

**NOTICE OF MEETING**  
There will be a meeting of the  
**PROGRAM DEVELOPMENT COMMITTEE**  
Thursday, February 26, 2015 9:30am-11:00am  
In Room 209 Assumption University (2<sup>nd</sup> Floor)  
**AGENDA**

**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of January 30, 2015**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**
  - 4.1 Inter-Faculty (Forensics) – New Course Proposals** **Dr. Shashi K. Jasra**  
PDC150226-4.1
  - 4.2 Inter-Faculty (Forensics and Minor in Anthrozoology) – Minor Program Changes (PDC Form C)** **Dr. Shashi K. Jasra**  
PDC150226-4.2

**Items for Approval**

- 5 Reports/New Business**
  - 5.1 Inter-Faculty - Bachelor of Arts and Science (BAS) – Major Program Change (PDC Form B)** **Dr. Lydia Miljan**  
PDC150226-5.1
  - \*5.2 Inter-Faculty - Bachelor of Arts and Science (BAS) – New Course Proposal (PDC Form D)** **Dr. Lydia Miljan**  
PDC150226-5.2
  - \*5.3 Women’s Studies – New Course Proposal (PDC Form D)** **Dr. Anne Forrest**  
PDC150226-5.3
  - 5.4 Master of Applied Economics and Policy – New Course Proposals (PDC Form D)** **Dr. Nurlan Turdaliev**  
PDC150226-5.4
  - \*5.5 MEd Concentration in Second Language Acquisition, Culture and Society - Minor Program Changes (PDC Form C)** **Dr. Jonathan Bayley**  
PDC150226-5.5
  - \*5.6 Liberal Arts and Professional Studies Degree Completion Programs with Lambton College – Title Change (PDC Form C)** **Mr. Tim Brunet**  
PDC150226-5.6
  - \*5.7 School of Creative Arts - Requests for Waiver of Course Deletions (28-338, 27-383)** **Dr. Karen Engle**  
PDC150226-5.7
  - 5.8 PhD in Argumentation Studies – New Program Proposal (PDC Form A)** **Dr. Christopher Tindale**
    - 5.8.1 Letters of Support** PDC150226-5.8 - 5.8.1
    - 5.8.2 External Reviewers Report, Program Chair and Assistant Provost Response (*IN CAMERA*) (*Confidential Documents distributed to members only*)** PDC150226-5.8.2

<b>*5.9</b>	<b>History – New Course Proposal (PDC Form D)</b>	<b>Dr. Miriam Wright</b> PDC150226-5.9
<b>*5.10</b>	<b>School of Creative Arts – Minor Program Changes (PDC Form C)</b>	<b>Dr. Karen Engle</b> PDC150226-5.10
<b>*5.11</b>	<b>Sociology, Anthropology, Criminology – Minor Program Changes (PDC Form D)</b>	<b>Dr. Janice Drakich</b> PDC150226-5.1
<b>*5.12</b>	<b>Sociology, Anthropology, Criminology – New Course Proposals (PDC Form D)</b>	<b>Dr. Janice Drakich</b> PDC150226-5.12
<b>*5.13</b>	<b>Political Science - Minor Program Changes (PDC Form C)</b>	<b>Dr. John Sutcliffe</b> PDC150226-5.13
<b>*5.14</b>	<b>Physics - Request for Waiver of Course Deletion (64-420)</b>	<b>Dr. Chitra Rangan</b> PDC150226-5.14
<b>5.15</b>	<b>Request to Defer Consideration of Program Deletion under Policy C2 - General Anthropology</b>	<b>Dr. Janice Drakich</b> PDC150226-5.15

#### **Item for Information**

<b>*5.16</b>	<b>MA in Communication Studies and Social Justice – Program and Course Learning Outcomes</b>	<b>Dr. V. Scatamburlo-D’annibale</b> PDC150226-5.16
<b>*5.17</b>	<b>Chemistry and Biochemistry – Summary of Minor Course and Calendar Changes (PDC Form E)</b>	<b>Dr. Bulent Mutus</b> PDC150226-5.17
<b>*5.18</b>	<b>Communication Media and Film – Summary of Minor Course and Calendar Changes (PDC Form E)</b>	<b>Dr. V. Scatamburlo-D’annibale</b> PDC150226-5.18
<b>*5.19</b>	<b>Sociology, Anthropology, Criminology – Summary of Minor Course and Calendar Changes (PDC Form E)</b>	<b>Dr. Janice Drakich</b> PDC150226-5.19
<b>*5.20</b>	<b>Women’s Studies – Summary of Minor Course and Calendar Changes (PDC Form E)</b>	<b>Dr. Anne Forrest</b> PC150226-5.20

#### **Additional Business**

#### **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  
Program Development Committee**

**\*4.1: Interfaculty – New Course Proposals**

**Item for: Approval**

**MOTION: That the following course additions be made\*:**  
**57-110. Introductory Crime Scene Investigation**  
**57-210. Crime Scene Evidence Analysis**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Centre for Inter-Faculty programs.
- Concerns raised at the last PDC meeting have been addressed in the attached.
- See attached.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** Bachelor of Forensic Sciences and B.A. Combined in Forensics

**DEPARTMENT/SCHOOL:** Forensic Sciences

**FACULTY:** Centre for Inter Faculty Programs

**Proposed change(s) effective as of:** Fall 2015

#### A. NEW COURSE PROFILE

**Course # and Title:** (14-57-110) Introductory Crime Scene Investigation

##### Calendar Description

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

This course will introduce students to the theoretical background of scientific methods used in Forensic Sciences and their practical applications to crime scene investigation within the multidisciplinary Forensic fields. The focus of the course is exploration and examination of evidence found at crime scenes. The students learn the discovery, identification, collection, examination and processing of various types of Forensic evidence.

##### Other Course Information

*Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
None	NA	NA	NA	X	NA	NA

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

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

This online course will be required by all the students in the:

- Bachelor of Forensic Sciences
- B.A. Combined in Forensics

Additionally the course is open to all students at University of Windsor

#### B. RATIONALE

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

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

This is the first introductory Forensic Sciences course at the first year level. The course will introduce the students to evidence found at crime scenes and students will learn the scientific methods and their practical applications within the forensic fields. The main focus will be on the methodology and protocols to be followed for the collection, preservation and preparation of forensic evidence from the crime scenes before sending them to the appropriate scientific laboratories.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> <li>Observe, familiarize, collect, preserve and document Forensic evidence.</li> <li>Recognize the primary and secondary crime scenes and their significance.</li> <li>Identify the diversity of the scientific methods applied to crime scene investigation.</li> <li>Identify the coordinated role of experts in crime scene investigation.</li> </ul>	B. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> <li>Identify the techniques of evidence collection.</li> <li>Categorize, document and communicate the evidence.</li> </ul>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> <li>Apply deductive and inductive reasoning in criminal investigations.</li> </ul>	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> <li>Appraise application of scientific methods at the crime scenes.</li> <li>Organize and present evidence in a coherent manner.</li> </ul>	D. literacy and numeracy skills
E. <ul style="list-style-type: none"> <li>Identify and follow the professional and ethical issues of evidence collection.</li> </ul>	E. responsible behavior to self, others and society
F. <ul style="list-style-type: none"> <li>Communicate plans for investigating primary and secondary</li> </ul>	F. interpersonal and communications skills

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

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b>  A U of Windsor graduate will have the ability to demonstrate:
crimes scenes. • Identify characteristics of admissible expert witness testimony	
G.	G. teamwork, and personal and group leadership skills
H. • Interpret a crime scene	H. creativity and aesthetic appreciation
I. • Explore the vast scope of Forensic fields and find individual areas of interest within the Forensic Sciences	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	75	100	125	135	150

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

The multidisciplinary field of Forensic Sciences is growing at a rapid pace. The enrolment in the Introduction to Forensic Sciences course already being offered (14-57-201-01) has been increased from 200 to 225 with a long waiting list of students. An online section of this course has been started from winter 2015 and is already full. This new (14-57-110) online course will allow students to explore the diversity of the Forensic fields and find their area of interest within Forensic Sciences. The introduction of this new course will generate interest in Forensic Sciences.

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to: 7-10 hours	
3	Lectures
	Tutorials
	Labs
	Practical experience:
1-2	Independent Study
2	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

	Other: <i>[specify]</i>
<p><b>How does the student workload for this course compare with other similar courses in the department/program area?</b> The workload of this course is consistent with other undergraduate Forensic courses at this University. Moreover the students will have the flexibility to learn at their own time using lectures posted on the website as well as in groups through virtual class rooms and chat sessions. This course will also use new e-learning technologies such as lecture tools and blackboard collaborate to enhance student learning.</p>	

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

<p><i>Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from <u>all affected areas/departments</u> currently available and actively committed to support the new course.</i></p>
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Two current faculty members have been identified as qualified to teach this course. Funding to teach the course will be provided through Inter-Faculty Programs.

##### C.1.1

<p><i>Provide an assessment of faculty expertise available and committed to actively support the new course.</i></p>
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IFP has faculty with expertise in developing and teaching the Sciences and Forensic Sciences courses, as well as extensive research experience. Many elements of this new proposed course have been employed and tested in the in-class and online versions of Introduction to Forensic Sciences course.

##### C.1.2

<p><i>Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.</i></p>
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In addition to other faculty resources, a limited term Learning Specialist, Ancillary Academic Staff has been identified as able to teach and deliver this new course.

##### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

<p><i>Describe the reliance of the proposed new course on existing resources from <u>other</u> campus units, including for example:</i></p> <ul style="list-style-type: none"> <li>• <i>faculty teaching,</i></li> <li>• <i>equipment or facilities outside the proposer's control,</i></li> <li>• <i>external resources requiring maintenance or upgrading using external resources</i></li> </ul> <p><i>Provide relevant details.</i></p>
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None

##### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

<p><i>List all <b>anticipated new resources</b> originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.</i></p>
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No additional resources are needed.

##### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

<p><i>Identify all opportunities for</i></p> <ul style="list-style-type: none"> <li>• <i>internal reallocation of resources and</i></li> <li>• <i>cost savings</i></li> </ul> <p><i>identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?</i></p>
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N/A

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

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** No additional resources are needed.

**Staff:** No additional resources are needed.

**GA/TAs:** As required and resources permit.

**C.5.1**

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

The existing support services for teaching and learning would be used

**Library Resources and Services:** No additional resources are required

**Teaching and Learning Support:** The existing support services for teaching and learning would be used.

**Student Support Services:** No additional resources are required.

**Space and Facilities:** No additional resources are required.

**Equipment (and Maintenance):** No additional resources are required.



# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** Bachelor of Forensic Sciences and B.A. Combined in Forensics

**DEPARTMENT/SCHOOL:** Forensic Sciences

**FACULTY:** Centre of Inter Faculty Programs

**Proposed change(s) effective as of:** Fall 2015

#### A. NEW COURSE PROFILE

**Course # and Title:** (14-57-210) Crime Scene Evidence Analysis

#### **Calendar Description**

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

This course builds upon the protocols developed in the Introductory Crime Scene Investigation (14-57-110) and it is designed to familiarize students with the diverse scientific techniques utilized by Forensic professionals. The techniques for analyses of forensic evidence span natural sciences, social sciences and computer sciences. Pre-requisite: (14-57-110 or 14-57-201 or permission by course instructor).

#### **Other Course Information**

*Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
14-57-110 or 14-57-201				X		

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

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

This online course will be required by all the students in the:

- Bachelor of Forensic Sciences
- B.A. Combined in Forensics

Additionally the course is open to all students at University of Windsor.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### B. RATIONALE

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

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

There is no Forensic course available to the students to be taken in the second year of Forensic programs. This is the first course towards specialization in Forensic Sciences. This Forensic Sciences course will provide students the opportunity to learn diverse techniques for analysis of forensic evidence spanning fields of natural Sciences and social sciences.

##### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> <li>Identify and describe different analytical techniques used in evidence analysis and crime scene investigation.</li> <li>Recognize sources of contamination of evidence and breaks in the chain of custody.</li> <li>Describe the role of emerging technologies in forensic investigations.</li> </ul>	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> <li>Describe and identify appropriate analytical Forensic methodologies.</li> <li>Examine and critique Forensic reports.</li> </ul>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> <li>Compare and contrast different types of evidence using results of laboratory analyses.</li> <li>Determine the correct protocols for investigation.</li> </ul>	C. critical thinking and problem-solving skills
D. <ul style="list-style-type: none"> <li>Write clearly, accurately, and concisely about the findings of an investigation.</li> </ul>	D. literacy and numeracy skills

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
E. • Explain the need for and describe safe standard practices.	E. responsible behavior to self, others and society
F. • Communicate conclusions based on analyses.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. •	H. creativity and aesthetic appreciation
I. • Explore an area of interest within the diverse fields of Forensic Sciences.	I. the ability and desire for continuous learning

#### B.3 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	50	60	70	85	100

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

The proposed course will be promising for the current and potential students interested in exploring the diversity of the Forensic fields and find their area of interest within Forensic Sciences. The multidisciplinary field of Forensic Sciences is growing at a rapid pace. The enrolment in the Introduction to Forensic Sciences course already being offered (14-57-201-01) has been increased from 200 to 225 with a long waiting list of students. The introduction of this new course will generate more interest in Forensic Sciences.

#### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to: 7-10 hours	
3	Lectures:
	Tutorials:
	Labs:

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

	Practical experience:
1-2	Independent Study
2	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>
<p><b>How does the student workload for this course compare with other similar courses in the department/program area?</b></p> <p>The workload of this course is consistent with other undergraduate Forensic courses at this University. Moreover the students will have the flexibility to learn at their own time using lectures posted on the website as well as in groups through virtual class rooms and chat sessions. This course will also use new e-learning technologies such as lecture tools, blackboard collaborate and virtual to enhance student learning.</p>	

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

Two current faculty members have been identified as qualified to teach this course. Funding to teach the course will be provided through Inter-Faculty Programs.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

IFP has faculty with expertise in developing and teaching the Sciences and Forensic Sciences courses, as well as extensive research experience. Many elements of this new proposed course have been employed and tested in the in-class and online versions of Introduction to Forensic Sciences course.

##### C.1.2

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

In addition to other faculty resources, a limited term Learning Specialist, Ancillary Academic Staff has been identified as able to teach and deliver this new course.

##### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

No additional resources are needed.

##### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

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

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** No additional resources are needed.

**Staff:** No additional resources are needed.

**GA/TAs:** As required and resources permit.

**C.5.1**

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

**Library Resources and Services:** No additional resources are required.

**Teaching and Learning Support:** The existing support services for teaching and learning would be used.

**Student Support Services:** No additional resources are required.

**Space and Facilities:** No additional resources are required.

**Equipment (and Maintenance):** No additional resources are required.

**University of Windsor  
Program Development Committee**

**4.2: Interfaculty – Minor Program Changes**

Item for: **Approval**

**MOTION 1: That the degree requirements for the Honours Bachelor of Forensic Science (BFS) and Combined BA in Forensics be changed according to the program/course change forms.\***

**MOTION 2: That the requirements for the Minor in Anthrozoology be changed according to the program/course change forms.\***

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposals have been approved by the Centre for Inter-Faculty programs.
- Concerns raised at the last PDC meeting have been addressed in the attached.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** Bachelor of Forensic Science

**DEPARTMENT/SCHOOL:** Forensic Sciences

**FACULTY:** Centre for Inter-Faculty Programs

**Proposed change(s) effective as of** [Fall, Winter, Spring]: Spring 2015

#### A.1 PROGRAM REQUIREMENT CHANGES

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

*Example:*

Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

#### Honours Bachelor of Forensic Science (BFS)

Forensic Science is the study of evidence in modern criminal investigation for presentation in courts of law. The Bachelor of Forensic Science (Hons.) Program will provide students with an education in both the Arts and the Sciences, with a focus on acquiring the skills and knowledge essential to the practice of professional Forensic Science. The program will enable students to develop as inquisitive researchers, have an understanding of scientific processes and processes and protocols, lab procedures, criminality, judicial systems, (physical) evidence, the significance of high ethical standards, sophisticated interpersonal skills, and effective report writing and public speaking skills.

*Total courses:* forty.

*Major requirements:* twenty-seven courses consisting of 01-209; ~~48-101~~; 48-260; ~~49-111~~; ~~49-112~~; **48-110**; 55-140; 55-141; 59-140; 59-141; 59-230; 59-261; 62-140; 62-141; 65-205; 64-140; 64-141; 99-219; **57-110**; 57-201; **57-210**; 57-301; 57-302; 57-303; 57-304; 57-313; 57-400; 57-401; 57-402; -one of the following: 24-210, 34-160 ;48-262 or 43-287.

*Other requirements:*

(a) Ten additional courses from one of the three following areas of concentration: Molecular Biology/Biochemistry; or Biology; or Chemistry. At least six must be at the 300 level or above. The area of concentration must be declared prior to entry of 2nd year studies

*Area of Concentration:* Molecular Biology/Biochemistry

*Required Courses*

55-202. Human Anatomy

55-211. Genetics

55-213. Introduction to Molecular Biology

59-320. Analytical Chemistry

59-321. Principles of Instrument. Analysis

and Five of: 55-204. Human Physiology I

55-210. Ecology

55-342. Immunology

55-350. Molecular Cell Biology

55-357. Animal Cells & Tissues

55-485. Nerves, Muscles and Glands

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

59-362. Metabolism I  
59-363. Metabolism II  
59-365. Protein and Nucleic Acid Chem  
59-468. DNA Science  
59-480. Bioinformatics/Genomics/Proteomics

*Area of Concentration: Biology*

*Required Courses*

55-210. Ecology  
55-211. Genetics  
55-324. Population Ecology  
55-341 Evolution  
55-325. Community Ecology  
55-359. Invertebrate Biology

and Four of:

49-215. Principles of Physical Anthropology  
49-323. Forensic Anthropology  
55-202. Human Anatomy  
55-204. Human Physiology I  
55-205. Human Physiology II  
55-213. Introduction to Molecular Biology  
55-357. Animal Cells & Tissues  
55-320. Experimental Principles & Design  
55-323. Animal Behaviour  
55-437. Conservation Biology  
55-468. Plant Ecology

*Area of Concentration: Chemistry*

*Required Courses*

59-240. Introduction to Physical Chemistry I  
59-241. Introduction to Physical Chemistry II  
59-250. Introduction to Inorganic Chemistry I  
59-251. Introduction to Inorganic Chemistry II  
59-320. Analytical Chemistry  
59-321. Principles of Instrument Analysis

and 4 of: : 59-330. Spectroscopic Structure Identification

59-331. Intermediate Organic Chemistry  
59-340. Quantum Chemistry  
59-341. Molecular Spectroscopy  
59-351. Materials Chemistry  
59-365. Protein and Nucleic Acid Chemistry  
59-421. Advanced Analytical Chemistry  
59-470. Introduction to Computational Chemistry  
59-466. Drug Design

(b) Three open options from outside the area of concentration



# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

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

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

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

N.A.

#### B. RATIONALE

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

The three first year Sociology and Anthropology courses required in the Forensic Science degree (02-48-101, 02-49-111 and 02-49-112 )are no longer offered by the department . The Sociology department has introduced a new first year course (02-48-110) which is the only option available to the Forensic Science majors.

As the Forensic Sciences programs is changing and developing we need to develop new courses to fill the gaps created by the deleted Sociology, Anthropology courses.

