaders is currently being compiled and reviewed. Input gathered through these discussions, along with feedback submitted through the website and feedback portal, will help shape recommendations and priorities. Details will be shared with the campus community in the Fall 2026, continuing this engagement.

2. 2026/27 Operating Budget

The University released its 2026/27 operating budget. While the challenges facing universities across Canada remain considerable, this is also an opportunity to rethink how we plan for the future. The budget reflects a more strategic approach to long-term sustainability and growth and marks an important period of transformation as we continue to better align our academic priorities, enrolment planning, financial strategy, and resource allocation through Integrated Resource Planning. This work will help ensure our resources remain focused on mission-driven priorities and guided by the University's Four Pillars Framework and long-term institutional goals.

As this work continues, we will be engaging the campus community through a series of updates and meetings taking place throughout the late spring and summer months.

3. Executive Search Updates

I am excited to share that Dr. Barbara Crow has agreed to join the University of Windsor as the next Provost and Vice President, Academic. We are excited to welcome her to the University of Windsor community, and look forward to the experience, expertise, and leadership she will bring to the role. The Search Committee for the University Registrar position is currently reviewing applications, with interviews expected to take place in June. Progress is also underway in the search for the next Vice-President, Finance and Operations.

4. Meetings & Events

In April, I attended the Universities Canada Spring Membership Conference in Vancouver, and meetings with the Council of Ontario Universities about recent proposed changes to teacher education programs in Ontario. Recently, I had the opportunity to participate in a range of UWindsor, community, and sector events including the Alumni and Student Pow Wow, Red Dress Day Ceremony, and the Scarborough Charter Forum in Ottawa as part of the President's Panel.

5. Convocation

Preparations for Spring Convocation are well underway, and I am looking forward to celebrating the accomplishments of our graduating students across all faculties and programs. I am also pleased to share that Joe Bowen and Chief Justice Michael Tulloch will be this year's Honorary Degree recipients. We look forward to celebrating their contributions and welcoming them to campus as part of this special occasion.

**University of Windsor
Senate**

5.8: **Report of the Provost and Vice-President, Academic**

Item for: **Information**

Forwarded by: **Cheryl Collier**

1. Update on Decanal Searches/Reviews

Multiple Dean Search/Reviews are underway, with Education in the early stages of the process, Law just past the midpoint in the process, and Engineering and Human Kinetics nearing the end of the process. An interim appointment for Graduate Studies will be announced before the end of June following consultation with the Advising Committee and Faculty Council.

2. Forum on Student Persistence

More than 100 instructors and staff attended the Forum on Student Persistence on April 29. The event was developed by the Educational Leadership Community of Practice, and featured a keynote presentation by Dr. Bryan Dewsbury, student stories of their persistence, and preliminary results of a campus-wide survey on students' perceptions of their teaching and learning experiences and their sense of belonging at the University. Our office extends our sincere thanks to Dr. Dave Andrews and Jessica Raffoul, along with the team of faculty leads and staff at the Centre for Teaching and Learning, for organizing the forum and launching this important initiative.

For more details: [Forum-on-student-persistence-a-call-to-centre-belonging-on-campus.aspx](https://www.uwindsor.ca/teaching-learning/center-for-teaching-and-learning/forum-on-student-persistence-a-call-to-centre-belonging-on-campus.aspx)

3. UWindsor – St. Clair College Alternate Admission Pathway

There is a strong mutual desire within the University of Windsor and St. Clair College to provide meaningful pathways for students to cross institutional boundaries. The UWindsor–St. Clair College Alternate Admissions Pathway is one such opportunity. Several Ontario secondary school students who apply to programs within the Faculty of Arts, Humanities and Social Sciences (FAHSS) are not eligible for admission based on their final Grade 12 averages. In discussion with St. Clair College, we have identified an opportunity for students who have applied to the University of Windsor with entering averages below the 70% cutoff to complete a one-year General Arts and Science Certificate at St. Clair College as a potential alternate entry pathway. For students who choose this pathway, successful completion of the one-year St. Clair program will result in automatic admission to the University of Windsor to continue their progress toward a UWindsor FAHSS degree, along with 10 University of Windsor transfer credits. This program is slated for Senate approval at the May 29th meeting, with the hopes of adoption for the Fall 2026 admission cycle.

4. Integrated Academic Planning and Resource Committee

The Provost's Office is working in consultation with the Faculty Deans on terms of reference for an Integrated Academic Planning and Resource Committee (IAPRC) to be struck to ensure proper consideration of academic resource requests in year and for future budgetary cycles. All Deans will sit on this committee which will be chaired by the Provost. One of the key goals of the committee will be to increase financial transparency across all academic units and to ensure academic leaders are involved in academic resource decisions and planning across the University.

SMA4 – YEAR 1 EVALUATION 2025-26

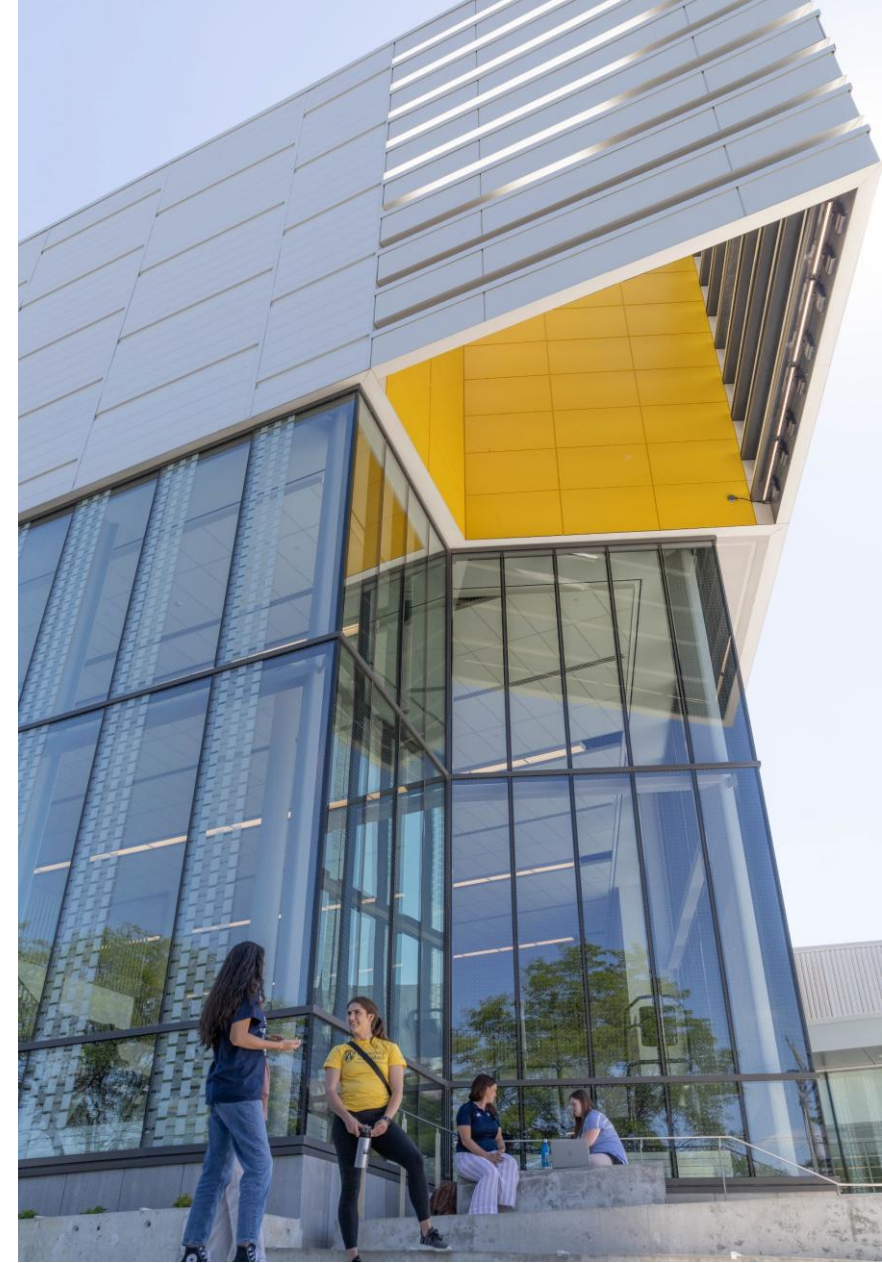
Office of the Provost and the Office of Institutional Analysis
Senate: May 29, 2026



OVERVIEW: SMA4 YEAR 1 SUBMISSION & RESULTS

The following presentation provides an overview of the University of Windsor's **SMA4 Year 1 data workbook submission and performance**

Windsor's Year 1 submission and performance reflects a strong institutional position. The materials presented today represent the collective work of the Office of the Provost, OIA and academic and administrative partners across the University.