The two new Forensic courses, Crime Scene Investigation (14-57-110) and Crime Scene Evidence Analysis( 14-57-210) will be appropriate as important foundation courses for the Forensis sciences majors. These two new courses will also contain the Forensic relevant content which was earlier part of the now deleted first year Sociology, Anthropology courses.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

Two current faculty members have been identified to teach the two new Forensic courses. Funding to teach the course will be provided through Inter-Faculty Programs.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

IFP has faculty with expertise in developing and teaching the Sciences and Forensic Sciences courses as well as extensive research experience. Many of the elements of the new course proposals have been employed and tested in the in-class and online versions of Introduction to Forensic Sciences course.

##### C.1.2

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

In addition to other faculty resources, a limited term Learning Specialist, Ancillary Academic Staff has been identified as a potential faculty member to teach and deliver this new course.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

#### C.2 Other Available Resources

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- *staff support, library, teaching and learning support, student support services, space, equipment,*
- *facilities GA/TA*

N.A.

#### C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

N.A.

#### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

N.A.

#### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N.A.

#### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

**Faculty:** N.A.

**Staff:** N.A.

**GA/TAs:** As required and resources permit.

##### C.6.1

*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.*

**Library Resources and Services:** N.A.

**Teaching and Learning Support:** N.A.

**Student Support Services:** N.A.

**Space and Facilities:** N.A.

**Equipment (and Maintenance):** N.A.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

TITLE OF PROGRAM/CERTIFICATE: B.A. Combined in Forensics

DEPARTMENT/SCHOOL: Forensic Science

FACULTY: Centre for Inter-Faculty Programs

Proposed change(s) effective as of [Fall, Winter, Spring]: Spring 2015

#### A.1 PROGRAM REQUIREMENT CHANGES

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

*Example:*

Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

#### B.A. Combined in Forensics

The Combined Honours Bachelor of Arts degree in Forensics provides a unique inter-faculty program that combines courses from the arts and social sciences. The program provides training in the identification, collection and presentation of evidence in criminal investigations, as well as an education in a second area of study.

*Total courses:* forty.

*Forensics Major requirements:* twenty courses consisting of 01-209; either 34-226 or 43-287; ~~48-101~~; 48-260; ~~49-111~~; ~~49-112~~; **48-110**; 49-215; 49-323; 55-140; 55-141; 55-211; 62-130; one of 02-250 or 65-205; **57-110**; **57-210**; 57-201; 57-302; 57-303; 57-304; 57-313; 57-400; 99-219

\*When a requirement in the combined Forensics program is also required as part of the course requirements for the other combined major, another course must be selected and substituted into the combined Forensics course requirements in consultation with the Program Chair of Forensic Science and with the approval of the Assistant Provost, Inter-Faculty programs.

Second Major requirements - other subjects in Arts or Social Sciences: as prescribed by that area of study.

*Other requirements:* additional options (if required) to a total of forty courses.

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

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

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

N.A.

#### B. RATIONALE

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

The three first year Sociology and Anthropology courses required in the Forensic Science degree (02-48-101, 02-49-

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

111and 02-49-112) are no longer offered by the department . The Sociology department has introduced a new first year course (02-48-110) which is the only option available to the Forensic Science majors.

As the Forensic Sciences programs is changing and developing we need to develop new courses to fill the gaps created by the deleted Sociology, Anthropology courses.

The two new Forensic courses, Crime Scene Investigation( 14-57-110) and Crime Scene Evidence Analysis (14-57-210) will be appropriate as important foundation courses for the Forensis sciences majors. These two new courses will also contain the Forensic relevant content which was earlier part of the now deleted first year Sociology, Anthropology courses.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

Two current faculty members have been identified to teach the two new Forensic courses. Funding to teach the course will be provided through Inter-Faculty Programs.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

IFP has faculty with expertise in developing and teaching the Sciences and Forensic Sciences courses as well as extensive research experience. Many of the elements of the new course proposals have been employed and tested in the in-class and online versions of Introduction to Forensic Sciences course. .

##### C.1.2

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

In addition to other faculty resources, a limited term Learning Specialist, Ancillary Academic Staff has been identified as a potential faculty member to teach and deliver this new course.

##### C.2 Other Available Resources

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support, library,teaching and learning support, student support services, space, equipment, facilities
- GA/TA

N.A.

##### C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

- existing courses,
  - equipment or facilities outside the proposer's control,
  - external resources requiring maintenance or upgrading using external resources
- Provide relevant details.*

N.A.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

#### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

N.A.

#### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

N.A.

#### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

**Faculty:** N.A.

**Staff:** N.A.

**GA/TAs:** As required and resources permit.

##### C.6.1

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.

**Library Resources and Services:** N.A.

**Teaching and Learning Support:** N.A.

**Student Support Services:** N.A.

**Space and Facilities:** N.A.

**Equipment (and Maintenance):** N.A.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

TITLE OF PROGRAM/CERTIFICATE: Minor in Anthrozoology

DEPARTMENT/SCHOOL: Inter-Faculty Programs

FACULTY:

Proposed change(s) effective as of [Fall, Winter, Spring]: Spring 2015

#### A.1 PROGRAM REQUIREMENT CHANGES

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

Example: Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

Minor requirements:

~~Total Courses: 6 courses~~

~~51-160. Animals and Humans in Society~~

~~34-329. Animals and Ethics~~

~~51-260. Animals For Sport and Entertainment~~

~~51-261. Animals and the Law~~

~~51-360. Selected Topics in Anthrozoology~~

~~plus one additional course in Philosophy (34-XXX).~~

**Minor requirements:**

Total Courses: 6 courses

a) 51-160. Animals and Humans in Society

b) five of: 51-260, 51-261, 51-360, 34-329, **48-341, 51-200**

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

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

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

N/A

#### B. RATIONALE

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

The change in the minor accommodates new Anthrozoology courses that were recently created and are now being offered.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).

There is currently sufficient faculty and staff to support this program.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

IFP has faculty with teaching and research background in anthrozoology, in the area of animals in literature, animal welfare and subjectivity as represented in eighteenth-century English literature and culture, animals and ethics, and animals law in both Canada and the US, as well as faculty involved in animal policy legislation in Washington, D.C.

#### C.1.2

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

There is currently enough faculty to teach the courses to support the program, with the addition of one sessional faculty member for the *Animals and the Law* course. This position is funded by a Strategic Priority Fund grant.

#### C.1.3

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

N/A

#### C.1.4

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

N/A

#### C.2 Other Available Resources

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- *staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

N/A

#### C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

51-200, Animals in Literature counts as a credit towards the English degree. It is currently being taught as a section of 26-202, Topics in Literature.

#### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

N/A

#### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

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

**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

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

**Faculty:** N.A.

**Staff:** N.A.

**GA/TAs:** N.A.

**C.6.1**

*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.*

**Library Resources and Services:** N.A.

**Teaching and Learning Support:** N.A.

**Student Support Services:** N.A.

**Space and Facilities:** N.A.

**Equipment (and Maintenance):** N.A.



**University of Windsor  
Program Development Committee**

**5.1: Bachelor of Arts and Science (Inter-Faculty) – Major Program Change (PDC Form B)**

Item for: **Approval**

**MOTION: That the Bachelor of Arts and Science be renamed Bachelor of Interdisciplinary Arts and Science and that the degree requirements be changed according to the program/course change forms.\***

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Centre for Inter-Faculty programs.
- The Departments of Languages, Literature, and Culture and Political Science were consulted.
- **Provost's comments:** *I think this revised program should clarify the similarities and difference with and between the Liberal Arts and Professional Studies Program offered in FAHSS. This is also a very flexible and multi-discipline program. The major problem I see with the program is the 4th year research project. I'm not sure how the program will guarantee 20 supervisors for the research projects. The Outstanding Scholars Program is also linking students to individual supervisors. Psychology has a thesis stream. I think we need some assurance that there is a plan to insure sufficient supervisor numbers to enable the start and completion of each research project within the students' 4th academic year. I would also like some information on the governing council, how it is determined, how many faculty and students are on it, and how is governance determined in the absence of the Council Coordinator."*
- **Response from the Council Coordinator:**
  1. **Difference between Interdisciplinary Arts and Science and Liberal and Professional Studies in FAHSS:** There are several differences between the two programs, the BAS program has an GPA entrance minimum of 80% and a continuing GPA of 70%, and students must have two sciences and math in Grade 12; Liberal and Professional Studies requires a minimum entrance of 70%, and only grade 12 English is required, for most sub-fields with the exception of Aeronautics. In addition, while Liberal Arts and Professional Studies allows flexibility in the degree, it cannot provide the breadth of degree choices of the BAS program. Students in the BAS program take first year science, and depending on their choice will have either a major concentration or a minor in a science discipline. Liberal and Professional Studies only offers 4 courses in Science, and a range of courses in FAHSS with some courses in Business.
  2. **Supervision of Major Research Paper 14-56-420** - This is not a new requirement, but part of the existing program. As such students in the BAS program have the option of doing the 56-420 course, or if they are in a major with a thesis option, they can do the thesis. To deal with supervision in other cases such as English or English and History student will complete a fourth year seminar that is used to replace 56-420. This is done in consultation with the BAS program chair. The remainder do the thesis in their major concentration, where available (i.e., Psychology, Biology, Biochemistry). As can be seen in the table below, the average number of students who need supervision in 420 is about 5 a year. We have been able to accommodate as many as 12 in one year. Therefore, we do not see any impediments to the students being able to complete this course requirement in their fourth year. In fact, the flexibility of having the student do the work in any of the three semesters has proven to be effective. In addition, many of the students use their Outstanding Scholars placement as a starting point to contact faculty to conduct the course.
  3. **Governing Council:** The BAS program has a governing council that has been meeting since its inception. The total number of members is 8. It is comprised of 2 faculty members each from Science and FAHSS. The Chair of the program is the Chair of the council. The other members of the council include the Assistant Provost for Interfaculty Programs and 2 student representatives elected by the BAS student body. Meetings are typically scheduled in the Fall and Winter semesters. Items approved by the council are then submitted to the Interfaculty Council for final adoption. In the event that the BAS Council Chair is unable to attend, the meeting is chaired by the Assistant Provost.

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

## A. Basic Program Information

<b>FACULTY:</b>	Centre for Interfaculty Programs
<b>AAU:</b>	
<b>Program Title:</b>	Interdisciplinary Arts and Science
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b> <i>[Please note that, for general degrees, the discipline is not included on diplomas.]</i>	Bachelor of Interdisciplinary Arts and Science
<b>Proposed Year of Offering [Fall 20xx]:</b>	Fall 2015
<b>Mode of Delivery:</b>	In class, online, blended courses
<b>Planned Student Enrolment (per section B.4.2)</b>	70-80
<b>Normal Duration for Completion:</b>	4 years
<b>Will the revised program be run on a cost-recovery basis?</b>	yes

## B. Major Program Changes - Overall Plan

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

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

During the 2013-14 IQAP review it was noted that that BAS program did not always provide the "rationale for the establishment and sequences of core Arts/Science courses (pedagogical relationship of one to the other; relationship of content to program goals) is not clear" (p. 5). The reviewers recommended that a program review be completed with the assistance of a curriculum subcommittee of the BAS council. This proposal is the result of that review. In particular we heeded their advice to develop "a more diverse curriculum".

The overall aim of the revision is to make the BAS program more attractive to students and provide flexibility in allowing them to pursue double major or double minors in their fields of study. Some of the past attrition of students has been linked to the limitations of allowing students these choices. The BAS program will retain its core course requirements, but allow for flexibility in students selecting options. A central component of the revised program is to offer a first year experience that introduces students to Interdisciplinary studies which will inform their choices and research interests throughout their degree. Part of this change includes aligning the fourth year course, Inquiry and Communication (14-56-410), to assist students in conducting their own research for their capstone course, Research Project (15-56-420). In addition, learning objectives have been revised to align the proposed Introduction to Interdisciplinary Arts and Science (14-56-100) with Inquiry and Communication (14-56-410), as well as the program outcomes.

The intended impact of the revised program is to attract additional high achieving students to the BAS program and to provide flexibility in order to retain those students throughout their 4 year degree.

This program change is consistent with the strategic priority #1, "Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways and successful year to year transition."

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

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

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

The nature of interdisciplinary studies is that it has no one discipline or area of study. However, interdisciplinarity has become a popular choice for students and universities to provide a mechanism to deal with the complexity of modern life. As Repko and his associates note, "The interdisciplinary approach critically analyzes the relevant disciplinary perspectives and integrates their insights to produce a more comprehensive understanding of the problem" (p. 4).

The proposed program change provides students with an introduction to viewing the world from an interdisciplinary perspective from the beginning of their degree. This introductory course is consistent with program in other universities in North America. It is anticipated that the planned changes will help increase enrolment as well as reduce attrition.

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

The revised BAS program will be the only one of its kind in Ontario to provide the flexibility that students seek. No other program offers as many pathways to success as the one that will be offered at Windsor. For example at McMaster, one of the founding interdisciplinary programs in the province, students are able to double major in Interdisciplinary studies and another field of interest. In contrast, the Universities of Trent and Guelph, offer double minors. None of the above noted institutions offer the choice of a major and minor concentration; a double major concentration; or a major concentration with a double minor.

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

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

Interdisciplinary Arts and Science better reflects the unique nature of the degree and will reduce confusion with the Faculty of Arts, Humanities and Social Science (FAHSS). One of the challenges in recruiting students has been the name of the degree itself. Many students are not able to differentiate BAS from other programs or faculty on campus. The title, "Interdisciplinary Arts and Science" is a better reflection of the course content and the program goals. It also provides a more clear alignment with the proposed introductory course and will enable students to have a unique interdisciplinary experience.

## B.4 DEMAND FOR THE MODIFIED PROGRAM

**[Major program changes requiring new/additional resources should be accompanied by a strong argument and clear evidence of student and market demand, and societal need.]**

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

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

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

The BAS program conducts an end of year survey for graduating and continuing students. Sporadic feedback has indicated a dissatisfaction with course selection and students had indicated that some of the blocks of courses in the core program did not offer flexibilities. Others indicated that they wanted the option of a double major or double minor. For the 2014 survey we asked students specifically whether they would like to see some of these options. The most recent survey was conducted using Fluid survey and was sent to all students not graduating in the spring of 2014.

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

As you may have heard, the BAS program has undergone a program review. One of the suggestions was to make the degree more flexible. Of the following options, which would you personally prefer for your degree?		
	N	%
Current model of Major/Minor concentrations	8	24%
Double major concentration	9	27%
Major concentration with a double minor	9	27%
Major concentration with more interdisciplinary courses	5	15%
Other (more choices for core courses)	2	6%
Total	33	100%

We also conduct an annual exit survey of students graduating. A theme in their comments has been the lack of choice and the restrictions placed on some of the core course offerings:

- *I would like [it] if we had flexibility of choosing courses especially in the core group blocks within our degree.*
- *Full-time faculty need to be teaching our core Arts and Science courses. Students need to be challenged to think interdisciplinarily. Presently, there is no real integration of the Arts and Sciences, except for Science, Ethics, and Social Policy (56-421). Inquiry and Communication (56-410) should accomplish this, but the textbook presently used is garbage...Besides these 4th year courses, none of the other core Arts and Science courses are very much concerned with integration of the Arts, Social Sciences, or Humanities, with the Sciences. This curricular problem warrants immediate address.*
- *I would have liked a class with just my peers from Arts and Science each term.*
- *Allow for more flexibility in choosing courses; allow for double major concentration; keep the program relatively small (the feel of more intimate interfaculty courses is nicer than 100+ students).*
- *Get a better choice of courses, not being forced to take ones we know we aren't good at that have little relevance to our concentrations.*
- *Custom built degrees - allowance to choose interdisciplinary courses based on specific interests. For example, our philosophy and history courses are chosen for us (even if there are options). I would have enjoyed having been able to choose any course I wanted within a prescribed subject area.*

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

The BAS program currently draws from domestic students. We have not been able to attract very many visa students to the program. It is anticipated that as the program becomes more flexible it will attract higher numbers of students. One of the limitations to enrolment is the high GPA of 80%. There is no plan to change this requirement as the nature of the program is that it is focussed on students seeking additional professional or higher education.

## B.4.2 Expected Impact of Changes to Estimated Enrolments

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

*For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

<i>Projected enrolment levels for the first five years of operation of the revised program. (If the program is in operation, use actual and projected data.)</i>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
<i>In the regular program (non-co-op)</i>	65	70	75	80	80

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

<i>In the co-op/experiential learning stream (if applicable)</i>					
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>					

<i>Annual projected student intake into the first year of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	20
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	

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

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

Not applicable

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

*Describe the tools and methodology used to assess societal need.*

*Elaborate on the*

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

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

The main change of the program is that it provides more choice to students in completing their degree. The added course, Introduction to Interdisciplinary Arts and Science (56-100), will help situate the students to have significant learning throughout their degree. According to Fink (2003), significant learning is when there is meaningful and lasting classroom experiences. There are six elements that Fink identifies as leading to significant learning:

- Foundational knowledge – acquiring information and understanding ideas
- Application – acquiring an understanding of how and when to use skills
- Integration – the capacity to connect ideas
- Human Dimension – recognition of the social and personal implications of issues
- Caring – acknowledgement of the role of feelings, interest, and values
- Learning How-to-Learn – obtaining insights into the process of learning.

The very structure of the proposed changes to the Interdisciplinary Arts and Science is consistent with the core features of significant learning. By taking an interdisciplinary approach to Arts and Science, student will have an effective way to advance their understanding of topics that are of relevance to them, and to society as a whole.

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The BAS program has already been successful in helping students achieve their career goals. As was noted in the IQAP review, BAS students have gone on to professional schools such as: medicine, law, education, and physician's assistants. Others, have pursued other advanced degrees in the biological sciences, chemistry, political science, environmental studies, to name a few. The program change will only enhance the already exceptional career path of our alumni.

#### **B.4.5 Duplication (MTCU section 7)**

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

Arts and Sciences

Guelph » GAS (Programs)

Interdisciplinary Studies;

Arts and Science I

McMaster » MX (Programs)

Interdisciplinary Studies;

Bachelor of Arts & Science

Trent » RAC (Programs)

Interdisciplinary Studies;

General Humanities

Brock » BHU (Programs)

Interdisciplinary Studies;

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

As mentioned above, the Interdisciplinary Arts and Science at Windsor will be unique as it will be the only program of its kind in Ontario to provide students with as much choice in advancing their degree completion. Students will be able to continue with the major concentration minor, which is already unique in the province, but also be able to choose a double major concentration, or a major concentration with a double minor. None of the other schools in the province offer the same breadth of choice.