SMA4 OVERVIEW: What RAC Needs to Know

A short overview of the Strategic Mandate Agreement framework, annual review cycle, and decision points for the University

WHAT IT IS

SMA4 is the current Ontario accountability and performance framework between universities and MCURES.

WHAT IT DOES

- **Performance Metrics:** Sets the University's performance metrics, targets, and the annual Stage 1 and Stage 2 review cycles.
- **Funding exposure:** In Years 1-2, 25% of core operating funding is at risk.
- **Stop-loss:** A 5% cap is retained, limiting Windsor's maximum annual loss in each of the first two years.

CURRENT FOCUS FOR RAC

Metric weightings, attestations/disclosures, the March 27th Workbook submission, and Year 1 Performance

How the annual cycle works

1

Stage 1 | Data validation

OIA reviews the MCURES pre-populated workbook, validates metric values, adds institutional where required and flags any definition or source-data issues.

2

Stage 2 | Targets, attestations, final review

MCURES issues the Stage 2 workbook. The University finalizes targets, confirms metric weightings, completes attestations, and prepares the final submission.

3

ELT | Institutional approval

ELT reviews the near-final package, provides direction where needed, and supports final sign-off before submission to MCURES.



What is New in SMA4 Year 1

The Year 1 cycle adds new accountabilities, a new STEM reporting section, and more explicit ELT decision points

1 Hard reporting deadlines are now funding-linked

Key annual submissions must now be made on time, including audited enrolment, the Graduate Record File, and financial accountability reporting.

2 Annual attestations are now part of the cycle

Year 1 requires institutional attestations for efficiency metrics, skills and competencies, research security, and commercialization – plus related disclosures.

3 New STEM accountability reporting section

The workbook now includes a STEM accountability tab and an annual narrative on how STEM funding supports enrolment, programming, and student opportunities.

4 Methodology updates affect validation work

The Year 1 process includes changes in source methodology for graduate earnings and new validation challenges tied to STEM definitions and supporting detail.

5 Metric weightings must be confirmed in Stage 2

The University must finalize its weighting strategy across the eight metrics annually as part of the Stage 2 submission.

6 Some requirements are phased in, not fully live yet

STEM faculty/cost reporting has been deferred to a later cycle, so Year 1 is focused primarily on validation, narrative reporting, and participation-based attestations.

Implication for RAC

Year 1 combines performance reporting, metric reweighting, new attestations/disclosures, and executive review within a short March decision window.



SMA4 - Metrics

Metric Number	Metric Name	Priority Area	Definition	Data Source
1	Graduate Employment Rate in a Related Field	Student & Graduate Outcomes	Proportion of domestic graduates employed full-time in jobs related to the skills they acquired in their program of study, two years after graduation.	Ontario University Graduate Survey (OUGS)
2	Graduation Rate	Student & Graduate Outcomes	Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.	University Statistical and Enrolment Report (USER) - & Degrees Awarded data collections
3	Graduate Employment Earnings	Student & Graduate Outcomes	Median graduate employment earnings of domestic graduates using tax file data provided by Statistics Canada, two years after graduation.	Statistics Canada. Postsecondary Student Information System (PSIS), & Administrative Personal Income Masterfile (APIM)
4	Experiential Learning	Student & Graduate Outcomes	Proportion of domestic students who had experiential learning/work-integrated learning opportunities as part of their program of study.	Data provided by universities
5	Community/Local Impact	Community & Economic Outcomes	Proportion of domestic enrolment in the city(cities)/town(s) in which campuses of the institution are located divided by the population (age 15 to 64) of that city(cities)/town(s).	University Statistical Enrolment Report (USER) & Statistics Canada 2021 Census
6	Institutional Strength/Focus	Community & Economic Outcomes	Proportion of domestic enrolment in an institution's self-identified program area(s) of strength compared to their total domestic enrolment.	University Statistical Enrolment Report (USER)
7	Investment and Innovation: Tri-Agency Funding: Total Amounts	Community & Economic Outcomes	Amount of funding received by university from federal research granting agencies.	Council of Ontario Finance Officers (COFO) Financial Report
8	Institution Specific: Year 1 to Year 2 retention	Community & Economic Outcomes	Percentage of first-time, full-time domestic undergraduate university students who commenced their study in a given fall term and have continued to study at the same institution in the next fall.	Consortium for Student Retention Data Exchange (CSRDE)



DATA WORKBOOK – DATA & TARGETS

SMA Year	Metric Number	Metric Name	Target Setting Value 1	Target Setting Value 2	Target Setting Value 3	Eligible for Top and Steady	Eligible for Consistent Performance	Eligible for the Community/Local Impact Adjustment	Target	BoT	APT	Actual	Achievement	Notes from Ministry
Year 1(2025-26)	1	Graduate Employment Rate in a Related Field	90.37%	90.48%	88.75%	-	-	-	89.98%	2.00%	88.18%	89.85%	101.89%	-
Year 1(2025-26)	2	Graduation Rate	74.76%	77.01%	75.83%	-	Y	-	75.87%	2.26%	74.15%	78.49%	105.85%	NZ - February 27 - Confirmed that these numbers are accepted
Year 1(2025-26)	3	Graduate Employment Earnings	\$51,672	\$58,419	\$60,834	-	-	-	\$59,391	8.60%	\$54,285	\$64,095	118.07%	-
Year 1(2025-26)	4	Experiential Learning	78.66%	74.66%	75.64%	-	-	-	77.31%	3.20%	74.83%	79.12%	105.73%	-
Year 1(2025-26)	5	Community/Local Impact	8.62%	8.36%	8.42%	-	-	-	8.53%	1.90%	8.37%	8.62%	102.98%	-
Year 1(2025-26)	6	Institutional Strength/Focus	15.80%	17.41%	18.93%	-	-	-	18.96%	9.45%	17.17%	20.22%	117.76%	-
Year 1(2025-26)	7	Investment and Innovation	\$11,491,333	\$12,787,667	\$12,842,667	-	-	-	\$12,428,889	5.86%	\$11,701,111	\$12,713,667	108.65%	-
Year 1(2025-26)	8	Institution Specific	83.55%	85.90%	87.17%	-	-	-	86.81%	2.14%	84.95%	87.82%	103.38%	-
Year 2(2026-27)	1	Graduate Employment Rate in a Related Field	90.48%	88.75%	89.85%	-	-	-	90.79%	2.00%	88.97%	-	-	-
Year 2(2026-27)	2	Graduation Rate	77.01%	75.83%	78.49%	-	Y	-	77.11%	2.51%	75.17%	-	-	-
Year 2(2026-27)	3	Graduate Employment Earnings	\$58,419	\$60,834	\$64,095	-	-	-	\$63,531.70	4.75%	\$60,515.72	-	-	-
Year 2(2026-27)	4	Experiential Learning	74.66%	75.64%	79.12%	-	-	-	77.46%	2.96%	75.17%	-	-	-
Year 2(2026-27)	5	Community/Local Impact	8.36%	8.42%	8.62%	-	-	Y	8.47%	1.53%	8.34%	-	-	-
Year 2(2026-27)	6	Institutional Strength/Focus	17.41%	18.93%	20.22%	-	-	-	19.00%	7.78%	17.52%	-	-	-
Year 2(2026-27)	7	Investment and Innovation	\$12,787,667	\$12,842,667	\$12,713,667	-	-	-	\$12,836,333	1.00%	\$12,707,970	-	-	-
Year 2(2026-27)	8	Institution Specific	85.90%	87.17%	87.82%	-	-	-	87.61%	1.11%	86.64%	-	-	-
Year 3(2027-28)	1	Graduate Employment Rate in a Related Field	-	-	-	-	-	-	-	-	-	-	-	-
Year 3(2027-28)	2	Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	-
Year 3(2027-28)	3	Graduate Employment Earnings	-	-	-	-	-	-	-	-	-	-	-	-
Year 3(2027-28)	4	Experiential Learning	-	-	-	-	-	-	-	-	-	-	-	-
Year 3(2027-28)	5	Community/Local Impact	-	-	-	-	-	-	-	-	-	-	-	-
Year 3(2027-28)	6	Institutional Strength/Focus	-	-	-	-	-	-	-	-	-	-	-	-
Year 3(2027-28)	7	Investment and Innovation	-	-	-	-	-	-	-	-	-	-	-	-
Year 3(2027-28)	8	Institution Specific	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	1	Graduate Employment Rate in a Related Field	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	2	Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	3	Graduate Employment Earnings	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	4	Experiential Learning	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	5	Community/Local Impact	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	6	Institutional Strength/Focus	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	7	Investment and Innovation	-	-	-	-	-	-	-	-	-	-	-	-
Year 4(2028-29)	8	Institution Specific	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	1	Graduate Employment Rate in a Related Field	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	2	Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	3	Graduate Employment Earnings	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	4	Experiential Learning	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	5	Community/Local Impact	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	6	Institutional Strength/Focus	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	7	Investment and Innovation	-	-	-	-	-	-	-	-	-	-	-	-
Year 5(2029-30)	8	Institution Specific	-	-	-	-	-	-	-	-	-	-	-	-