#### **B.5 RESOURCES**

##### **B.5.1 Resources Available**

**[Complete Budget Summary Sheet – Appendix A]**

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

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

##### **B.5.1.1a**

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

# PROGRAM DEVELOPMENT COMMITTEE

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Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the revised and existing program(s)	
<b>Category 1: Tenured Professors teaching exclusively in the AAU offering the program</b>		<i>Existing program(s) in the AAU</i>	<i>Proposed program Course taught</i>
...			
<b>Category 2: Tenure-track Professors teaching exclusively in this AAU</b>			
...			
<b>Category 3: Ancillary Academic Staff such as Learning Specialists Positions</b>			
...			
<b>Category 4: Limited-term Appointments teaching exclusively in this AAU</b>			
...			
<b>Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU</b>			
Hansen, Hans, Associate Professor - Tenured		PHILOSOPHY	0134162 0134221
HlynkaL, Myron, Professor, Tenured		MATHEMATICS & STATISTICS	0365205
Hu, Zhiguo Professor, Tenured		MATHEMATICS & STATISTICS	0362130 0362139 0362140 0362141
Lazure, Guy Associate Professor - Tenured		HISTORY	0243113 0243114 1415301
Mansoor, Abida, Assistant Professor, Limited Term		MATHEMATICS & STATISTICS	0362139 0362140 0362141
Miljan Lydia, Associate Professor, Tenured		POLITICAL SCIENCE	1456420 1456100
Muldoon, Maureen, Associate Professor, Tenured		FACULTY OF ARTS & SOCIAL SCIENCES	1456410
Phipps, Alan, P Professor, Tenured		SOCIOLOGY, ANTHROPOLOGY AND	0202250

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

		CRIMINOLOGY	
Rossini, Antonio Associate Professor, Tenured		LANGUAGES, LITERATURES AND CULTURES	0107220
Sarker, Animesh, Assistant Professor, Limited Term		MATHEMATICS & STATISTICS	0362140 0362141 CoreA
Weir, Robert Assistant Professor - Tenured		LANGUAGES, LITERATURES & CULTURES	0111161
Category 6: Sessional and other non-tenure track faculty			
Battaglia, John M Sessional Instructor		MATHEMATICS & STATISTICS	0362130 0362140
Buj, Lorenzo Sessional Lecturer		LANGUAGES, LITERATURES AND CULTURES	0107202 0107203
Macpherson, Brian *Sessional Lecturer 1 – hybrid appointment		PHILOSOPHY /INTER-FACULTY	0134221 1456310 1456421

## B.5.1.1b

*Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the revised program, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program. Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:*

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

Only one additional course will be required to support the revised program. As noted above, the new course 14-56-100 will be taught by the program chair, who is currently in the Political Science department. In addition, others who teach regularly in the program such as sessional instructors and other FAHSS staff are able to teach the course.

## B.5.1.1c

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

The Interdisciplinary Arts and Science will continue to rely on courses already taught within FAHSS and Science. Apart from the one additional course, that is to be taught by a tenured faculty, there is no anticipation of increasing our reliance on adjunct, limited-term, or sessional faculty.

## B.5.1.1d

*For graduate programs: 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.5.1.1e

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

Not applicable



# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

## B.5.1.1f Other Available Resources

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- *staff support, library, teaching and learning support, student support services, space, equipment, facilities GA/TA*

Academic counseling and administrative tasks such as the program review, program development, as well as recruitment and retention of students are done by the BAS Program Chair, Dr. Lydia Miljan. This is a part-time position with a one course teaching release. Dr. Miljan is a tenured faculty in the Department of Political Science. Dr. Miljan is the instructor of record for 14-56-420 the research project. She meets with students to help select an advisor for the research project and collects and forwards the grades to the Registrar's office. She has also directly supervised two students in their research project. She is the proposed instructor for 14-56-100.

The BAS program shares an Inter-Faculty Programs Academic Coordinator with the other programs in the Centre for Interfaculty programs. The Inter-Faculty Programs Academic Coordinator to the Assistant Provost contributes substantially to the smooth and efficient operation of the Centre for Inter-Faculty Programs (Bachelor of Arts and Science, Bachelor of Environmental Studies, Bachelor of Forensics Science and Combined Bachelor of Arts – Forensics) by providing academic, administrative, budgetary and service support to the Assistant Provost, Program Chairs, faculty, students and sessional staff who instruct in the University and the laboratories. Due to the interdisciplinary nature of these programs, a high degree of coordination is required among participating faculties, professors, and departments. The Academic Coordinator/Administrative Assistant to the Associate Provost is the only staff position reporting directly to the Associate Provost of the Centre for Inter-Faculty Programs. In addition, the Centre for Interfaculty programs has a full-time receptionist.

The following departments provide support services that contribute to the quality of the BAS program:

- Academic Writing Centre
- Leddy Library
- Centre for Teaching and Learning
- Information Technology Services
- Office of Research Services
- Centre for Career Education
- Student Disability Services

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

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

The proposed program changes will reduce the reliance on some campus units. The following Core requirements will be dropped: (b) One course from 26-120, 26-122, 26-123, 26-128, 26-140, 29-141, 53-100.

(c) One course from 24-111, 24-130, 24-230, 24-330, 28-214, 28-215, 32-116, 32-117, 53-260.

(d) One course from 55-208, 59-201\*, 61/66-213, 61/66-214, 64-130, 64-202, 64-203, 66-201.

In its place the requirement for a History and Greek Civilization will be a block of courses that students can choose from that focus on the development of Western Thought [(b) One course from 11-161, 43-113, 43-114, 34-110, 45-251, 45-252, 07-203, 07-220].

# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM "B"

Area	Course
<b>Arts and Science<sup>2</sup></b>	<i>*56-100 Introduction to Interdisciplinary Arts and Science</i> <i>*56-301 World Civilizations<sup>3</sup></i> <i>*56-310 Modes and Methods of Inquiry</i> <i>*56-410 Inquiry and Communication</i> <i>*56-420 Research Project</i> <i>*56-421 Science, Ethics and Social Policy</i>
<b>Biology</b>	55-141 Cell Biology 59-140 General Chemistry I 55-140 Biological Diversity
<b>Chemistry</b>	59-141 General Chemistry II
<b>Classical Civilization</b>	11-161 Introduction to Greek Civilization
<b>Computer Science</b>	60-140 Introduction to Algorithms and Programming I 60-141 Introduction to Algorithms and Programming II
<b>Earth and Environmental Science</b>	66-141 Introduction to Earth Science 66-141 Introduction to Environmental Science
<b>Economics</b>	41-110 Introduction to Economics I 41-111 Introduction to Economics II
<b>General Social Science</b>	02-250 <i>Basic Quantitative Methods in the Social Sciences</i> 02-250 <i>Basic Quantitative Methods in the Social Sciences</i>
<b>History</b>	43-113 Europe Encounters the World: Facing Islam, 8th-15th Century 43-114 Europe Encounters the World: The Age of Discovery, 15th-18th Century
<b>Languages, Literatures and Cultures</b>	07-202 Culture & Ideas/Black Death-Enlightenment 07-203 Culture & Ideas/French Revolution to Pres. 07-220 Language, Linguistics and Society
<b>Mathematics</b>	62-130 <i>Elements of Calculus</i> 62-139 Functions and Differential Calculus 62-140 <i>Differential Calculus</i> 62-141 <i>Integral Calculus</i>
<b>Philosophy</b>	34-110 Introduction to Western Philosophy <i>*34-162 Logic and Argumentation</i> 34-221 <i>Introduction to Ethics</i>
<b>Physics</b>	64-130 Introductory Physics for Life Sciences 64-131 Introductory Physics for Life Sciences II 64-140 Introductory Physics I 64-141 Introductory Physics II
<b>Political Science</b>	45-251 Classical Political Thought 45-252 Modern Political Thought
<b>Statistics</b>	<i>65-205 Statistics for the Sciences</i>

1. Required courses are italicized.
2. Courses denoted by an asterisk are limited to BAS students only.

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

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

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

None

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

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in support of the revisions to this program.

IFP has sufficient resources to fund the additional 56-100 course. This has been confirmed by the budget office.

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

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

**Faculty:** 1 course

**Staff:** none

**GA/TAs:** none

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.

**Library Resources and Services:** none

**Teaching and Learning Support:** none

**Student Support Services:** none

**Space and Facilities:** one classroom

**Equipment (and Maintenance):** none

## **C. Program Details**

### **C.1 Admission Requirements (QAF section 2.1.2)**

Describe new or changes to

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

No changes to admission requirements

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.

Not applicable

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

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

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

# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM "B"

Identify in **BOLD** the changes to program requirements.

Total courses: 40

Major requirements: Major Concentration and Minor

Core Courses

- (a) ~~11-161, 56-100~~, 34-162, 34-221, ~~(43-113 or 43-114)~~, 62-130 (or 62-139 or 62-140 and 62-141 if major or minor concentration is Math, Physics or Biochemistry.), 65-205 or 02-250 (Science majors must take 65-205), 56-301, 56-310, 56-410, 56-420 (or other departmental requirement for the student's Major concentration), 56-421.

- (b) **One course from 11-161, 43-113, 43-114, 34-110, 45-251, 45-252, 07-202, 07-203, 07-220**

~~(b) One course from 26-120, 26-122, 26-123, 26-128, 26-140, 29-141, 53-100.~~

~~(c) One course from 24-111, 24-130, 24-230, 24-330, 28-214, 28-215, 32-116, 32-117, 53-260.~~

~~(d) One course from 55-208, 59-201\*, 61/66-213, 61/66-214, 64-130, 64-202, 64-203, 66-201.~~

(e) Four courses (any two of the following pairs): 41-110 and 111, 55-140 and 55-141, 59-140 and 59-141, 60-140 and 60-141, 61/66-140 and 61/66-141, 62-140 and 62-141, 64-140 and 64-141, 64-130 and 64-131.

~~\*Note: 59-140 and 59-141 are antirequisites for 59-201.~~

Major Concentration (12)

- (a) Maximum of two 100-level courses in the major subject  
(b) At least four 300-level or 400-level courses in the major subject

Minor Concentration (6)

- (a) Maximum of two 100-level courses in the minor subject  
(b) At least one 300-level or 400-level course in the minor subject

~~Options requirements:~~

- ~~(a) Four courses from FASS or Science, as needed to satisfy (a) below~~

Other requirements:

- (a) At least 15 courses must be taken in each of the Faculty of Arts, **Humanities**, and Social Sciences and the Faculty of Science.  
(b) To continue in the program, and to receive the Honours BAS degree, students must maintain an Honours 70% cumulative average and major average.  
**(c) Any remaining courses to bring the total course number to 40 may be from any area of study.**

When a requirement in the Major or Minor Concentration is taken as part of the core BAS program course requirements, another course must be selected from within the area of concentration and substituted with the approval of the Director of Inter-Faculty programs. Similarly, when a requirement in the Major Concentration is taken as part of the course requirements in the Minor Concentration, another course must be selected from within the area of Major Concentration and substituted with the approval of the Coordinator of Inter-Faculty programs.

\*\*\*BAS students who have successfully completed a thesis as part of their Major Concentration will have the "with thesis" designation added to their transcript and diploma.\*\*\*

Required courses for Major and Minor concentrations are listed in the relevant program section of the calendar.  
~~The structure of this program does not allow for completion of additional Minors, outside of the Minor Concentration.~~

**Honours Bachelor of Arts and Science (BAS) Double Major Concentration**

# **PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"**

## **Major requirements:**

### **Core Courses**

- (a) 56-100, 34-162, 34-221, 62-130 (or 62-139 or 62-140 and 62-141 if major or minor concentration is Math, Physics or Biochemistry), 65-205, 56-301, 56-310, 56-410, 56-420 (or other departmental requirement for the student's Major concentration), 56-421.
- (b) One course from 11-161, 43-113, 43-114, 34-110, 45-251, 45-252, 07-202, 07-203, 07-220
- (c) Four courses (any two of the following pairs): 41-110 and 111, 55-140 and 55-141, 59-140 and 59-141, 60-140 and 60-141, 61/66-140 and 61/66-141, 62-140 and 62-141, 64-140 and 64-141, 64-130 and 64-131.

### **Major Concentration I (12)**

- (a) Maximum of two 100-level courses in the major subject
- (b) At least four 300-level or 400-level courses in the major subject

### **Major Concentration II (12)**

- (a) Maximum of two 100-level courses in the major subject
- (b) At least four 300-level or 400-level courses in the major subject

## **Other requirements:**

- (a) At least 15 courses must be taken in each of the Faculty of Arts, Humanities, and Social Sciences and the Faculty of Science.
- (b) To continue in the program, and to receive the Honours BAS degree, students must maintain an Honours 70% cumulative average and major average.
- (c) Any remaining courses to bring the total course number to 40 may be from any area of study.

## **Honours Bachelor of Arts and Science (BAS) Major and Double Minor Concentration**

**Total courses: forty.**

## **Major requirements:**

### **Core Courses**

- (a) 56-100, 34-162, 34-221, 62-130 (or 62-139 or 62-140 and 62-141 if major or minor concentration is Math, Physics or Biochemistry.), 65-205 or 02-250 (Science majors must take 65-205), 56-301, 56-310, 56-410, 56-420 (or other departmental requirement for the student's Major concentration), 56-421.
- (b) One course from 11-161, 43-113, 43-114, 34-110, 45-251, 45-252, 07-202, 07-203, 07-220
- (c) Four courses (any two of the following pairs): 41-110 and 111, 55-140 and 55-141, 59-140 and 59-141, 60-140 and 60-141, 61/66-140 and 61/66-141, 62-140 and 62-141, 64-140 and 64-141, 64-130 and 64-131.

### **Major Concentration (12)**

- (a) Maximum of two 100-level courses in the major subject
- (b) At least four 300-level or 400-level courses in the major subject

### **Minor Concentration I (6)**

- (a) Maximum of two 100-level courses in the minor subject
- (b) At least one 300-level or 400-level course in the minor subject

### **Minor Concentration II (6)**

- (a) Maximum of two 100-level courses in the minor subject
- (b) At least one 300-level or 400-level course in the minor subject

## **Other requirements:**

- (a) At least 15 courses must be taken in each of the Faculty of Arts, Humanities, and Social Sciences and the Faculty of Science.

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

**(b) To continue in the program, and to receive the Honours BAS degree, students must maintain an Honours 70% cumulative average and major average.**

**(c) Any remaining courses to bring the total course number to 40 may be from any area of study.**

Other requirements: N/A

Recommended options (if any): N/A

Description of thesis option (if applicable):

**Description of experiential learning components (if applicable):** Not applicable

**Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.), if applicable:** Not applicable

*For Co-op components:*

**Guidelines for co-op work term reports:** N/A

**General length of co-op work term:** N/A

**Is the completion of the experiential learning/co-op component a requirement of the program?** Not applicable

**C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):** 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 described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*

*Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes to standing required for continuation in 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 described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*

*Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes to standing required for graduation

## **C.3.2.3 New or Changes to Suggested Program Sequencing**

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

*Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the revised program. Please ensure that all pre-requisites are met in the sequencing.*

*For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-*

# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM "B"

*operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

Year 1: 56-100, ~~11-161~~, 34-162, ~~43-114~~, 62-130 (or 62-140 and 62-141 if requirement for major or minor concentration), **one of 11-161, 43-113, 43-114, 34-110, 45-251, 45-252, 07-203, 07-220**, two courses selected as needed to satisfy major or minor requirements in Arts, **Humanities**, and Social Science, four courses consisting of any two of the following pairs: 55-140 and 55-141, 62-140 and 62-141, 59-140 and 59-141, 60-140 and 60-141, 66-140 and 66-141, 62-140 and 62-141, 64-130 and 64-131, 64-140 and 64-141, 41-110 and 41-111.

Year 2: 65-205 or 02-250; ~~one of 26-120, 26-122, 26-123, 26-128, 26-140, 29-141, 53-100; one of 24-111, 24-130, 24-230, 24-330, 26-105, 28-214, 28-215, 32-116, 32-117, 53-260; one of 64-202, 64-203, 66-213, 66-214, 66-201, 59-201, 65-205~~; plus any nine additional courses, at least 2 from each of the Faculty of Arts, **Humanities**, and Social Sciences and the Faculty of Science, and consistent with satisfying the requirements for the Major and the Minor concentrations.

Year 3: 34-221, 56-310, 56-301; Plus any seven additional courses, at least 2 from each of the Faculty of Arts, **Humanities**, and Social Sciences and the Faculty of Science, and consistent with satisfying the requirements for the Major and the Minor concentrations.

Year 4: 56-421, 56-410, 56-420 (or other departmental requirement for the student's Major concentration); plus any seven additional courses as needed to satisfying the remaining requirements for the Major concentration, the Minor concentration and/or the Program.

#### C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

##### COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

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

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

*Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).*

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	

# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM "B"

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<ul style="list-style-type: none"> <li>Define "interdisciplinarity" and why it matters.</li> <li>Develop structural knowledge – both factual and procedural.</li> <li>Demonstrate understanding of elements in at least two disciplines.</li> <li>Compare disciplinary and interdisciplinary approaches to research.</li> <li>Understand the Broad Model of interdisciplinary process.</li> </ul>	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
<ul style="list-style-type: none"> <li>Develop a "meta-disciplinary" explanation of how disciplines differ (as well as overlap) in their epistemologies, disciplinary contributions (and limitations) in addressing complex problems, and seeing disciplines as "tools" or "lenses".</li> <li>Develop structural knowledge of problems appropriate to interdisciplinary inquiry.</li> <li>Assemble a literature review on a relevant topic that can be analyzed using interdisciplinary techniques.</li> </ul>	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
<ul style="list-style-type: none"> <li>Integrate conflicting insights from two or more disciplines.</li> <li>Apply critical thinking skills to solve problems</li> </ul>	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
<ul style="list-style-type: none"> <li>Prepare writing assignments that communicate knowledge and research of contemporary social issues.</li> <li>Define a problem or state a research question.</li> <li>Analyze data and present the interpretation to others</li> </ul>	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
<ul style="list-style-type: none"> <li>Acquire perspective taking techniques.</li> <li>Justify research using an interdisciplinary approach.</li> <li>Interact with others in a responsible and appropriate manner</li> </ul>	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge Autonomy and Professional Capacity



# 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>	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have the ability to demonstrate:	
<ul style="list-style-type: none"> <li>Recognize the social and personal implication of issues.</li> <li>Communicate effectively in both oral and written form with peers and mentors.</li> </ul>	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
<ul style="list-style-type: none"> <li>Provide critical feedback for the development and presentation of the interdisciplinary research of self and peers in a constructive and respectful manner.</li> <li>Engage in discussions and scholarly debates with classmates.</li> </ul>	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
<ul style="list-style-type: none"> <li>Demonstrate a critical awareness of the content of various forms of media (image, text, sound) as active viewers.</li> </ul>	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
<ul style="list-style-type: none"> <li>Integrate conflicting insights from alternative disciplines.</li> <li>Obtain insights into the process of learning.</li> </ul>	I. the ability and desire for continuous learning	Autonomy and Professional Capacity

#### C.4.1

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

The revised program is part of an overall curriculum review that assessed the learning outcomes of this program and other programs in North America. The latest research on learning outcomes for Interdisciplinary studies was reviewed and informed the creation of the changes (Hall et al., 2006; Repko, 2007; Newell, 1994; Szostak, 2007).

#### C.4.2

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

Not applicable

#### C.4.3 Mode of Delivery (QAF section 2.1.5)

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

Only one new course has been proposed and it is purposively designed as a face-to-face course to ensure collegiality between students and the Program Chair. The course will consists of partial lectures, small group activities, and seminar format to facilitate learning interdisciplinary approaches.

# PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

## C.5 Student Workload

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

The program change will not impact current workload.

Expected Workload per 3.0 Course Credit/Week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	
Studying for tests/examinations	
Other: <i>[specify]</i>	
Compare the student workload for the proposed revised program with the workload for the existing program and other similar programs in the AAU.	

## D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

The program change will not impact on degree level expectations.