DATA WORKBOOK – FUNDING

SMA Year	Metric Number	Metric Name	Metric Weighting	Notional Allocation	Target Achievement	Target Achievement with Stop-loss	Amount Available for Reallocation	Institutional Share of Reallocation	Actual Allocation
Year 1 (2025-26)	1	Graduate Employment Rate in a Related Field	5%	\$1,206,194	101.89%	101.89%	-	-	-
Year 1 (2025-26)	2	Graduation Rate	25%	\$6,030,972	105.85%	105.85%	-	-	-
Year 1 (2025-26)	3	Graduate Employment Earnings	5%	\$1,206,194	118.07%	118.07%	-	-	-
Year 1 (2025-26)	4	Experiential Learning	5%	\$1,206,194	105.73%	105.73%	-	-	-
Year 1 (2025-26)	5	Community/Local Impact	25%	\$6,030,972	102.98%	102.98%	-	-	-
Year 1 (2025-26)	6	Institutional Strength/Focus	5%	\$1,206,194	117.76%	117.76%	-	-	-
Year 1 (2025-26)	7	Investment and Innovation	25%	\$6,030,972	108.65%	108.65%	-	-	-
Year 1 (2025-26)	8	Institution Specific	5%	\$1,206,194	103.38%	103.38%	-	-	-
Year 1 (2025-26)	All	TOTAL	100%	\$24,123,889	-	-	-	-	-
Year 2 (2026-27)	1	Graduate Employment Rate in a Related Field	5%	\$1,206,194	-	-	-	-	-
Year 2 (2026-27)	2	Graduation Rate	5%	\$1,206,194	-	-	-	-	-
Year 2 (2026-27)	3	Graduate Employment Earnings	5%	\$1,206,194	-	-	-	-	-
Year 2 (2026-27)	4	Experiential Learning	25%	\$6,030,972	-	-	-	-	-
Year 2 (2026-27)	5	Community/Local Impact	25%	\$6,030,972	-	-	-	-	-
Year 2 (2026-27)	6	Institutional Strength/Focus	25%	\$6,030,972	-	-	-	-	-
Year 2 (2026-27)	7	Investment and Innovation	5%	\$1,206,194	-	-	-	-	-
Year 2 (2026-27)	8	Institution Specific	5%	\$1,206,194	-	-	-	-	-
Year 2 (2026-27)	All	TOTAL	100%	\$24,123,889	-	-	-	-	-



DATA WORKBOOK – NEW ACCOUNTABILITIES

ELT electronic signatures are required for these attestations:

- 1. Research Security:** participate in ministry-led engagement to support development of the approach to institutional research security planning and provide information (including disclosure of international agreements) where requested **(Already completed)**.
- 2. Efficiency Metrics:** participate in the development of consistent and verifiable efficiency metrics and benchmarks, and respond to ministry information requests, including resolving data collection issues as required **(Upcoming)**.
- 3. Skills and Competencies Assessment:** participate in a sector working group to scope and develop an implementation approach for standardized skills and competencies assessment **(Already completed)**.
- 4. Commercialization Attestation:** that the University of Windsor has submitted the 2025-26 Annual Commercialization Plan (ACP), meeting the commercialization metrics data reporting requirement **(Already completed)**.



DATA WORKBOOK – NEW ACCOUNTABILITIES

Reporting & Attestation															
University of Windsor will meet the following accountabilities under the Efficiency, Accountability and Transparency priority area in SMA4															
Timely Reporting of Key Data															
Accountability	SMA4 Year 1 (2025-26)			SMA4 Year 2 (2026-27)			SMA4 Year 3 (2027-28)			SMA4 Year 4 (2028-29)			SMA4 Year 5 (2029-30)		
	Due Date	Submission Date	Compliance (Y/N)	Due Date	Submission Date	Compliance (Y/N)	Due Date	Submission Date	Compliance (Y/N)	Due Date	Submission Date	Compliance (Y/N)	Due Date	Submission Date	Compliance (Y/N)
Audited Enrolment	31-Dec-25	31-Dec-25	Y												
Graduate Reports	15-Feb-26	20-Jan-26	Y												
University Financial Outlook*															
*Note that reporting on the university financial outlook will begin in SMA4 Year 2 (2026-27)															
Attestation of Key Activities															
Efficiency Metrics:															
University of Windsor will participate in engagement with the ministry on the development of efficiency metrics and benchmarks (i.e., as requested, send representatives to meetings scheduled on the topic), including meeting expectations and timelines aligned with Phase I efficiency metric development. The university will complete the TBS Workforce Data Collection Initiative survey and work with the ministry to resolve any issues with respect to data collection.															
<input checked="" type="checkbox"/> Confirm completion of the activities listed above															
Name:		Marie Campagna, Chief Financial Officer		Signature:				Please provide an e-signature							
Skills and Competencies Assessment:															
University of Windsor has participated in a sector Working Group or engaged with ministry otherwise to scope and develop an implementation approach for the skills and competencies assessment.															
<input checked="" type="checkbox"/> Confirm completion of the activities listed above															
Name:		Dr. Cheryl Collier, Provost and Voce- President		Signature:				Please provide an e-signature							
Research Security:															
University of Windsor has attended meetings with the ministry to discuss the development of a research security plan.															
<input checked="" type="checkbox"/> Confirm completion of the activities listed above															
Name:		Dr. Shanthi Johnson, Vice-President (Research and Innovation)		Signature:				Please provide an e-signature							
Commercialization Attestation															
University of Windsor has submitted the 2025-26 Annual Commercialization Plan (ACP), meeting the commercialization metrics data reporting requirement.															
<input checked="" type="checkbox"/> Confirm completion of the activities listed above															
Name:		Dr. Shanthi Johnson, Vice-President (Research and Innovation)		Signature:				Please provide an e-signature							



DATA WORKBOOK – STEM ACCOUNTABILITIES

STEM Accountability Requirement

Given the significant policy changes to the postsecondary funding announced on February 12, 2026, STEM data and information collected for SMA4 Year 1 (2025-26) will be used for information purposes only and will not guide decisions. The ministry anticipates changes to STEM mapping for programs, enrolment, and STEM metrics, as well as adjustments to the methodology for some of the metrics and will engage with the institutions on these changes through the process of amending SMA4 agreements in advance of the Year 2 Annual Evaluation. Note that the STEM narratives with all required elements must be included in the workbook as an accountability requirement for STEM funding.

STEM Data	SMA4 Year 1 (2025-26)			SMA4 Year 2 (2026-27)			SMA4 Year 3 (2027-28)			SMA4 Year 4 (2028-29)			SMA4 Year 5 (2029-30)		
	STEM Total	Total	Percent	STEM Total	Total	Percent	STEM Total	Total	Percent	STEM Total	Total	Percent	STEM Total	Total	Percent
Enrolment	3,837	11,510	33.34%												
Programs	64	131	48.85%												
STEM Graduate Outcomes	Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator	Denominator	Value	Numerator	Denominator	Value
Employment Rate in a Related Field	133	149	89.26%												
Graduation Rate	679	829	81.91%												
Employment Earnings			\$68,036												
Experiential Learning	662	836	79.19%												
If STEM allocation is above \$500,000:	Data Point 1	Data Point 2	Value	Data Point 1	Data Point 2	Value	Data Point 1	Data Point 2	Value	Data Point 1	Data Point 2	Value	Data Point 1	Data Point 2	Value
Number of STEM Faculty and Staff															
STEM Costs Per Student															

Note: In recognition of reporting undertaken as part of the Funding Model Review, the SMA4 Year 1 Annual Evaluation will not require institutions to report on STEM faculty and costing data

STEM Narrative

500 words maximum

Institutions will include an annual narrative with an explanation of how STEM funding supports the continued delivery or enhancement of STEM programs at the institution, such as maintaining enrolment and program offerings or providing more experiential learning (EL) opportunities.

The narrative will include the following elements:

- The list and breakdown of the use of funds by expenditure categories to support STEM program costs: salaries and wages, student services, program delivery, equipment / supplies, communications, and technology / IT services. Unused funds that were not used to support STEM costs in these areas may be recovered by the ministry in the following year.
- If STEM enrolment is less than projected in a given SMA4 year or there is a reduction in STEM programming, the institution must provide an explanation and outline its plan to rebuild STEM enrolments.