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

Not applicable

## E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5) – not applicable

# 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.

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)							
Year	1	2	3	4	5	Total	Total Revenue/ Expenses
Tuition income*	\$388,217	\$431,138	\$476,331	\$533,785	\$597,512	\$2,426,981	
Potential Provincial funding**	\$404,678	\$425,168	\$458,976	\$503,030	\$546,059	\$2,337,911	<b>\$4,764,892</b>
Other sources of funding (please list)							
<b>Expenses</b>							
Additional Faculty member	\$8,000	\$8,000	\$8,240	\$8,240	\$8,240	\$40,720	\$-40,720
Additional Staff/Technician							
GA/TA***							
External Examiners^							
Library Resources							
New Facilities/ Equipment							
Facilities/ Equipment Maintenance							
Technology/ CTL resources							
Other expenses (please list)							
<b>Net Income</b>							<b>\$4,724,172</b>

\* Estimate \$6,857 per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

\*\* Estimate \$4110 \*1.0 for first year, and \$4,110 \*1.75 for senior students per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

\*\*\* Estimate \$xxx per GA/TA allocation

^For graduate programs.

**University of Windsor  
Program Development Committee**

\*5.2            **Inter-Faculty - Bachelor of Arts and Science – New Course Proposal**

Item for:        **Approval**

**MOTION:**        **That the following course additions be made\*:**  
                         **56-100.    Introduction to Interdisciplinary Arts and Science**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by Inter-faculty programs.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** Bachelor of Arts and Science

**DEPARTMENT/SCHOOL:** N/A

**FACULTY:** Centre for Inter-Faculty Programs

**Proposed change(s) effective as of:** Fall 2015

#### A. NEW COURSE PROFILE

**Course # and Title:** 56-100. Introduction to Interdisciplinary Arts and Science

##### Calendar Description

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

This course examines how various academic disciplines contribute to integrative understanding. The course examines the history of interdisciplinary studies and different models of integration. Students will develop skills in interdisciplinary research and problem solving, in oral and written communication, and in the synthesis of diverse perspectives. (Open only to students in the BAS program).

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Tutorial	Lab.	Co-op/ practicum
3.0	36	36				36			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
				X		

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

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

N/A

#### B. RATIONALE

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

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

The BAS program offers an interdisciplinary experience by offering courses in FAHSS and Science. In addition, the program has five courses offered through Inter-Faculty Programs. However, during the IQAP program review it was highlighted that there is no first year introductory course for the program. Although there are several courses that BAS students take in first year, they are all discipline-specific and do not foster a true understanding of what skills and benefits are used in an interdisciplinary program. A review of similar programs in other universities (McMaster, Carleton, and University of Alberta) showed that they all offer an introductory course in interdisciplinary studies. The BAS core courses offered later in the degree help develop these skills, but the program review committee found

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

that the skills need to be developed earlier in the program. To complement the creation of this course, the program is also being updated to change the nature of a subsequent course (14-56-410) to develop more advanced skills in research design from an interdisciplinary point of view.

#### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
<ul style="list-style-type: none"> <li>Define “interdisciplinarity” and its relevance.</li> <li>Demonstrate an understanding of these elements in at least two disciplines in written assignments and examinations.</li> </ul>	A. the acquisition, application and integration of knowledge
<ul style="list-style-type: none"> <li>Compare and contrast a “meta-disciplinary” explanation of how disciplines differ/overlap in their epistemologies and contributions/limitations in addressing complex problems.</li> </ul>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> <li>Demonstrate a critical awareness of the content of various forms of media (image, text, sound) as active viewers.</li> <li>Integrate conflicting insights from two or more disciplines.</li> </ul>	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> <li>Research and write a reasoned essay on a topic dealing with a contemporary social issue.</li> </ul>	D. literacy and numeracy skills
<ul style="list-style-type: none"> <li>Acquire perspective taking techniques.</li> </ul>	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> <li>Recognize the social and personal implication of contemporary issues.</li> </ul>	F. interpersonal and communications skills
<ul style="list-style-type: none"> <li>Provide effective feedback regarding interdisciplinary research presentations.</li> <li>Engage in discussions and scholarly debates.</li> </ul>	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b>  A U of Windsor graduate will have the ability to demonstrate:
<ul style="list-style-type: none"> <li>Integrate conflicting insights from alternative disciplines.</li> </ul>	I. the ability and desire for continuous learning

#### B.3 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	25	28	30	30

Course enrolment is limited to first year BAS students. The redesign of the program and the inclusion of this course is anticipated to improve overall enrolment in the program.

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

This course replaces three groups of FAHSS courses in the revised program structure [(b) One course from 26-120, 26-122, 26-123, 26-128, 26-140, 29-141, 53-100. (c) One course from 24-111, 24-130, 24-230, 24-330, 28-214, 28-215, 32-116, 32-117, 53-260. (d) One course from 55-208, 59-201\*, 61/66-213, 61/66-214, 64-130, 64-202, 64-203, 66-201]. The BAS students were distributed across those courses, so each of those courses would see an average of 1-2 fewer students. In addition, many of the courses were taught at irregular intervals and did not provide the interdisciplinary experience required by the program. Those courses are all taught by other departments to serve their own disciplinary programs, so there is no effect on the viability of those courses.

#### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.*  
*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
2	Reading for the course
2.5	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
.5-1	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> The workload anticipated for the course is consistent with similar courses in the Interfaculty Programs.	

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

This course will be taught by the program chair. This will ensure that student collegiality is fostered and that students have a connection to the goals of the program. It will require a course stipend.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

The current program chair teaches in the area of Canadian Public Policy. She is well versed in the nature and goals of the program. She is also an interdisciplinary scholar who examines public policy issues from various disciplines. She has taught methodology courses at the undergraduate and graduate level in political science. It is expected that any future Program Chair will have similar inter-disciplinary experience, and will be able to teach this course.

##### C.1.2

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

At this time, we do not anticipate relying on adjunct, limited-term, or sessional faculty to deliver the course. However, the Centre for Interfaculty Programs does utilize the resources of two limited term, one sessional lecturer, one Learning Specialist, several of which would be well suited to teach this course.

##### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

In order for the Program Chair to teach this course, they will need to be freed from one course in their home department. This can be done by either allowing the home department to reduce the instructor's course in their home department by one, or by having the Program Chair teach an overload course in the Fall semester.

##### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

Accommodating the Program Chair to teach the course means IFP will have to either provide a course buy-out or a course from an IFP instructor's teaching load.

##### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

There are no cost savings anticipated with the addition of this course.



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

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** The Instructor will either have to have a course reduction in his/her current workload, or teach as an overload stipend. There are sufficient funds in the IFP budget to cover this course overload.

**Staff:** No additional staff will be required to facilitate the course.

**GA/TAs:** No GA/TAs are required for this course.

**C.5.1**

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

**Library Resources and Services:** None required

**Teaching and Learning Support:** None required

**Student Support Services:** None required

**Space and Facilities:** None required aside from a normal classroom allocation for course instruction

**Equipment (and Maintenance):** None required

**University of Windsor  
Program Development Committee**

**\*5.3: Women's Studies – New Course Proposal**

**Item for: Approval**

**MOTION: That the following course additions be made\*:  
53-490. Directed Reading in Women's Studies**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by FAHSS Faculty Council.
- Learning outcomes have been vetted by CTL.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** BA in Women's Studies

**DEPARTMENT/SCHOOL:** Women's Studies

**FACULTY:** Arts, Humanities, and Social Sciences

**Proposed change(s) effective as of:** Fall 2015

#### A. NEW COURSE PROFILE

**Course # and Title:** 53-490. Directed Reading in Women's and Gender Studies

##### Calendar Description

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

An independent research project that explores and applies advanced feminist theory. Students must apply at [uwindsor.ca/womensstudies/DirectedReading](http://uwindsor.ca/womensstudies/DirectedReading). Applications must include: research question, preliminary reading list, and writing sample. Students must be prepared to present their research to an audience. (Prerequisites: Minimum grade of 80% in 02-53-300/ 01-34-359 or 02-53-305 and 02-53-301 and minimum cumulative average of 75%.) (This course may be repeated for credit if topics are different.)

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Tutorial	Lab.	Co-op/ practicum
3.00	36	0	0	0	3.0	0	0	0	0

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
Minimum grade of 80% in 02-53-300/ 01-34-359 or 02-53-305 and 02-53-301 and minimum cumulative GPA of 75%.						

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

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

N/A

#### B. RATIONALE

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

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

To meet the needs of students who are capable of a senior research essay and may wish to go on to graduate school. Faculty will be matched with each student's interests.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. <ul style="list-style-type: none"> <li>• Select and apply feminist theory appropriate to the topic.</li> <li>• Integrate evidence and counter-evidence into coherent analyses research questions.</li> <li>• Compose paper abstracts.</li> </ul>	A. the acquisition, application and integration of knowledge
B. <ul style="list-style-type: none"> <li>• Design and implement successful research projects by:               <ul style="list-style-type: none"> <li>• Developing a research question,</li> <li>• Constructing a reading list,</li> <li>• Synthesizing source materials and data into coherent analyses of research questions,</li> <li>• Creating a plan of work,</li> <li>• Obtaining REB approval when necessary.</li> </ul> </li> </ul> (Also relevant to D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. <ul style="list-style-type: none"> <li>• Create nuanced analyses of source materials and articulate original perspectives.</li> <li>• Evaluate the accuracy and usefulness of academic, popular, and web-based sources.</li> </ul>	C. critical thinking and problem-solving skills
D. (See also in B)	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. <ul style="list-style-type: none"> <li>• Translate key findings (preliminary or final) for a academic and/or non-academic audiences.</li> </ul>	F. interpersonal and communications skills

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. • Anticipate research projects that would complement and expand research findings of studies already completed.	I. the ability and desire for continuous learning

#### B.3 Demand for Course

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

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

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

Minimal. This course will likely attract fewer than 3 students per year.

#### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
0	Lectures
0	Tutorials
0	Labs
0	Practical experience
0	Independent Study
6	Reading & research for the course
2	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments - supervisor
0	Studying for tests/examinations
0	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> Comparable with other 400-level courses but requires more individual responsibility	

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

This course will draw on currently available faculty resources.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

Students will be matched with faculty with capacity in the topic.

#### C.1.2

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

N/A

#### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

N/A

#### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

N/A

#### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

#### C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

N/A

#### C.5.1

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

N/A

University of Windsor  
Program Development Committee

5.4 Masters of Applied Economics and Policy (Graduate) – New Course Proposals (PDC Form D)

Item for: **Approval**

**MOTION:** That the following course additions be made:\*

- 41-601 Applied Microeconomics**
- 41-602 Applied Macroeconomics**
- 41-603 Mathematics for Applied Economics**
- 41-604 Applied Econometrics I**
- 41-605 Applied Econometrics II**
- 41-606 Business Communications**
- 41-607 Research Project in Economic Policy and Seminar**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, Faculty of Science Coordinating Council and Graduate Studies Council.
- *See attached.*

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

**TITLE OF THE PROGRAM/CERTIFICATE:** Master of Applied Economics and Policy

**DEPARTMENT/SCHOOL:** Department of Economics

**FACULTY:** Science

**Proposed change(s) effective as of:** July 1, 2015 (Spring 2015)

**A. NEW COURSE PROFILE**

**Course # and Title:** 03-41-601: Applied Microeconomics

**Calendar Description**

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

This course offers a systematic presentation of consumer theory, theory of the firm, and market equilibrium. Topics covered include preferences and utility, exchange, production, pricing, market structures, and welfare economics. These concepts are then applied to various policy issues including price and quantity regulation, taxation of labor and capital, income distribution, and the minimum wage.

**Other Course Information**

*Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
None				Yes		

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

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

**B. RATIONALE**

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

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

To focus on theories and approaches of microeconomic tools to analyze markets and the role and impact of markets in society.

**B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)**

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights. Information on learning outcomes is appended to this form*



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

*(Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Describe and critically appraise concepts in microeconomics -- such as consumer behaviour, individual and market demand, production technologies, the costs of production, profit maximization in competitive markets and in monopolistic markets.</p> <p>Analyze microeconomic models using mathematical tools.</p> <p>Draw inference from the results and determine how they apply to economic policy matters.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Examine and evaluate articles in academic journals and relate them to economic policy issues.</p> <p>Set up microeconomic models for the problem at hand and employ the appropriate mathematical techniques to solve them.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Analyze various markets and link those to real-life cases.</p> <p>Identify and apply microeconomic concepts to consumers and firms in the marketplace.</p> <p>Identify various assumptions and modeling choices that affect modeling outcomes.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Analyze consumer and firm's problems by choosing appropriate mathematical tools.</p> <p>Critically appraise and formulate potential extensions of models, limits and applications of theories.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Evaluate the impacts of microeconomic policies on consumers and society.</p>	<p>E. responsible behavior to self, others and society</p>
<p>F. Take positions in discussions of competing theories and economic policies and make compelling arguments in favour of those supported by evidence.</p> <p>Interpret the results of economic analyses and communicate them clearly and concisely.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>

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

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	40	40	40	40	40

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

None

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
3	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> Comparable	

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

There are sufficient faculty members with expertise to offer this course. See below.

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

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There are a number of faculty members within the Department of Economics who have knowledge of this material and who have taught similar courses.

One faculty member has been teaching Introduction to microeconomics, and Intermediate microeconomics, and has research interests in Urban Economics and Housing.

Research interests of another faculty member include Social Choice Theory, Game Theory, and Microeconomic Theory. He teaches ECN 380 Game Theory, ECN 503 Microeconomic Theory II, ECN 581 Mathematical Economics, ECN 423 Advanced Microeconomics.

One faculty member's research focuses on cooperative game theory, axiomatic analysis of cost sharing mechanisms, as well as theoretical Industrial Organization, with fields being Microeconomics, Game Theory, and Industrial Organization. The member teaches ECN 221 Intermediate Microeconomics I, ECN 385 Public Economics: Expenditure, ECN 420 Industrial Organization Theory, ECN 424 Advanced Microeconomics II, ECN 501 Microeconomic Theory, ECN 503 Microeconomic Theory II, and ECN 531 Industrial Organization.

Research interests of another faculty member include cost sharing problems on networks, designing efficient and incentive-compatible water allocation mechanisms, and applications of convex analysis in economic theory. The faculty member teaches 41-503 Microeconomic Theory II, 41-581 Mathematical Economics, and 41-323 Advanced Microeconomics.

**C.1.2**

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

It is expected that a faculty member within the Department of Economics will normally deliver the course.

A sessional instructor may be required to 'fill-in' when a core instructor is on sabbatical or otherwise unavailable.

No adjunct or limited-term instructors will be required.

**C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

None.

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

None.

**C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

None.

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

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** This course would be taught by regular faculty or by highly qualified sessional instructors on contract.

**Staff:** None.

**GA/TAs:** GA/TA needed for preparing and proctoring exams written on campus.

**C.5.1**

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

**Library Resources and Services:** No additional resources required.

**Teaching and Learning Support:** No additional resources required.

**Student Support Services:** No additional resources required.

**Space and Facilities:** Existing classrooms will be used.

**Equipment (and Maintenance):** No additional resources required.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

#### A. NEW COURSE PROFILE

**Course # and Title:** 03-41-602: Applied Macroeconomics

##### Calendar Description

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

This course provides a systematic overview of the theory of aggregate output and employment, the rate of interest, and price level determination. Coverage includes the theories of consumption and investment, the demand and supply of money, inflation, unemployment, and economic growth. These topics are discussed in the context of contemporary empirical work on aggregative relationships. Finally, the theory developed is applied to various policy issues such as a zero inflation rule, full employment legislation, and a balanced budget amendment.

##### Other Course Information

*Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
None				Yes		

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

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

#### B. RATIONALE

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

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

This course focuses on macroeconomic concepts and tools to analyze real world problems.

##### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

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

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

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<p>A. Describe and critically appraise concepts in macroeconomics, such as those related to national income, consumption, investment and international trade.</p> <p>Apply macroeconomic concepts of rational economic behaviour to individual and government behaviour.</p> <p>Analyze macroeconomic models using mathematical tools.</p>	<p>B. the acquisition, application and integration of knowledge</p>
<p>B. Critically discuss articles in technical and nontechnical journals.</p> <p>Set up models appropriate for macroeconomic problems and employ the appropriate mathematical techniques to solve them.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Analyze economic markets and link them to real-life cases.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Analyze macroeconomic problems by choosing appropriate mathematical tools.</p> <p>Discuss and formulate macroeconomic policy recommendations.</p> <p>Critically appraise and formulate potential extensions of models, limits and applications of theories.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Model and analyze the impacts of fiscal and monetary policies on consumers and society.</p> <p>Evaluate and compare how macroeconomic policies can affect different members of society.</p>	<p>E. responsible behavior to self, others and society</p>
<p>F. Take positions in discussions of competing theories or economic policies and make compelling arguments in favor of those supported by evidence.</p> <p>Interpret the results of economic analyses and communicate them clearly and concisely.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

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

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	40	40	40	40	40

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

None

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
3	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area? Comparable	

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

There are sufficient faculty members with expertise to offer this course. See below.

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There are a number of faculty members within the Department of Economics who have knowledge of this material and who have taught similar courses.

One faculty member's research fields include Macroeconomics, Fiscal and Monetary Economics, Informal Activities, and Tax Evasion. The member teaches both undergraduate and graduate courses including ECN 231 – Intermediate Macroeconomics I, ECN 232 – Intermediate Macroeconomics II, ECN 433 – Advanced Macroeconomics I, ECN 550 – Monetary Theory, ECN 594 – Special Topics in Economics.

One faculty member's research interest is in international macroeconomics, and in particular, in monetary policy in a small open economy. The member teaches ECN 502 Macroeconomic Theory I, ECN 434 Advanced Macroeconomics II, ECN 510 International Economics.

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

Research interests of another faculty member are in Monetary Economics, Macroeconomics, and Game Theory. The member teaches ECN 111 Introduction to Economics II, ECN 306 Mathematical Economics I, ECN 335 Money and Banking, ECN 341 Economic Growth and Development Theory, ECN 373 International Economics: Trade Theory and Policy, ECN 406 Mathematical Economics II, ECN 433 Advanced Macroeconomics I, and ECN 504 Macroeconomic Theory II.

**C.1.2**

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

It is expected that a faculty member within the Department of Economics will normally deliver the course. A sessional instructor may be required to 'fill-in' when a core instructor is on sabbatical or otherwise unavailable. No adjunct or limited-term instructors will be required.

**C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

None.

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

None.

**C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

None.

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** This course would be taught by regular faculty or by highly qualified sessional instructors on contract.

**Staff:** None.

**GA/TAs:** GA/TA needed for preparing and proctoring exams written on campus.

**C.5.1**

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

**Library Resources and Services:** No additional resources required.

**Teaching and Learning Support:** No additional resources required.

**Student Support Services:** No additional resources required.

**Space and Facilities:** Existing classrooms will be used.

**Equipment (and Maintenance):** No additional resources required.



# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

#### A. NEW COURSE PROFILE

**Course # and Title:** 03-41-603: Mathematics for Applied Economics

##### Calendar Description

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

This course focuses on the mathematical methodology to be used in economic analysis. Topics covered include differential calculus and their importance in economics, linear algebra and its applications, optimization, Taylor series and linear approximation. Particular emphasis is placed on learning about how to use these methods in order to analyze economic phenomena.

\*\* This course will be cross-listed with undergraduate course (41-306), with more advanced expectations set for students enrolled under the graduate number.

##### Other Course Information

*Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
None				Yes		

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

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

#### B. RATIONALE

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

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

This course focuses on mathematical tools and concepts that are used in economics.

##### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights. Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and*

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

*Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Describe and critically appraise mathematical concepts used in economics.  Integrate knowledge of economics with mathematics.  Analyze and solve micro- and macroeconomic models by choosing appropriate mathematical tools.	C. the acquisition, application and integration of knowledge
B. Set up formally (in mathematical terms) economic problems, solve them and analyze the solutions. Use various statistical software to test economic theories.  Interpret and evaluate mathematical results using economic language.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use mathematical methods to analyze economic issues. Set up mathematical model to study economic theories and make predictions.	C. critical thinking and problem-solving skills
D. Apply mathematical tools to test various economic theories.  Critically discuss and formulate potential extensions of models, limits and applications of theories.	D. literacy and numeracy skills
E.	E. responsible behavior to self, others and society
F. Interpret the results of mathematical analyses and communicate them in the language of economics.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	40	40	40	40	40

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

**PROGRAM DEVELOPMENT COMMITTEE  
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*Department?*

None

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

**Average number of hours per week that the student will be expected to devote to:**

3	Lectures
	Tutorials
	Labs
	Practical experience
3	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>

**How does the student workload for this course compare with other similar courses in the department/program area?** Comparable

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

There are sufficient faculty members with expertise to offer this course. See below.

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There are a number of faculty members within the Department of Economics who have knowledge of this material and who have taught similar courses.

One faculty member's research interests are in Monetary Economics, Macroeconomics, and Game Theory. The member teaches ECN 111 Introduction to Economics II, ECN 306 Mathematical Economics I, ECN 335 Money and Banking, ECN 341 Economic Growth and Development Theory, ECN 373 International Economics: Trade Theory and Policy, ECN 406 Mathematical Economics II, ECN 433 Advanced Macroeconomics I, and ECN 504 Macroeconomic Theory II.

One faculty member has been involved in teaching undergraduate courses for Mathematical Economics I. The member's research interests include Econometrics, Nonparametric Econometrics. The member teaches 41-313 Introduction to Econometric Methods I, 41-350 Labor Theory, 41-314 Introduction to Econometric Methods II, 41-542 Econometric Theory II.

One faculty member's research interests include cost sharing problems on networks, designing efficient and incentive-compatible water allocation mechanisms, and applications of convex analysis in economic theory. The member teaches 41-503 Microeconomic Theory II, 41-581 Mathematical Economics, and 41-323 Advanced Microeconomics.

**C.1.2**

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

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*the new course.*

It is expected that a faculty member within the Department of Economics will normally deliver the course. A sessional instructor may be required to 'fill-in' when a core instructor is on sabbatical or otherwise unavailable. No adjunct or limited-term instructors will be required.

**C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

None.

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

None.

**C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

None.

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** This course would be taught by regular faculty or by highly qualified sessional instructors on contract.

**Staff:** None.

**GA/TAs:** GA/TA needed for preparing and proctoring exams written on campus.

**C.5.1**

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

**Library Resources and Services:** No additional resources required.

**Teaching and Learning Support:** No additional resources required.

**Student Support Services:** No additional resources required.

**Space and Facilities:** Existing classrooms and computer lab will be used.

**Equipment (and Maintenance):** No additional resources required.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

#### A. NEW COURSE PROFILE

**Course # and Title:** 03-41-604: Applied Econometrics I

#### Calendar Description

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

In this course, students will perform applied econometric analysis and use various econometric methods. Topics include probability and sampling, distribution theory, hypothesis testing, estimation, and analysis of variance.

#### Other Course Information

*Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
None				Yes		

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

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

#### B. RATIONALE

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

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

This course focuses on the practice of econometrics with students performing applied econometric analysis using various econometric models.

##### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

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<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
A. Describe and critically appraise statistical concept such as linear and nonlinear regression models and hypothesis testing.  Assess and test economic theories by choosing appropriate econometric tools.	D. the acquisition, application and integration of knowledge
B. Collect data and build simple models to test.  Produce and interpret plots of data.  Collect data from online sources and academic papers, and critically evaluate their relevance and accuracy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Appraise the tests used to identify correct model specification. Assess the limitations of data.	C. critical thinking and problem-solving skills
D. Test hypotheses concerning model parameters.  Test joint hypotheses concerning more than one variable.	D. literacy and numeracy skills
E.	E. responsible behavior to self, others and society
F. Take positions in discussions of competing test results and make compelling arguments in favor of those supported by evidence.  Interpret the results of data analyses and communicate them clearly and concisely.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	40	40	40	40	40

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

None

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

#### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.  
NOTE: Student workload should be consistent with the credit weight assigned to the course.*

#### Average number of hours per week that the student will be expected to devote to:

3	Lectures
	Tutorials
	Labs
	Practical experience
3	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>

**How does the student workload for this course compare with other similar courses in the department/program area?** Comparable

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

There are sufficient faculty members with expertise to offer this course. See below.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There are a number of faculty members within the Department of Economics who have knowledge of this material and who have taught similar courses.

One faculty member has been involved in teaching undergraduate courses for senior research workshop The member's research interests include Applied Econometrics and Economic Statistics, Labour Economics, Applied Economics, and Applied Microeconomics. The member has taught Law and Economics courses and has extensive experience in applied economics and economic policy.

Another faculty member's research interests are Econometrics, Finite Sample and Simulation Based Inference, Macroeconomics & Monetary Economics. The member has taught 41-541 Econometric Theory I, 41-424 Advanced Microeconomics II, 41-582 Time Series Analysis I.

Research interests of another faculty member include Econometrics, Nonparametric Econometrics. The member teaches 41-313 Introduction to Econometric Methods I, 41-350 Labor Theory, 41-314 Introduction to Econometric Methods II, 41-542 Econometric Theory II.

##### C.1.2

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

It is expected that a faculty member within the Department of Economics, will normally deliver the course. A sessional instructor may be required to 'fill-in' when a core instructor is on sabbatical or otherwise unavailable. No adjunct or limited-term instructors will be required.

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**C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

None.

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

None.

**C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

None.

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** This course would be taught by regular faculty or by highly qualified sessional instructors on contract.

**Staff:** None.

**GA/TAs:** GA/TA needed for preparing and proctoring exams written on campus.

**C.5.1**

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

**Library Resources and Services:** No additional resources required.

**Teaching and Learning Support:** No additional resources required.

**Student Support Services:** No additional resources required.

**Space and Facilities:** Existing classrooms and computer lab will be used.

**Equipment (and Maintenance):** No additional resources required.



# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

#### A. NEW COURSE PROFILE

**Course # and Title:** 03-41-605: Applied Econometrics II

##### Calendar Description

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

This is a continuation of 41-604. Students will use statistical methods to analyze economic data, including empirically testing some economic theories and making predictions. Students will perform applied econometric analysis and use advanced econometric methods. (Prerequisite: 41-604.)

##### Other Course Information

*Please complete the following tables.*

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

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
41-604				X		

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

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

#### B. RATIONALE

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

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

This course focuses on the practice of econometrics with students performing applied econometric analysis and estimating econometric models using more advanced econometric methods.

##### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

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

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<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:
A. Examine in detail the statistical and data analysis methods available to analyze public policy and economic issues.  Elaborate on the applicability of statistical methods to solve specific questions within the field and debate how they can be used to prove/disprove a specific policy position.  Apply modern econometric techniques to test policy-oriented models.	E. the acquisition, application and integration of knowledge
B. Collect data and build models to test.  Use various statistical software to test economic theories.  Collect data from online sources and academic papers, and critically evaluate their relevance and accuracy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use statistical methods to analyze economic data, empirically test some economic theories and make predictions.	C. critical thinking and problem-solving skills
D. Evaluate various economic theories by choosing and applying appropriate statistical tools.  Critically evaluate and formulate potential extensions of models, limits and applications of theories.	D. literacy and numeracy skills
E.	E. responsible behavior to self, others and society
F. Take positions in discussions of competing test results and make compelling arguments in favor of those supported by evidence.  Interpret the results of data analyses and communicate them clearly and concisely.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the	Year 1	Year 2	Year 3	Year 4	Year 5
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new course.	40	40	40	40	40
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*What will be the impact of offering the new course on enrolments in existing courses in the program or Department?*

None

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.  
NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
3	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area? Comparable	

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

There are sufficient faculty members with expertise to offer this course. See below.

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There are a number of faculty members within the Department of Economics who have knowledge of this material and who have taught similar courses.

One faculty member has been involved in teaching undergraduate courses for senior research workshop His research interests include Applied Econometrics and Economic Statistics, Labour Economics, Applied Economics, and Applied Microeconomics. The member has taught Law and Economics courses and has extensive experience in applied economics and economic policy.

Another faculty member's research interests are Econometrics, Finite Sample and Simulation Based Inference, Macroeconomics & Monetary Economics. The member has taught 41-541 Econometric Theory I, 41-424 Advanced Microeconomics II, 41-582 Time Series Analysis I.

Research interests of another faculty member include Econometrics, Nonparametric Econometrics. The member teaches 41-313 Introduction to Econometric Methods I, 41-350 Labor Theory, 41-314 Introduction to Econometric Methods II, 41-542 Econometric Theory II.

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**C.1.2**

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

It is expected that a faculty member within the Department of Economics will normally deliver the course. A sessional instructor may be required to 'fill-in' when a core instructor is on sabbatical or otherwise unavailable. No adjunct or limited-term instructors will be required.

**C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

None.

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

None.

**C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

None.

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** This course would be taught by regular faculty or by highly qualified sessional instructors on contract.

**Staff:** None.

**GA/TAs:** GA/TA needed for preparing and proctoring exams written on campus.

**C.5.1**

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

**Library Resources and Services:** No additional resources required.

**Teaching and Learning Support:** No additional resources required.

**Student Support Services:** No additional resources required.

**Space and Facilities:** Existing classrooms and computer lab will be used.

**Equipment (and Maintenance):** No additional resources required.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

#### A. NEW COURSE PROFILE

**Course # and Title:** 03-41-606 Business Communications

##### Calendar Description

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

This course aims to enhance students' communications skills and ability within a Canadian academic and employment context, including the opportunity to enhance their academic and occupational communication skills throughout a variety of relevant mediums.

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Tutorial	Lab.	Co-op/ practicum
3	40*	Yes				10/module			

**\*Note:** This course will be delivered in four modules with one 10-hr module completed each semester of the Master of Applied Economics and Policy program.

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
None				Yes		

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

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

n/a

#### B. RATIONALE

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

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

Success in academia, employment and social environments depends, to a large extent, on one's ability to communicate effectively.

The purpose of this course is to pro-actively build a student's communications skills and abilities, thereby, enabling them to apply what they learn towards their academic program and support them into the future.

The course will be comprised of 4 modules with one module delivered in each term of the Master of Applied Economics and Policy program.

Module 1: Communications Foundations (03-41-606-01)

Module 2: The Writing Process (03-41-606-02)

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Module 3: Presentation skills (03-41-606-03)

Module 4: Employment Communications (03-41-606-04)

**B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)**

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Recognize and analyze different communication styles across cultures and the values that underlie them.  Clearly identify and explain how personal factors, such as self-esteem, self-awareness, culture, non-verbal communication and perceptions can influence the communication process.  Apply current communications theories in both academic and business situations.	F. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Use theories of interpersonal communication to explain and evaluate their own behavior in interpersonal relationships.	E. responsible behaviour to self, others and society
F. Apply effective interpersonal communications skills in business situations.  Communicate clearly, concisely, courteously and correctly, orally and in writing, using currently recognized business formats.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

**PROGRAM DEVELOPMENT COMMITTEE  
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<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	40	40	40	40	40

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

The proposed course will not impact enrolment in existing courses in the program or Department.

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
4 hrs of a 10 hr module	Lectures
N/A	Tutorials
N/A	Labs
6 hrs of a 10 hr module	Practical experience
2 hrs of a 10 hr module	Independent Study
4 hrs of a 10 hr module	Reading for the course
6 hrs of a 10 hr module	Work for assessment (essays, papers, projects, laboratory work)
2 hrs of a 10 hr module	Meeting with others for group work/project assignments
N/A	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
The modular delivery format of the course and tentative schedule (early in each term) will enable students to complete the work associated with each module within the first few week of each term. Thereby, allowing students to focus on their remaining courses for the duration of the semester.	

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

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Due to the technical and professional nature of the curriculum contained within the course it is expected that an expert with a demonstrated knowledge and experience within the field of Communications will be sought to teach this course.

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

CEPE is expected to assist in recruiting an adjunct or sessional instructor for this course. (See also sections C.4 and C.5.1.)

#### C.1.2

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

The appointment of any adjunct and/or sessional faculty will be in keeping with all graduate faculty regulations related to the appointment of faculty to teach within the program. Instructors are sought in accordance with procedures agreed on by the Department of Economics and may include advertising, both externally and internally within the AAU, and by direct solicitation. Those appointed will have relevant experience and qualification. The Dean of Science following the recommendation of the Department of Economics appointments committee will make any adjunct, limited-term, and sessional appointments.

#### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
  - *equipment or facilities outside the proposer's control,*
  - *external resources requiring maintenance or upgrading using external resources*
- Provide relevant details.*

There is no reliance on any existing resources from other campus units to offer this course.

#### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

No new resources are required from within the area, department of faculty have been committed nor are required to support this course.

#### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

The Odette School of Business offers a Business Communications workshop on a non-credit basis for their Master of Management Students. This workshop follows a similar curriculum and learning outcomes; however, the depth and breath of the materials covered is lower. The Odette School of Business has expressed interest in expanding this workshop and possibly converting it into a for credit course. Immediately, it presents an opportunity to collaborate in sharing curriculum best practices in the development and delivery of this course. In the future, there is the possibility of shared delivery of a single unified course with the Faculty of Science.

In addition, the continued expansion of course-based graduate programs within the Faculty of Science, specifically ones marketed towards international students, could see increased demand for this type of course in other programs.



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

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** No additional faculty members are required to offer the proposed course.

**Staff:** No additional staffs are required to support the proposed course.

**GA/TAs:** Depending on class size, teaching assistants maybe required to help facilitate some elements of the curriculum, such as assisting in the delivery of hands-on activities / tutorials and supporting assessment functions.

**C.5.1**

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

**Library Resources and Services:** No additional library resources and services are required to be able to offer this course.

**Teaching and Learning Support:** No additional teaching and learning support services are required to be able to offer this course.

**Student Support Services:** It is envisioned that there would be the opportunity for the Centre for Career Education (CEE) to collaborate in the development, and possible delivery, of some content contained within Module 4 – Employment Communications. This connection could enhance the course while fostering a stronger connection between CCE & students who will be actively entering the active job-search phase immediately after completion of the course.

No additional student support services, other than listed above, are required to be able to offer this course.

**Space and Facilities:** No additional teaching and learning support services are required to be able to offer this course.

**Equipment (and Maintenance):** No additional equipment or maintenance is required to be able to offer this course.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

#### A. NEW COURSE PROFILE

**Course # and Title:** 03-41-607: Research Project in Economic Policy and Seminar

##### Calendar Description

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

This course is intended to develop independent research and presentation skills. With the guidance of the Instructor, students will choose a research economic topic, pose a specific question to be addressed and investigate the question. Students will be expected to conduct a formal literature survey which will form the basis for their investigation. The resulting paper can be theoretical, empirical or qualitative in nature. Students will be assessed on the basis of classroom discussions, classroom presentations and written assignment. (Prerequisites: 41-601, 41-602, 41-605.)

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Tutorial	Lab.	Co-op/practicum
6	36	Yes				3		0	

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
41-601 41-602 41-605				Yes		

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

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

#### B. RATIONALE

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

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

The program culminates with the development and presentation of an independent research project.

##### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged*

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

*to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Formulate and investigate theoretical and policy questions in economics. Apply advanced economic theory to practical policy issues. Specify real data counterparts to variables used in theoretical economic models.	A. the acquisition, application and integration of knowledge
B. Identify standard sources for theoretical and policy research material in economics. Summarize existing theoretical research results and policy views on economic issues.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply the appropriate economic model to specific policy issues. Draw conclusions and make policy recommendations based on formal economic models and data.	C. critical thinking and problem-solving skills
D. Retrieve, organize and interpret theoretical and empirical information. Present theoretical and empirical information in both descriptive and analytical formats.	D. literacy and numeracy skills
E. Assess the impact of alternative economic policies on groups and classes of economic agents. Objectively identify 'winners' and 'losers' for proposed economic policies. Recognize and express the importance of ethical conduct expected of an economics professional.	E. responsible behaviour to self, others and society
F. Communicate research results in verbal and written form. Critique the work of others in a professional and collegial manner. Demonstrate high level interpersonal and communications skills through successful project collaborations and concise and clear presentation of project results and policy recommendations.	F. interpersonal and communications skills
G. Contribute as a productive member of an economic analysis team. Demonstrate leadership in project management when working in teams by successfully completing relevant subproject.	G. teamwork, and personal and group leadership skills
H. Structure and present economic arguments in a formal and concise manner.	H. creativity and aesthetic appreciation
I. Demonstrate ability for independent thinking that is required for continuing professional development by successfully completing relevant subproject.	I. the ability and desire for continuous learning

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

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	40	40	40	40	40

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

None

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
3	Independent Study
1	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
2	Meeting with others for group work/project assignments
3	Studying for tests/examinations
	Other: <i>[specify]</i>
How does the student workload for this course compare with other similar courses in the department/program area. Comparable	

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

There are sufficient faculty members with expertise to offer this course. See below.

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There are a number of faculty members within the Department of Economics who have knowledge of this material and who have taught similar courses.

One faculty member has been involved in teaching undergraduate courses for senior research workshop. The faculty member's research interests include Applied Econometrics and Economic Statistics, Labour Economics, Applied Economics, and Applied Microeconomics. The member has taught Law and Economics courses and has extensive experience in applied economics and economic policy.

Another faculty member's research interests include Econometrics, Nonparametric Econometrics. The member teaches 41-313 Introduction to Econometric Methods I, 41-350 Labor Theory, 41-314 Introduction to Econometric Methods II, 41-542 Econometric Theory II.

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

Another faculty member has taught labor economics and public finance courses. The member's research interests include Labour Economics, Occupational Health & Safety, Social Assistance Programs, Literacy, and Applied Microeconomics.

**C.1.2**

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

It is expected that a faculty member within the Department of Economics will normally deliver the course.

A sessional instructor may be required to 'fill-in' when a core instructor is on sabbatical or otherwise unavailable.

No adjunct or limited-term instructors will be required.

**C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

None.

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

None.

**C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

None.

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** This course would be taught by regular faculty or by highly qualified sessional instructors on contract.

**Staff:** None.

**GA/TAs:** GA/TA needed for preparing and proctoring exams written on campus.

**C.5.1**

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

**Library Resources and Services:** No additional resources required.

**Teaching and Learning Support:** No additional resources required.

**Student Support Services:** No additional resources required.

**Space and Facilities:** Existing classrooms and computer labs will be used.

**Equipment (and Maintenance):** No additional resources required.

**University of Windsor  
Program Development Committee**

**\*5.5 MEd Concentration in Second Language Acquisition, Culture and Society – Minor Program Changes**

Item for: **Approval**

**MOTION: That the degree requirements for the MEd Concentration in Second Language Acquisition, Culture and Society be changed according to the submitted program/course change forms.\***

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Education and Academic Development Council and Graduate Studies Council.
- *See attached.*

**TITLE OF PROGRAM/CERTIFICATE:** MEd concentration in Second Language Acquisition, Culture and Society

**DEPARTMENT/SCHOOL:**

**FACULTY:** Faculty of Education and Academic Development

**Proposed change(s) effective as of** [Fall, Winter, Spring]: Spring, 2015

### **A.1 PROGRAM REQUIREMENT CHANGES**

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

*Example:*

Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

#### **Program Requirements**

1) Candidates for the Master of Education degree will pursue studies in the following areas of concentration:

- (a) Curriculum Studies (**CS**);
- (b) Educational Administration (**EA**);
- (c) **Second** Language Acquisition, Culture, and Society (**SLACS**).

3) In addition to the general requirements for a Master's degree set forth in the section titled, [Faculty Regulations for the Master's Degree](#), **candidates in the thesis and major paper streams** are required to successfully complete **the following courses:-**

(a) Three compulsory courses: 80-510 (Statistics in Education), 80-527 (Research in Education), and 80-524 (Fundamentals of Curriculum Theory and Development) or 80-529 (Theories of Educational Administration) or 80-539 (Theories and Approaches in Language Acquisition and Instruction), depending on the area of concentration; **Candidates in the Second Language Acquisition, Culture and Society concentration are additionally required to complete two of the following four courses: 80-540 (Language Culture and Society), 80-542 (Language Systems Analysis), 80-543 (Special Education and Language Acquisition), and 80-591 (32) (Language Assessment). It is important to note that with regard to these four courses, SLACS candidates are encouraged to take, as available, the two remaining courses not taken as compulsory courses as part of the Electives list specified for this concentration.**

(b) ~~A~~ research project resulting in either a major paper (80-796), with the value of two term courses, or a thesis (80-797), with the value of four term courses;.

(c) **For CS and EA candidates proceeding to the degree by major paper,** five additional courses, at least three of which must be chosen from the option courses listed for the area of concentration, ~~for those candidates proceeding to the degree by major paper;~~ **For SLACS candidates proceeding to the degree by major paper, three additional courses, at least two of which must be chosen from the option courses listed for the area of concentration.**

(d) **For CS and EA candidates proceeding to the degree by thesis,** three additional courses, two of which must be selected from the option courses listed for the area of concentration, ~~for those candidates proceeding to the degree by thesis.~~ **For SLACS candidates proceeding to the degree by thesis, one additional course which must be chosen from the option courses listed for the area of concentration.**

\*Students in the Thesis stream are required to submit a thesis proposal to their Supervisor and Internal Reader for approval prior to starting the thesis. (Before registering for the Thesis Proposal (80-794), students must have completed all required courses in their program. The Thesis Proposal may be completed concurrently with one elective in the final semester of coursework. Thesis stream students must enrol in 80-794 (Thesis Proposal) and do so for each subsequent term until the thesis proposal has successfully been defended. Students may enrol concurrently in the Thesis Proposal (80-794) and the Thesis (80-797) if all course work is complete. If students register for the Thesis Proposal (80-794) and the Thesis (80-797) concurrently, then only upon completion of the thesis proposal

may thesis stream students begin their Thesis. They must enrol in 80-797 (Thesis) for each subsequent term until the successful completion and deposition of the thesis.

**Candidates in the course-based stream are required to successfully complete:**

- (a) three compulsory courses: 80-527 (Research in Education), 80-795 (Final Project Seminar), and 80-524 (Fundamentals of Curriculum Theory and Development) or 80-529 (Theories of Educational Administration) or 80-539 (Theories and Approaches in Language Acquisition and Instruction), depending on the area of concentration; **Candidates in the Second Language Acquisition, Culture and Society concentration are additionally required to complete two of the following four courses: 80-540 (Language Culture and Society), 80-542 (Language Systems Analysis), 80-543 (Special Education and Language Acquisition), and 80-591 (32) (Language Assessment). It is important to note that with regard to these four courses, SLACS candidates are encouraged to take, as available, the two remaining courses not taken as compulsory courses as part of the Electives list specified for this concentration.**
- (b) one of 80-510 (Statistics in Education) or 80-530 (Qualitative Methods in Educational Research); and
- (c) **For CS and EA candidates** six additional courses, at least four of which must be chosen from the option courses listed for the area of concentration. **For SLACS candidates four additional courses, at least two of which must be chosen from the option courses listed for the area of concentration.**

## **STUDIES IN THE AREA OF CONCENTRATION**

### **Compulsory Courses**

- 80-510. Statistics in Education
- 80-524. Fundamentals of Curriculum Theory and Development\*
- 80-527. Research in Education
- 80-529. Theories of Educational Administration\*\*
- 80-539. Theories and Approaches in Language Acquisition and Instruction\*\*\*\***
- Two of the following four courses: 80-540 (Language Culture and Society), 80-542 (Language Systems Analysis), 80-543 (Special Education and Language Acquisition), and 80-591 (32) (Language Assessment)\*\*\*\***
- 80-794. Thesis Proposal\*\*\*
- 80-795. Final Project Seminar\*\*\*
- 80-796. Major Paper\*\*\*
- 80-797. Thesis\*\*\* (Note: Students in the Thesis stream must have successfully completed the Thesis Proposal (80-794) before work may begin on the Thesis.)

\* Compulsory for students in Curriculum Studies.

\*\* Compulsory for students in Educational Administration.

\*\*\* All students must complete either a Final Project, a Major Paper or a Thesis.

**\*\*\*\*Compulsory for students in Second Language Acquisition, Culture and Society**

### **Language, Acquisition, Culture and Society Options**

- 80-539. ~~Second Language Teaching: Theories and Practices~~ **Theories and Approaches in Language Acquisition and Instruction**
- 80-556. Approaches to Literacy Development
- 80-557. The English Language Arts
- 80-527. Research in Education
- 80-530. Qualitative Methods in Educational Research
- 80-524. Fundamentals of Curriculum Theories and Development
- 80-550. Issues in Education
- 80-551. Information and Communication Technologies (ICT) for Teaching and Learning
- 80-515. Comparative and International Education
- 80-533. Survey Design and Research**
- 80-534. Individual Reading**



**80-565. Sociological Aspects of Education**

**80-540. Language Culture and Society**

**80-542. Language Systems Analysis**

**80-543. Special Education and Language Acquisition**

**80-591 (32). Language Assessment**

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

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

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

N/A

**B. RATIONALE**

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

These changes achieve the expectations as specified in a Nov. 4, 2013 letter to Dr. P. Weir from Dr. Donna Woolcott, Executive Director, Ontario Universities Council on Quality Assurance. This letter states: "The Quality Council's Appraisal Committee **approved to commence** a new field/stream in **Second Language Acquisition, Culture and Society** in the Master of Education (MEd) program at the University of Windsor, at its meeting on November 4, 2013. **The Committee asks that the University monitor this program to ensure that students in the course-based option are taking a sufficient number of courses that lead to the specialization promised in the field title.**"

Consistent with this expectation, that students in SLACS would be encouraged to take the available field specific courses, these changes direct students in **all** completion streams (thesis, major paper, and course based) to not only chose three of the field specific courses (80-539 and two of 80-540 (Language Culture and Society), 80-542 (Language Systems Analysis), 80-543 (Special Education and Language Acquisition), and 80-591 (32) (Language Assessment)), and also encourage them to take, as available, the remaining field-specific courses as part of their elective choices.

Students were first able to enrol in this M Ed concentration during the Fall, 2014 semester. At that time, the University Calendar did not differentiate, with regard to the Master of Education degree Program Requirements, among field of study concentrations (Educational Administration, Curriculum Studies, and SLACS). During the discussion with Quality Assurance personnel, it became clear that there was an expectation that Program requirements for this concentration would encourage students to develop expertise in the SLACS field of study by taking more field of study courses than has traditionally been the case for other concentrations within the Master of Education degree.

In requiring students to choose two of the four courses 80-540 (Language Culture and Society), 80-542 (Language Systems Analysis), 80-543 (Special Education and Language Acquisition), and 80-591 (32) (Language Assessment), we are correcting an inadvertent prioritizing of two courses (80-540, 80-543) that were identified as the first two of these four courses likely to be offered during the introduction of this concentration. In fact, each of these courses is of equally importance in the program, so students should be able to choose which they wish to include as mandatory courses within their program. This will create more course selection options for students, and allow more flexibility of course offerings and assignment of teaching loads within the Faculty.

The name of the program has been changed from Language Acquisition, Culture and Society to Second Language Acquisition, Culture and Society to meet the requirements of Quality Assurance.

Additional courses have been named in the list of options for the SLACS concentration in order that the calendar list be consistent with the list provided to the Ontario Universities Council on Quality Assurance. The approval of the program by Quality Assurance was based on the list of courses as now provided.

## C. RESOURCES

### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

No change

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

No change

#### C.1.2

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

No change

#### C.1.3

**For graduate programs:** *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.*

No change

#### C.1.4

**For graduate programs:** *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.*

No change

### C.2 Other Available Resources

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support,
- library,
- teaching and learning support,
- student support services,
- space,
- equipment,
- facilities
- GA/TA

No change

### C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

No change

#### **C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

No change

#### **C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

No change

#### **C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

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

**Faculty:** No change

**Staff:** No change

**GA/TAs:** No change

##### **C.6.1**

*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.*

**Library Resources and Services:** No change

**Teaching and Learning Support:** No change

**Student Support Services:** No change

**Space and Facilities:** No change

**Equipment (and Maintenance):** No change

**University of Windsor  
Program Development Committee**

**\*5.6        Liberal Arts and Professional Studies Degree Completion Programs with Lambton College – Title Change**

Item for:     **Approval**

**MOTION:**    That the General and Honours Liberal Arts and Professional Studies Degree Completion Programs (for Lambton College General Arts and Science University (GASU) transfer students be renamed to General and Honours Liberal Arts and Professional Studies Degree Completion Programs (*for Liberal Studies transfer students*).

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** Honours Liberal and Professional Studies (for Lambton College General Arts and Science University (GASU) transfer students); General Liberal and Professional Studies (for Lambton College General Arts and Science University (GASU) transfer students)

**DEPARTMENT/SCHOOL:** N/A

**FACULTY:** Faculty of Arts, Humanities and Social Sciences

**Proposed change(s) effective as of** [Fall, Winter, Spring]: Spring 2015

#### A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/calendars](http://www.uwindsor.ca/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*  
**Example:** Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

Program Title Changes:

General Liberal Arts and Professional Studies Degree Completion Program (for Lambton College **Liberal Studies transfer students**) (**formerly** General Arts and Science University (GASU) transfer students)

Honours Liberal Arts and Professional Studies Degree Completion Program (for Lambton College **Liberal Studies transfer students**) (**formerly** General Arts and Science University (GASU) transfer students)

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

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

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

N/A

#### B. RATIONALE

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

Lambton College has retitled its General Arts and Science University program to "Liberal Studies". This does not impact their program or course requirements. The calendar section listing the University's articulation agreements with CAATS will be revised accordingly.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

No areas will be affected.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

No assessments will be required.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

#### C.1.2

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

There are no changes expected.

#### C.1.3

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

N/A

#### C.1.4

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

N/A

#### C.2 Other Available Resources

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- *staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

There will be no change in resources.

#### C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

There are no resource implications for other campus units.

#### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

There are no new anticipated resources required.

#### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

This will be unaffected.

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

**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

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

**Faculty:** No changes required

**Staff:** No changes required

**GA/TAs:** No changes required

**C.6.1**

*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.*

**Library Resources and Services:** No changes required

**Teaching and Learning Support:** No changes required

**Student Support Services:** No changes required

**Space and Facilities:** No changes required

**Equipment (and Maintenance):** No changes required

**University of Windsor  
Program Development Committee**

**\*5.7 School of Creative Arts - Request for Waiver of Course Deletions**

Item for: **Approval**

**MOTION:** That the request to waive course deletion for the following courses be approved:

**28-338. Islamic Art**

**27-383. Inter Media Practices – Processes**

1. **Faculty, Department, and Program Title:** FAHSS, School of Creative Arts, BFA Visual Arts
2. **Course Number and Title:** 01-28-338; Islamic Art
3. **Credit hours, Total Contact hours and Delivery format:** 3.0, 36 hours, Lecture
4. **Calendar Description:** An examination of important trends in the artistic development of the Muslim era, including the Umayyad, Tulunid, Fatamid, Seljuk, Mongol, Nasrid, Mamluk, Ottoman, Timurid, Safavid, and Mughal dynasties. (Prerequisites for Visual Arts majors: 28-214 and 28-215.)
5. **Pre/co/anti-requisites:** 28-214 and 28-215 (for Visual Arts Majors only)

**6. RATIONALE FOR KEEPING THE COURSE**

**6.1 The purpose of the course within the program of study.**

This is one of the third year art history courses students take to fulfill major degree requirements.

**6.2 Student Demand for Course - a clear statement on the student demand for the course.**

Students are required to take 4 Art History courses at the 300 and 400 levels; this is one possible course they can take.

**6.3 Relationship to Unit's Five Year Plan and other University Priorities.**

N/A

**6.4 Explanation of why the course has not been offered over the past years.**

Only one professor can teach this course, and he has been offering it in rotation with several other Art History courses over the past 4 years.

**6.5 Whether the course will be offered in Fall 2015. If not, why will it not be offered?**

This course is scheduled to be offered in Fall 2015

**7. RESOURCE IMPLICATIONS: N/A**

1. **Faculty, Department, and Program Title:** School of Creative Arts, BFA Visual Arts
2. **Course Number and Title:** 01-27-383: Inter-Media Practices - Processes
3. **Credit hours, Total Contact hours and Delivery format:** 3.0 credits; 36 contact hours; Studio/seminar



## **Request for Waiver of Course Deletion Form**

### **4. Calendar Description:**

A studio/seminar course providing the basis for an interwoven art practice in an interdisciplinary context is developed through a critical approach to materials, issues, and art-making. Required readings/research pertinent to current issues are discussed in relation to studio production. Studio production integrating two or more Visual Arts' disciplines is expected.

### **5. Pre/co/anti-requisites: Prerequisites: 27-203, two 200 level studios, and three 200 or 300 studios**

### **6. RATIONALE FOR KEEPING THE COURSE**

#### **6.1 The purpose of the course within the program of study.**

The course offers students the possibility of integrating two or more disciplines

#### **6.2 Student Demand for Course - a clear statement on the student demand for the course.**

The semesters it was offered, we had full enrollment requested

#### **6.3 Relationship to Unit's Five Year Plan and other University Priorities.**

The area is working towards a more integrative, interdisciplinary curriculum, and this class fulfills this requirement.

#### **6.4 Explanation of why the course has not been offered over the past years.**

In general the area had less resources and subsequently have been offering less classes

#### **6.5 Whether the course will be offered in Fall 2015. If not, why will it not be offered?**

This course is scheduled to be offered in Fall 2015

### **7. RESOURCE IMPLICATIONS: N/A**

University of Windsor  
Program Development Committee

5.8:            **PhD in Argumentation (Graduate) – New Program Proposal**

Item for:       **Approval**

**MOTION:**     **That the PhD in Argumentation be approved.\***

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The Centre for Inter-Faculty Program and the Faculty of Graduate Studies Council have approved the proposal.
- Learning outcomes have been vetted by the CTL.
- **Provost's comments:** *"The proposal for a Ph.D. in argumentation raises a number of concerns, I would, however, like to see the program go forward with modifications.*
  1. *I am concerned that the Ph.D in Argumentation has virtually no core course structure in Argumentation, except for two first-year courses. Presumably, a student could be accepted with no undergraduate or graduate experience in argumentation and graduate in four years with 2 courses and 3 audits. That does not seem like a program leading to expertise in the field. If someone came into the program with an M.A. in argumentation, the proposed structure is very innovative and makes sense.*
    - *I find the lack of an "operational" definition of argumentation to be problematic. What is the framework all of this fits into. I think arguing that it will make one a preferred HR director is a stretch.*
  2. *The foundation of the program relies heavily on emeritus faculty and senior fellows. They are remarkably qualified, but are not currently employed by an AAU. Courses they would teach would require sessional stipends. With the exception of Education and Psychology, none of the home units listed for support faculty have Ph.D level courses. That seems like a problem. Languages, Literatures, and Cultures doesn't have a graduate program, so that unit could not provide supplemental courses. I don't see letters of support from AAUs indicating willingness to take these students into their graduate programs for supplemental course work.*
  3. *I don't see letters of support from AAU Heads and Faculty Deans indicating their willingness to release faculty for participation in this program. I also don't see any indication that they have agreed to have GAs from this program assist in their courses.*
  4. *I'm not sure how we can guarantee \$20,000 per year in funding. That may be feasible in NSERC disciplines, but would be difficult in SSHRC dependent disciplines.*
  5. *Confirmation must be provided that 20 GA appointments will be available (they can be budgeted for) and that there will be courses for them to assist in, given there is no undergraduate major in argumentation.*
  6. *I don't anticipate adding to the faculty complement in Philosophy in the next several years, given recent permanent appointments. Program viability would seem to require some new appointments in argumentation.*
  7. *The absence of a bylaw structure makes Inter-Faculty a problematic host."*
- The PDC Advisory Group has reviewed the proposal and members comments and questions are incorporated in the document.
- See attached.

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

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

## A. Basic Program Information

<b>FACULTY:</b>	FAHSS & Law
<b>AAU:</b>	Inter-Faculty Programs
<b>Program Title:</b>	Argumentation Studies
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis) [Please note that, for general degrees, the discipline is not included on diplomas.]</b>	Doctor of Philosophy (Argumentation Studies)
<b>Proposed Year of Offering [Fall 20xx]:</b>	Fall 2014
<b>Mode of Delivery:</b>	Dissertation/Seminar Course
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	5/20
<b>Normal Duration for Completion:</b>	4 years
<b>Will the program run on a cost-recovery basis?</b>	Yes, for International students; no, for domestic students

## B. Overall Program Plan

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

*Please provide a brief statement about the direction, relevance and importance of the new program.*

*Describe the overall aim and intended impact of the proposed new program.*

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

The program concentrates on the history, methods, and applications of argumentation as this interdisciplinary field has developed in the last six decades. It builds on the University of Windsor's reputation as an international leader in the field and the place where Informal Logic was developed. The program continues that innovative initiative by inaugurating the next level of study in Informal Logic and combining it with similar work on argumentation generally. The program further captures a range of experts in FAHSS and the Faculty of Law to help focus the studies on aspects of the field that have been highlighted in recent work, like visual argumentation, rhetorical insights, and dialectical reasoning in law and artificial intelligence. There is nowhere else in North America with such a strong concentration of scholars in argumentation and related areas. This allows Windsor to reinforce its position as a centre for innovative research and teaching by attracting graduate students to explore questions in a rich and growing research agenda.

The overall aim is to produce first-rate Ph.D.s in argumentation to augment policy research in government and related professional fields, as well as academia.

This program is consistent with at least three of the five goals in the strategic plan. Specifically, the desire to develop strong graduate programs is met here with a new program that draws on strengths of FAHSS and Law faculty, as well as the institution's history and international reputation in Informal Logic; , the program also meets the goal of increased international exposure because it will have a high profile internationally and draw many of its candidates

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

from abroad; it will also meet the goal of retaining strong faculty insofar as faculty who have strong research profiles and those who are developing them will now have a program in which to share their research at an advanced level. Finally, it also fits the university's expressed goal of developing more interdisciplinary programs.

## B.2 Program Content (QAF Section 2.1.4)

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

Since the middle of the last century, with the appearance of seminal texts by Stephen Toulmin and Chaim Perelman, Argumentation has received increasing attention in Europe and North America as witnessed in the emergence of journals, monographs and textbooks, as well as international conferences and the establishment of research and teaching programs in places like Amsterdam, Copenhagen, and Lugano. There is now such a body of theoretical work in this emerging interdisciplinary field that its impact is being felt on a range of academic disciplines, from linguistics, to philosophy, cognitive science, and law. At the University of Windsor a body of expertise has developed such that the school is now home to some of the leading argumentation theorists in the world, such as Ralph H. Johnson, Douglas Walton, and Hans V. Hansen.