SMA4 YEAR 1 - PERFORMANCE

SMA Year	Metric Number	Metric Name	Performance Target (APT)	Actual Performance	Achievement	Notional Allocation	Actual Allocation
Year 1 (2025-26)	1	Graduate Employment Rate in a Related Field	88.18%	89.85%	101.89%	\$1,206,194	\$1,206,923
Year 1 (2025-26)	2	Graduation Rate	74.15%	78.49%	105.85%	\$6,030,972	\$6,034,471
Year 1 (2025-26)	3	Graduate Employment Earnings	\$54,285	\$64,095	118.07%	\$1,206,194	\$1,206,194
Year 1 (2025-26)	4	Experiential Learning	74.83%	79.12%	105.73%	\$1,206,194	\$1,206,194
Year 1 (2025-26)	5	Community/Local Impact	8.37%	8.62%	102.98%	\$6,030,972	\$6,030,972
Year 1 (2025-26)	6	Institutional Strength/Focus	17.17%	20.22%	117.75%	\$1,206,194	\$1,210,086
Year 1 (2025-26)	7	Investment and Innovation: Tri-Agency Funding: Total Amounts	\$11,701,111	\$12,713,667	108.65%	\$6,030,972	\$6,031,219
Year 1 (2025-26)	8	Institution Specific: Year 1 to Year 2 Retention	84.95%	87.82%	103.38%	\$1,206,194	\$1,206,194
						\$24,123,886	\$24,132,254



**University of Windsor
Senate**

5.9: **Report of the Vice-President, People, Equity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

University Diversity, Indigeneity, and Anti-Racism Professional Development Fund (Article U)

- A total of ten applications were approved for the March disbursement for Article U funding for a total of \$54,900. Applicants were notified on April 17th and that funding is available to use through April 30, 2027. The second disbursement for Article U funding will be for the June 2026 timeframe.

UWinsite People HRIS System

- Adaption of the agile project management process as allowed for improved efficiencies and planning for the team.
- Academic Recruitment has been fully integrated into UWinsite People. All faculty-related posting can be viewed on the UWindsor Career Portal ([UOW Careers](#)).
- Preparation has begun to launch a single website welcoming new talent to the University of Windsor.

Employee Engagement Survey 2026 – Closed March 27, 2026

- In follow up to the survey closing, next steps include data analysis, report development, and communicating information to the campus community.
- TalentMap, the survey administrator, randomly selected ten employee names for the draw for ten \$100 gas cards from the list of employees who had submitted a survey response. The gift card winners were notified by our office for card distribution.

Leadership Development

- Sessions in the Leader Series continue to be offered. The fourth and fifth session of the Leadership and Culture Program were held in April including *Psychological Safety* and *Psychological Safety & Social Power Notes*.

National Mental Health Week

- The campus community was invited to participate in events and learning opportunities for Mental Health Week May 4-10 and throughout the month of May. More details are available [at the event webpage](#).

Employee Safety and Wellness

- A Workplace Accommodations professional development session was held in April as part of the *Human Resources Foundations for Leaders* series.
- The Employee Safety and Wellness team is meeting with campus partners regarding the implementation of the *Abilities Management Program*
- Essex-Windsor EMS will be on site to conduct Naloxone Response Training and Automated External Defibrillator (AED) inspection training sessions with campus certified first aiders. The team is also working to confirm adequate departmental coverage for employee certified first aiders and fire evacuation committee members.

**University of Windsor
Senate**

5.10: **Report of the Vice-President, Research and Innovation**

Item for: **Information**

Forwarded by: **Shanthi Johnson**

Research and innovation drive the University's academic mission enabling bold and impactful research, scholarship, creative activity and innovation fueling recruitment, student success and high-quality learning and reputation. The Office of the Vice-President, Research and Innovation (OVPRI) advances this work through inclusive research, collaboration, and engagement aligned with *Aspire: Together for Tomorrow* and the University's institutional growth agenda.

The Office of the Vice-President, Research and Innovation brings together teams focused on research and integrity services (RIS); research innovation, partnerships, and entrepreneurship (IPE); Senate-approved research centres and institutes (GLIER, BSI, CBI, and WE-SPARK); and strategic institutional research initiatives. OVPRI supports approximately 600 faculty members and Faculties across campus in advancing bold, impactful research, scholarship, creative activity, and innovation.

Research Policy and Governance

- Human Participants Research (Ethics) Policy (new, approved)
- Eligibility to Apply for and Hold Research Funding Policy (new, in progress)
- Research Data Management Policy (new, in progress)
- Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes (update from 2012, draft complete)

Research Compliance and Oversight

Later this month, the Research Ethics Board will deliver its report to Senate. Key takeaways from the report include the following statistics for the period of January 1–December 31, 2025:

- New applications: 216 submitted and 193 approved
- Requests to revise: 113
- Progress reports: 130
- Final reports: 122
- Files closed: 79

The REB also conducted a major compliance project to address more than 500 expired or out-of-compliance studies.