No other program has such a concentration of scholars who have produced a collective body of work that forms the curricula studies elsewhere, particularly in emerging programs like the ArgLab at the New University of Lisbon and the Institute for Logic and Cognition in Guangzhou, China.

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

There is no comparable program in Canada, which makes this geographically unique. But the distinctiveness also extends to what we can offer compared to any other remotely similar program in the world. The diversity of research interest distributed over our faculty sets them apart from those in other centres and allows us to support a wider range of research topics. The programs at Amsterdam and Lugano, for example, while strong, are thematically narrow. Amsterdam is the home of pragma-dialectics in the department of Speech and Argumentation, and their curriculum reflects that interest. The tri-university Swiss program concentrated at Lugano (Neuchâtel and Lausanne are the other two partners) focuses on financial and health argumentation. By contrast, at the University of Windsor, and particularly at the Centre for Research in Reasoning, Argumentation and Rhetoric, we have the leading scholars in informal logic (which began at Windsor), as well some of the most recognized scholars in rhetorical and visual argumentation, along with feminism and argumentation.

The range of what we can offer is reflected in the following research topics, each of which forms a Research Cluster of at least three faculty:

Visual and Multimodal Argumentation  
Argumentation and Computation  
Rhetoric  
Feminism and Argumentation  
Legal Reasoning  
Scientific Argumentation  
Informal Logic (Methods and History)  
Emotion and Reason.

The student's Advisory Committee will be drawn from the Research Cluster with which he or she is associated on admission. Given the interdisciplinary nature of the field and program, the faculty are organized in key Research Clusters to which their individual research and interests are most appropriate. And these fields reflect core areas within the program area.

Because of the concentration of argumentation theorists at Windsor, we are able to offer a far more comprehensive program than anywhere else, focusing more broadly on argumentation itself and providing extensive supervision in the three main approaches of logical, dialectical, and rhetorical argumentation. Each cluster of the new program

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

comprises a minimum of three faculty members, with some considerable overlap given our range of interests. These fields will thus provide a strong core group for each Advisory Committee.

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

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

The degree title will be PhD-Argumentation Studies.

'Argumentation Studies' was adopted by the proposed faculty of the program as a simple title that captured the essence of what was at stake, but is also broad enough to embrace the work on rhetoric and reasoning that is also done here by a diverse group of faculty from a range of disciplines. This is also the most general title that can capture the work done in this interdisciplinary field. In the last few decades, the study of argumentation has grown internationally as a research field. The traditional discipline with which it is associated varies from country to country. In the Netherlands, for example, its adherents tend to have backgrounds in Psychology and Linguistics; in the United States, in Communication and Rhetoric.

## B.4 DEMAND FOR THE NEW PROGRAM

### B.4.1 Student and Market Demand (MTCU section 5)

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

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

Internally, we have gauged the degree of interest among current graduate students at the University of Windsor by conducting a survey of recent Master's graduates in the Faculty of Arts, Humanities and Social Sciences, asking them whether there was interest in principle in an interdisciplinary degree in Argumentation Studies, giving them specific information about the proposed clusters. Of the 25 respondents, 15 indicated such an interest. These broke down along the following disciplinary lines: Psychology (5); Social Work (5); Communication (4); Philosophy (3); Politics (1); JD/MSW (1). And the remaining 6 gave no affiliation. All the respondents from Communication expressed an interest; three each from Psychology, Social Work and Philosophy; and single respondents from Politics, the unaffiliated group and the JD/MSW program. So there is a range of interest suggested across the relevant disciplines. In addition to the above, we have also surveyed some recent graduate students from the University of Windsor. Principally, these are from the Argumentation side of the M.A. in Philosophy, the most relevant of the graduate programs here. Since 2006, six of these students have gone on to PhD programs in Canada or Europe that involve some argumentation component, and several have continued direct work in the field. Three more entered similar programs in the fall of 2012. With two exceptions, these students would have been interested in the program had it been available (and had they been eligible). This is a very unscientific survey and was directed only at the most relevant group of students in one of the disciplines involved (albeit a key one), but it indicates we could likely take one internal student each year (and the program would be open to that).

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

We expect equal numbers of domestic and visa students. Domestically, students would be drawn from professions encouraging an upgrade of skills and information related to aspects of the program (such as policy studies in government), and from universities in which argumentation plays some component in the undergraduate curricula in the form of upper-year courses devoted to the subject (and, hence, students will be familiar with the work of Windsor researchers whose work will be unavoidable in such courses). York and McMaster would be examples of universities where this is currently the case. Students at the University of Windsor will have a more direct acquaintance with the interdisciplinary faculty of the program and their research interests. Internationally, expressions of interest in such a program have come in the form of email inquiries and personal contacts. They come from a range of countries, most recently from the United States and China. From the United States, there is

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Comment [1]: how recent – year?

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interest from students completing Master's programs in Rhetoric and in Speech; from China the interest is from students who have done Master's in logic.

Canadian students coming from professions or immediately out of an undergraduate or Master's degree will likely be drawn from humanities and social science programs and from law.

## **B.4.2 Estimated Enrolments (QAF section 2.1.9; MTCU section 5; Senate Policy C5)**

*Provide details on projected enrolments in the following tables.*

*For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

<i>Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)</i>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
<i>In the regular program (non-co-op)</i>	5	10	15	20	20
<i>In the co-op/experiential learning stream (if applicable)</i>	N/A				
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>	N/A				

<i>Annual projected student intake into the first year of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	No projected transfers, so the intake will remain 5.
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	Not applicable to our program.

## **B.4.3 Collaborative Program (QAF section 1.6)**

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

Not applicable

## **B.4.4 Societal Need (MTCU section 6)**

*Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as review of the proposed program by relevant experts in the field. The development of this proposal included consideration of:*

In support of societal need for the Ph.D. in Argumentation Studies and in accordance with the resources provided in Appendix C—*Information Resources for Determining Market Demand and Societal Need For a Proposed New Program or Major Change to an Existing Program*—we compiled data at both local and national levels from the following sources:

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

1. Human Resources and Skills Development Canada (HRSDC)
2. Ontario Job Futures
3. [Statistics Canada](#)
4. Working in Canada

*Summary of findings (cf. links for further qualitative evidence):*

*At the national level:* Graduates in Argumentation Studies, with their background in theories of argumentation and applications of research on reasoning to policy agendas, will be appropriate for a range of positions. They include: [Human Resources Managers](#), Managers in Public Administration (e.g. Social Policy Development), [Lawyers](#), Policy and Program Officers, [Researchers and Consultants](#), [Social Policy Researchers](#), and [University Professors](#). To determine job futures at the national level we consulted the [Canadian Occupational Projection System](#). Over the period of 2011-2020 it is projected that the majority of these occupations will be in excess demand due to a shortage of (skilled/educated) workers. Where there is no shortage of workers or excess demand, experienced workers may need to return to school to increase their skills to retain employment. Furthermore, in the case of University Professors where there is excess supply (a surplus of workers) as opposed to excess demand, it is stated that certain fields of study may still see shortages.

*At the local level:* Employment Ontario (via [Ontario Job Futures](#)), rates the employment prospects for the majority of abovementioned jobs as "good" (cf., for example, [Human Resources Managers](#), [Specialists in Human Resources](#)). If markets become more competitive in these areas, then it is likely that workers may need to return to school to increase their skills to retain employment. In both cases, demands in these markets are congruent with trends at the national level.

N.B. Regrettably, more precise data in Ontario and nationwide is unavailable due to the novelty of the proposed program (there are no comparable programs in Canada). Nevertheless, we expect students to come from a variety of disciplines and backgrounds. Their chosen fields of expertise will dictate suitable employment opportunities. In each case, however, graduates will possess a battery of transferrable skills (see below) that are applicable to the abovementioned markets in both local and national levels.

Argumentation Studies, with its focus on the development and expression of reasoning skills, construction of quality arguments, and strong rhetorical skills, undergirds and/or enhances each of the occupations discussed above and their corresponding skill sets. It is both a supplement to other core educational experiences and a subject of value in itself, with both practical and theoretical payoffs in areas that require the weighing of positions and developed judgment.

On these terms, the diversity of the program's areas of study and its interdisciplinarity account for the numerous marketable and transferable skills offered by this degree. They include (but are not limited to) the following "skills and knowledge" as outlined in the Government of Canada's "[Working in Canada](#)" website. There are a variety of related communication skills that are associated with our program. For example, negotiating and adjudicating (reflected in Douglas Walton's widely-recognized work in negotiation dialogues), interviewing (emphasized in the work of Australian argumentation theorist Tim van Gelder and his professional consulting company: <http://www.austhinkconsulting.com/>); and professional communicating generally. Beyond this, law and government both rely on the skills of proficient reasoners and our graduates will flourish in such environments. Under the general heading of 'Management', there are transferrable skills in the areas of strategic planning and organizational development.

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

**If yes, append letters, survey or statistics to proposal.** Letters are attached. **Appendix C**

**If no, explain:**

Since no such program currently exists in Canada, it is difficult to solicit letters about the program. However, our survey of market demand does cover part of the requirement. And, again, since there is no comparable program in Canada, there is no possibility of students leaving the province in pursuit of it. However, we do have a Windsor student pursuing a Ph.D. in argumentation in the Lisbon program, and we sent a Windsor graduate student on a SSHRC-funded visit to the Amsterdam program last year. Two current members of the Windsor cohort of faculty (Tindale and Walton) have taught in the Lugano Ph.D. program in 2011 and 2012. Tindale taught in the Ph.D. program in the Institute of Logic and Cognition at Sun Yat-sen University Guangzhou, China in May 2012, and will hold an appointment there through 2015.

*Describe the tools and methodology used to assess societal need.*

*Elaborate on the*

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

The tools and methodology used to assess societal need for the Ph.D. in Argumentation Studies was conducted in accordance with the resources provided in [Appendix C: Information Resources for Determining Market Demand and Societal Need for a Proposed New Program or Major Change to an Existing Program](#). We compiled data on the national level by documenting the anticipated duration of economic trends for graduates in Argumentation Studies while sourcing corresponding economic and socio-cultural data therein using the [Canadian Occupational Projection System](#) (COPS) and Human Resources and Skills Development Canada - Reference Scenario 2011; adapted from Statistics Canada, special tabulation, unpublished data, Labour Force Survey, 2011. By employing COPS, we were able to chart occupational trends [in the jobs used to determine market demand] from the years 2000-2020 in the following areas:

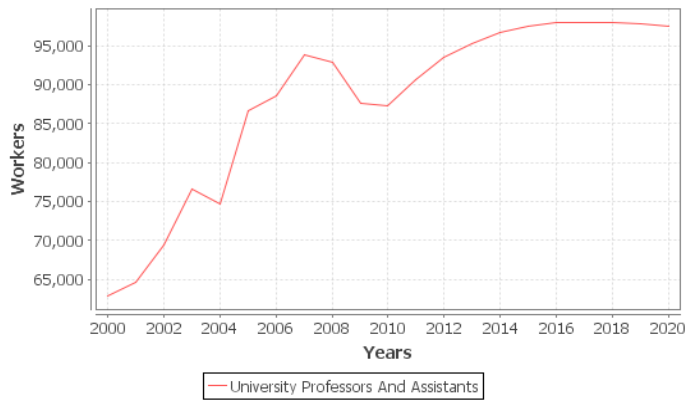
[University Professors](#)

(Cf. link for further qualitative evidence corresponding to the tables below)



PROGRAM DEVELOPMENT COMMITTEE  
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**Employment Level**



**Expansion Demand**



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**Comment [2]:** The line graph drops below '0' in 3 years – starting in 2018 – so how is there a demand for workers?

Academic workers will continue to be in demand. As societal demands become more diversified and knowledge industries develop, the importance of graduate from interdisciplinary programs will become more evident. Traditional disciplines often lack the transferable skills that future academics will need to possess and communicate to others.

**PROGRAM DEVELOPMENT COMMITTEE  
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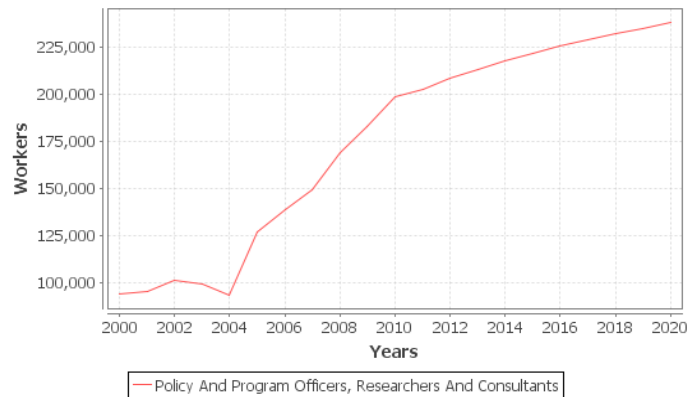
**Job Openings**



**Social Policy Researchers**

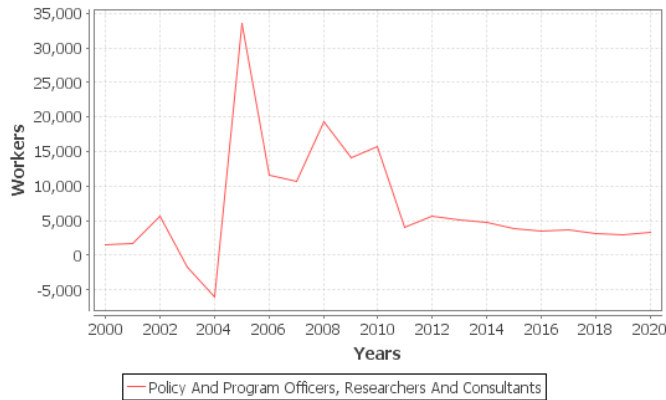
(Cf. link for further qualitative evidence corresponding to the tables below)

**Employment Level**



**PROGRAM DEVELOPMENT COMMITTEE  
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**Expansion Demand**

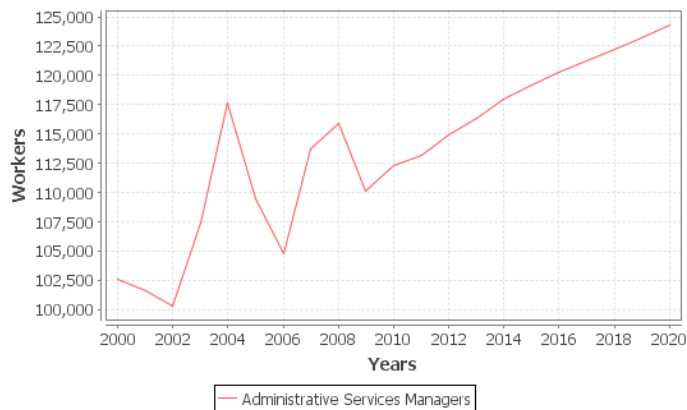


Social policy argumentation focuses on the reasoning used by participants in the decision-making that results in policy recommendations. Issues. This involves both case studies on specific issues (like the development of policy around stem-cell research, for example) and more general considerations of what counts as relevant considerations and how public audiences respond to arguments. Thus, the demonstrated need for people in the related fields of Social Policy is significant for the potential placement of graduates from our program.

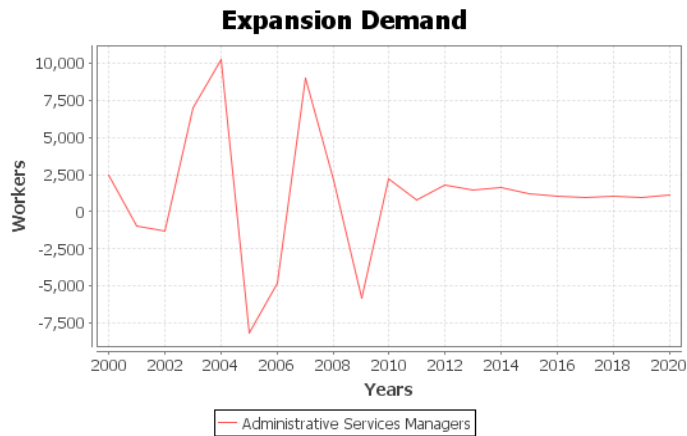
[Human Resources Managers](#)

(Cf. link for further qualitative evidence as it corresponds to the tables below)

**Employment Level**



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



Human resource managers with advanced critical thinking skills and the ability to appreciate how others reason and respond to reasoning will continue to be in demand in the job market. Our program will provide opportunities for research projects directly relevant to the development of the necessary skills to perform well in this area.

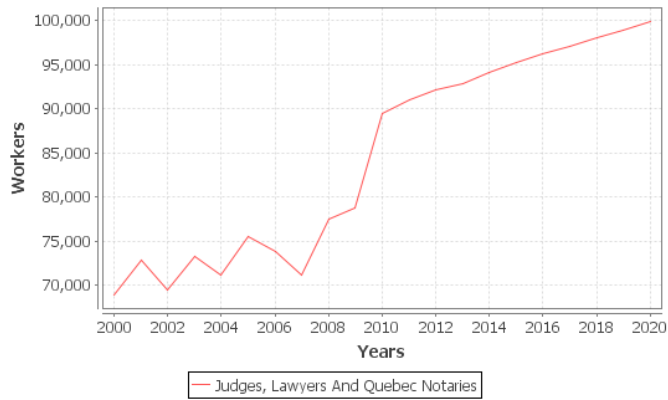


**[Lawyers](#)**

(Cf. link for further qualitative evidence as it corresponds to the tables below)

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

**Employment Level**



**Expansion Demand**



There will continue to be a strong market demand for people in the legal profession. Our program offers opportunities for students with basic law degrees to develop their understanding of legal reasoning and focus on aspects of related argumentation central to succeeding well in this competitive field.

**PROGRAM DEVELOPMENT COMMITTEE  
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FORM "A"**

**B.4.5 Duplication (MTCU section 7)**

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

There are no comparable interdisciplinary programs in argumentation in Ontario. The closest we might come are the Ph.D. programs in philosophy at McMaster and York, where there are currently argumentation theorists on staff. But the opportunities there are limited in relation to the range of what Windsor can offer, and restricted to students with a background in philosophy. The proposed program draws on students with wider disciplinary backgrounds such as English (with an emphasis on rhetoric), Psychology (with an emphasis on reasoning), and Law (with an interest in dimensions of evidence)

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

The proposed program will be the first of its kind in the system

**B.5 RESOURCES**

*[In this section, proposers will identify in detail the resources currently available, the anticipated sources of new resources, any reallocation of resources or cost-savings, and additional resources required to run the proposed new program. The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** with the new program proposal.]*

**B.5.1 Resources Available**

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

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to the proposed program.*

Faculty resources are listed below. Beyond the eleven current fellows of the Centre for Research in Reasoning, Argumentation and Rhetoric (CRRAR), who are all involved, there are eight other faculty interested in participating and with expertise relevant to the different clusters.

The program will be administered by Inter-Faculty Programs acting as the AAU.

IFP's assistant, supported in turn by CRRAR's Administrative Assistant, will provide administrative support. Currently the CRRAR assistant is a part-time position and is projected to remain so, paid for out of our annual operating budget from the university. Her current responsibilities for the journal will shift to the grad student intern (under the terms of our SSHRC journal grant) thus freeing up time for this program.