On May 28, 2026, the Chair of the Research Ethics Board and staff will host an "Ask Me Anything" session in the Joyce Entrepreneurship Centre that will provide the campus research community with an opportunity to discuss questions and challenges they are having with UWindsor's research ethics processes in an informal setting. A campus-wide invitation will be forthcoming.

During this period, the Animal Care Committee reviewed:

- 10 new Animal Utilization Project Proposals
- 26 progress reports
- 7 requests to revise
- 9 final reports

The Animal Care Committee and staff are currently preparing for a regular full site visit from the Canadian Council on Animal Care in January 2027.

From January 1–December 31, 2025, the Research Safety Committee reviewed:

- 7 new applications
- 18 amendments
- 10 renewals

Processes for addressing expired biosafety permits and overlapping permits were reviewed and introduced. Application questions were also reviewed and streamlined to promote efficiencies for researchers. Communications and alignment between the Research Safety Committee, Chair, and staff and Animal Care, Research Ethics, and ORIS were also strengthened.

Faculty Engagement and Support

Spring into Research (April 22–23, 2026) was successfully delivered, reflecting ORIS' ongoing commitment to responsive programming that supports evolving research practices, strengthens grant competitiveness, and creates opportunities for collaboration across disciplines. More than 115 faculty, postdoctoral fellows, and adjunct professors attended the 2-day on-campus event. Highlights included:

- A writing retreat featuring dedicated quiet space, structured time, and one-on-one real-time access to the expertise of ORIS Research Coordinators to support grant writing and related activities.
- Faculty-informed workshops on AI for Research, Tri-Agency CV preparation (Narrative CVs), Horizon Europe funding opportunities, and Research Data Management, along with a panel discussion with Tri-Agency reviewers.
- A heavily attended Age-Related Research workshop that identified four key areas of current and emerging research trends: Health, Aging in Place, Technology, and Social Structures.
- A networking session hosted by the Office of the Vice-President, Research and Innovation that highlighted research opportunities in aging and fostered interdisciplinary connections among participants.

Office of Innovation, Partnerships & Entrepreneurship (IPE)

The IPE team was active in April getting ready for a series of exciting initiatives and launches that will be announced in the coming weeks, including engagements with the Ontario Vehicle Innovation Network, WEtech Alliance, and Bioenterprise. Each of these announcements will highlight supports for the University of Windsor's Innovation Ecosystem and opportunities for students and faculty as they bring research to life.

IPE also highlighted the University's innovation assets at OCI DiscoveryX and IPON's IPx in Toronto, where the team showcased new intellectual property as well as exploring key partnerships with new companies and government organizations.

IPE welcomed Dr. Masoud Akshik as its first Research Partnerships Coordinator, who is focusing on establishing a strong industry and community partner pipeline that is active in building and supporting successful research programs on campus. In April, Research Partnerships engaged with over a dozen companies to advance collaborative opportunities with UWindsor researchers.

On the compliance and due diligence front, Legal reviewed over 35 files during the period, and Research Security processed over 30 files and engagements with researchers to ensure alignment with federal research security requirements.

New UWindsor Innovation Fellowship – IPON Funded

The IPE team is proud to launch the Innovation Fellowship Program, supported by \$155,000 from Intellectual Property Ontario (IPON). The Innovation Fellowship is a 12-week program designed for students, recent graduates, and faculty with a novel innovation ready to be brought to market. The program is designed to engage fellows with

the network and resources to take meaningful steps towards bringing their idea to life. Each participant will receive up to \$12,000 in non-dilutive funding to support their initiative.

Major Initiatives

- AI Sovereign Compute Infrastructure Program (SCIP) - Initial discussions are underway. The application deadline is June 1, 2026.

Research Capacity

- Ongoing recruitment of Canada Research Chairs, and Impact Plus Chairs

Age-Friendly University (AFU)

The University of Windsor, a member of the AFU Global Network, affirms its commitment to the Ten Principles of the Age-Friendly University. An AFU Campus Committee has been established to raise awareness, map existing initiatives, and embed age-inclusive practices across teaching, research, and campus life.

More information: <https://www.uwindsor.ca/research/368/age-friendly-university>