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**B.5.1.1a**

<b>FACULTY TABLE</b>			
<b>Faculty Name &amp; Rank (alphabetical)</b>	<b>Graduate member?</b>	<b>Faculty</b>	<b>Program Affiliation</b>
<b>Category 1: Tenured Professors teaching exclusively in the AAU offering the program</b>		<i>Existing program(s) in the AAU</i>	<i>Proposed program</i>
N/A			
<b>Category 2: Tenure-track Professors teaching exclusively in this AAU</b>			
n/a			
<b>Category 3: Ancillary Academic Staff such as Learning Specialists Positions</b>			
Potter, Michael		Learning Specialist, Centre for Teaching and Learning	Non-supervisory involvement in the following clusters: Visual and Multimodal Argumentation; Argumentation and Computation; Scientific Argumentation; Emotion and Reason.
Pierre Boulos	X	Centre for Teaching and Learning; CRRAR Fellow	Involved in the following clusters: Argumentation and Computation; scientific argumentation.
<b>Category 4: Limited-term Appointments teaching exclusively in this AAU</b>			
n/a			
<b>Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU</b>			
Buchanan, Lori	X	IFP; Professor, Department of Psychology	Involved in the following clusters: Visual and Multimodal Argumentation; Argumentation and Computation; Scientific Argumentation; Emotion and Reason.
Cameron, Camille (Rose)		IFP	Involved in the following clusters:

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		Dean, Law	Legal Reasoning; Emotion and Reason.
Collet-Najem, Tanya	X	IFP; Associate Professor, Languages, Literature, and Cultures.	Involved in following clusters: Rhetoric; Feminism and Argumentation.
Collier, Cheryl	X	IFP; Assistant Professor, Political Science	Involved in the following clusters: Feminism and Argumentation; Emotion and Reason.
Darroch, Michael	X	IFP; Assistant Professor, Visual Arts	Involved in the following clusters: Visual and Multimodal Argumentation; Rhetoric.
Engle, Karen	X	IFP; Assistant Professor, Visual Arts	Involved in the following clusters: Visual and Multimodal Argumentation; Emotion and Reason.
Guarini, Marcello	X	IFP; CRRAR; Associate Professor, Department of Philosophy	Involved in the following clusters: Argumentation and Computation; Legal Reasoning; Scientific Argumentation.
Hansen, Hans	X	IFP; CRRAR; Associate Professor, Department of Philosophy	Involved in the following clusters: Argumentation and Computation; Informal Logic (Methods and History).
Hundleby, Catherine;	X	IFP; CRRAR; Associate Professor, Department of Philosophy	Involved in the following clusters: Visual and Multimodal Argumentation; Feminism and Argumentation; Scientific Argumentation ; Emotion and Reason.
Jacobs, Dale	X	IFP; CRRAR; Associate Professor, English	Involved in the following clusters: Visual and Multimodal Argumentation; Rhetoric.
Pender, Stephen	X	IFP; CRRAR; Associate Professor, English	Involved in following clusters: Rhetoric; Emotion and Reason;
Rossini, Antonio	X	IFP	Involved in the following clusters: Rhetoric;



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		Associate Professor, Languages, Literatures, and Cultures.	Emotion and Reason.
Tindale, Christopher	X	IFP; CRRAR director; Professor, Department of Philosophy	Involved in the following clusters: Rhetoric, Informal logic, emotion and Reason, Visual argumentation.
Walton, Douglas	X	Senior Fellow, CRRAR	Involved in the following clusters: argumentation and computation; legal reasoning; informal logic (methods and history)
Blair, J. Anthony	X	Emeritus; Senior Fellow, CRRAR	Involved in the following clusters: informal logic (methods and history); Visual and Multimodal Argumentation
Johnson, Ralph H.	X	Emeritus; Senior Fellow, CRRAR	Involved in the following clusters: informal logic (methods and history); Scientific Argumentation
Pinto, Robert C.	X	Emeritus; Senior Fellow, CRRAR	Involved in the following clusters: informal logic (methods and history); Argumentation and Computation;

**IFP:** Inter-faculty Programs

**CRRAR:** Centre for Research in Reasoning, Argumentation and Rhetoric **B.5.1.1b**

*Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.*

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

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

*Append curricula vitae 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 provided 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.*

*[Note: CVs are not required for undergraduate diploma or certificate proposals.]*

The faculty comprises a planned mix of leaders in the field with international reputations and junior scholars developing their reputations or beginning to work in the field. Hence, the future sustainability is provided for. As the attached curricula vitae of all members indicate, our research is innovative and current. Some of the work of the senior scholars is setting the research agenda in their areas of the field. Note also that the curricula vitae only reflect

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recent years of activity. This period does not allow the inclusion of many of the books and papers written by members of the program, books that have been highly influential in the field and in some cases directed the research agenda. To mention just a few of the above clusters: Argumentation and Computation would be led by Douglas Walton and Marcello Guarini, two highly regarded figures in this area, and in Walton's case the author of 50 books and with an outstanding international reputation. Visual Argumentation would be led by Michael Darroch, an emerging contributor to the area. Informal Logic would be led by Ralph Johnson, Tony Blair, and Hans Hansen, the people whose names come most readily to mind when his field is mentioned. Their publications have set the research agenda in the field. Rhetoric will be led by Christopher Tindale, whose books are the key texts in rhetorical argumentation.

For more details on Faculty please refer to Appendix A-Faculty CVs

## B.5.1.1c

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

Douglas Walton, formerly our Chair in Argumentation and now Senior Research Fellow, will be a co-director of the program in its early stages. As probably the leading theorist in the world today, and the person whose work has stimulated the research agendas of so many across the world, he is the key person attracting students here, and he is involved in many of the research clusters.

## B.5.1.1d

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

Supervisory loads will depend on the interests of students admitted, but we will control admissions so that the incoming students are distributed among the research clusters. In each intake no cluster will take more than one student; and no supervisor will carry more than two students (at different stages of their program) at any time. This is a strict upper limit from which we will not deviate to ensure that no member carries an inordinate load. Given the small intake of students and the number of faculty currently interested in participating and the connections between their research and the research clusters, the supervision will not be onerous. Thus, we should have no difficulty sustaining the program.

The principal person in each team will serve as the supervisor of the student's work; other members of the cluster will make up the commitment and advise the student. Each supervisor is a theorist with an international reputation: Guarini (scientific argumentation and argumentation and computing); Hansen (Informal Logic); Hundleby (Feminism and Argumentation); Tindale (Rhetoric); Walton (Legal Reasoning); and so forth. All supervisors will be members of the Graduate Faculty. Associated faculty who are not members of the Graduate Faculty will contribute their expertise to the clusters but will not supervise (currently, only Mr. Potter falls into this category).

## B.5.1.1e

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

It is expected that international students will enter the program with full funding from their host country (those currently expressing an interest, like several South American and Chinese students, have full support from their respective countries). Dr. Martha Lee, Assistant Provost of Inter-Faculty Programs, which is the AAU under which we will be housed, has committed GA's from IFP courses for this program (assistants will be assigned to the undergraduate programs within IFP). Students entering with high academic averages will also be eligible for graduate scholarships. The third source of support will be from research grants. This includes the ongoing SSHRC grant for the journal, *Informal Logic*, and the research grants of individual faculty members. There is never a guarantee of future grant success, but several of our members have a good track record here. We would expect to support at least one domestic student from each year through this source.

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Each student will be assured a total funding package of \$20,000 from among graduate assistantship, scholarships, research assistantships, and other sources of funding that students may bring with them.

Members of the faculty continue to apply for funding grants to support their research and provide financial support for students. Dr. Walton currently has a grant for over \$300,000. We have no reason to believe his very strong success record at acquiring grants will not continue beyond his current grant. Similarly, Dr. Darroch has a SSHRC Insight grant for \$183,564. Other members have grant applications pending. For example, Dr. Buchanan is preparing a SSHRC partnership grant that should provide \$90,000 to her lab for 5 years. Dr. Tindale has an application for a SSHRC Insight Development grant (\$75,000) pending. And Dr. Guarini has submitted a SSHRC Insight grant application with a request of \$61,376, most of which is to support student researchers.

We expect that with implementation of our PhD program and the presence of doctoral students, our ability to develop successful grant applications will be strengthened.

## B.5.1.1f Other Available Resources

*Provide evidence that there are adequate resources available and committed to the proposed program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support, library, teaching and learning support, student support services,
- space,
- equipment,
- facilities
- GA/TA

Given the University's history in the development of the interdisciplinary field, we have good library holdings. We also have access to all the major journals through electronic suppliers. Detailed reports from the Leddy Library and the Paul Martin Law Library are attached, Appendix D

We have recently increased our space in a move from Parker House to the 3<sup>rd</sup> floor of Essex Hall, where we have office equipment for five+ offices and conference room furniture. Incoming graduate students will share offices in Essex Hall. This space is now available and can be upgraded (fresh paint, and so forth) as required. There is the additional possibility that IFP will move into larger space as other departments move to the downtown campus, and that this will allow further room for our program.

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

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

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

*Provide relevant details.*

Students entering the program may be assigned to take relevant courses depending on their background and proposed research projects. In all cases these will be graduate courses. This may increase the viability of some courses, but it is difficult to project at this point. Since each student's program will be designed with respect to her or his background and interests, it is unlikely that any existing course would have more than one of our students enrolled, thus the impact on other units would be minimal. There is no currently existing course that our students will be required to take. The only required course would be the core seminar. We will have shared access to conference rooms in the revamped Essex Hall. Otherwise, no additional equipment or facilities are required.

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

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

2015-2-17 9:16 AM

**Comment [3]:** Assured is a strong word. What if \$20,000 was not available one year....?

2015-2-17 9:18 AM

**Comment [4]:** What if one student's supervisor approves a course completion trajectory for a student that is significantly different than another student's course completion.... in terms of number of courses, rigor of courses, etc... There should be some 'formal' courses designed by the faculty to help ensure that students all receive and graduate with a similar foundation/basis? Some students might have different strengths/ experiences/ opportunities from their Masters programs.... and this would help them have a similar background/increase their successes throughout this program...

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

No additional faculty resources are required. Additional space is being provided in the move to the 3<sup>rd</sup> floor of Essex Hall. As noted in **B.5.1.1e** above, where necessary students will be supported by fellows' research grants as well as GA's for IFP courses.

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

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in preparing this proposal.*

This is a new proposal prepared by an area that currently does not exist as a unit. It would amount to less of a reallocation and more of an innovative expansion as part of the university's move to encourage interdisciplinary programs and to see a growth in Inter-Faculty Programs.

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

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

**Faculty:** None

**Staff:** None, beyond the support of the assistant for Inter-Faculty Programs and the assistant for CRRAR, both mentioned earlier.

**GA/TAs:** Required GAs to support the program are committed from Inter-Faculty Programs, as mentioned previously in section B 5.1.1e. Students will be assigned to the undergraduate programs that are part of IFP.

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

**Library Resources and Services:** None

**Teaching and Learning Support:** None

**Student Support Services:** None

**Space and Facilities:** We have facilities on the 3<sup>rd</sup> floor of Essex Hall. Currently, there is enough space there to accommodate an expansion as each cohort of students comes in. Students would share office space. There is a small seminar room in the new space that should be sufficient for teaching the core seminar. With the expansion of space allotted to IFP as other programs move downtown, there is the possibility of additional space becoming available to our program.

**Equipment (and Maintenance):** As the program grows (to its maximum) we will require additional office equipment (desks and chairs).

## **C. Program Details**

### **C.1 Program Description**

2015-2-17 9:44 AM

**Comment [5]:** Other than that mentioned here, Other than what is mentioned here and in appendix D, are other resources currently sufficient to support this new program/and the students admitted to this program?

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Provide a brief program description (2-3 sentences) for possible use in recruitment initiatives.

## Brief:

Argumentation can be described as the means of how people reason collaboratively or competitively on any topic where information, knowledge, or claims conflict or are inconsistent. Argumentation Studies is an interdisciplinary subject, with relevance to linguistics, computational linguistics, formal logic, computational semantics, and abstract argumentation, as well as application in artificial intelligence, law, and policy.

## General:

The program will be thesis based with a core seminar course devoted to the research of students and faculty. Depending on the proposed research of the student, a methodology course may also be required. Progress in the program will be reviewed annually by a committee comprised of the student's Advisory Committee and chaired by the student's supervisor. Students will be expected to have maintained a 77% average in the core seminar and any additional courses assigned by their committees, and subsequently to show satisfactory progress on their research. Failure to maintain satisfactory progress in the program may result in the student being required to withdraw.

## C.2 Admission Requirements (QAF section 2.1.2)

### Describe

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

Students identified for the program will specify which research cluster they wish to work with, or detail a project that can be assigned to one of the clusters. This interest should be communicated in a personal statement provided by each student. The members of that cluster will give advice to the program's steering committee of the student's suitability with respect to their background and their intended research. This decision will be based on the statement, their CV and letters of reference. Given the interdisciplinary nature of the program, we would not expect a common background, so decisions will be made on the basis of past performance and letters of reference. Students will also be expected to have achieved a Master's degree (or equivalent professional experience) with an 80% or higher standing. Equivalent professional experience will be assessed in terms of its relevance to Argumentation Studies and presence of background knowledge required for success on the planned project. We will be flexible, given the different backgrounds from which students may come. But all admitted students will have to have shown evidence that they have the requisite requirements for success in the program. The student's Advisory Committee will be drawn from the Research Cluster with which he or she is associated with on admission.

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

A strong past academic performance will be taken as the clearest indicator that an individual can complete the program successfully. Given the interdisciplinary nature of the program and the variety of academic backgrounds from which students will be drawn, the program steering committee will also carefully review each student's records to assess whether they have the appropriate courses for success in the program. In the case of students entering with "equivalent professional experience," careful attention will be paid to accompanying letters of reference, to the statement the student provides, and to the nature and extent of experience they have acquired.

## C.3 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

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

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

2015-2-17 9:21 AM

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2015-2-17 9:20 AM

**Comment [6]:** Of Concern: What if one student is required to complete 4 additional courses and another student 8 additional courses? There needs to be an outline of courses to provide structure and timelines for the student in terms of completion, tuition that must subsequently be paid per course/completion timeline, etc...

2015-2-17 9:22 AM

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2015-2-17 9:23 AM

**Comment [7]:** This is a very vague.

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

Within the first term of the student's registration, his/her Advisory Committee will be formed except for the external examiner, who will be appointed during the final year of a student's study and research (unless the student's Advisory Committee wishes to bring the external in at the proposal stage) . The Advisory Committee will be chosen in the manner detailed in Section "[PhD Program Requirements](#)" of the University of Windsor's Graduate Calendar and consist of the following members as a minimum: an independent examiner external to the university (chosen at the time of the proposal or prior to the final defence), one member from the university faculty but outside of the Argumentation Studies Graduate Program, and three Argumentation Studies Graduate Program members, drawn from the appropriate Research Cluster. The external examiner must be a Full or Associate Professor with expertise in the area being examined and a proven research record. He/she must be impartial to both the student's supervisor and the student. The Dean of the Faculty of Graduate Studies will choose the external examiner on the recommendation of the Argumentation Studies Graduate Program Steering Committee. The external examiner will normally attend the defence and submit a written report on the dissertation to the Dean of Graduate Studies. The final oral defence will be chaired by a designate of the Dean of Graduate Studies.

In order to complete the program:

## Total courses:

Students must successfully complete the Argumentation Studies Multidisciplinary Graduate Seminar course (this course is taken over two semesters). This course has a core curriculum in its first term and a different annual thesis in its second term. It is led by the Directors of the program with full faculty involvement on a rotating basis. The course will be graded in accordance with university standards. All Ph.D. students who have successfully completed this course with a minimum grade of 77% will be expected to attend the second semester of this course as auditors in subsequent years of their program.

Students will successfully complete any additional course work mandated by his or her Advisory Committee to eliminate perceived weaknesses in the student's background preparation or to increase awareness of other relevant disciplines. Provision will also be made for students to take advantage of any other relevant graduate courses that may arise from time to time in other programs, provided that doing so is not judged to jeopardize the student's core studies.

Students will also register in the dissertation course (798)

## Major requirements:

Requirements to complete the degree are: Completion of the Argumentation Studies Multidisciplinary Graduate Seminar course; preparation and defence of a Research Proposal; preparation and defence of an original dissertation.

## Other requirements:

Students will successfully complete during the first two years of enrolment in the program, an oral qualifying exam, administered by the student's Advisory Committee. Students will be required to possess comprehensive knowledge of their field of study as well as any ancillary fields relevant to the dissertation topic (as determined in advance by the Advisory Committee). Students will be evaluated on a satisfactory, unsatisfactory basis. Should a student be unsuccessful in the first attempt at the oral qualifying exam, they will be provided a detailed assessment by their committee and have the opportunity to take a second exam within six months. Students must be judged satisfactory on this background exam before completing their research proposal.

## Recommended options (if any):

## Description of thesis option (if applicable):

Students must successfully complete and defend a Research Proposal. The dissertation proposal is submitted to and evaluated by the student's Advisory Committee, including the faculty member from another program. Students are evaluated on a pass, fail basis. They will be required to submit a Research Progress Report to the Advisory Committee annually and meet with the committee every six months to discuss progress and research plans.

2015-2-17 9:25 AM

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2015-2-17 9:48 AM

**Comment [8]:** This is concerning. There should be set number of courses required with the actual courses perhaps being at the discretion of the advisor.

2015-2-17 9:27 AM

**Comment [9]:** If students only take 1 required course – how will they gain this knowledge/and be successful, if they are admitted to this program from a variety of graduate degree programs?

2015-2-17 9:28 AM

**Comment [10]:** This will be determined by the student's advisory committee – but should example courses be included here?

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

Following this, students must complete an original research project reported in a dissertation. They must then defend the dissertation in a public lecture before the Advisory Committee, including external members.

## Description of experiential learning components (if applicable):

[Describe how the program requirements differ for students who complete the experiential learning option and those who opt not to.]

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

### For Co-op components:

Guidelines for co-op work term reports:

General length of co-op work term:

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

### C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

**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.

The normal duration will be four years. In the first year, the student will complete course requirements and prepare and defend a dissertation proposal. Research for the dissertation will be conducted in years two through four. In the event of an ABD that exceeds the normal four years, students will no longer be able to expect support from the program. Every effort will be made to avoid such situations.

**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.

Research is cluster-specific. Students work with a group of researchers (minimally three) in an area of mutual interest. They receive feedback on their research from experts in the field, who guide and support them. In addition, in the first year students will take the core seminar course, which will begin by covering theoretical background in terms of theories of argumentation and advanced issues. Written requirements for this course will enhance students' knowledge in aspects of the discipline unrelated to their specific research interests and create possibilities for this wider appreciation to influence their dissertation work.

### 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 described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.

Students will be required to maintain a standing of 77% in all course work to continue in the program. They must also maintain satisfactory research reports.

2015-2-17 9:29 AM

**Comment [11]:** This will be outlined/described in detail (prior to admission to the program) for each student.... correct?

2015-2-17 9:30 AM

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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 described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*

*Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.*

Students will graduate after successful defence of a dissertation. A minimum average of 77% will be required to graduate.

2015-2-17 9:30 AM

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## C.3.2.3 Suggested Program Sequencing

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

*Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure that all pre-requisites are met in the sequencing.*

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

Year one: Completion of the Argumentation Studies Multidisciplinary Graduate Seminar course; and completion of any course work required by the advisory committee. Successful completion of an oral background examination by the mid-point of year two.

Years two to four: preparation of a research proposal and preparation and defence of an original dissertation.

2015-2-17 9:33 AM

**Comment [12]:** Of concern: how can you ensure same graduate outcomes without more specific course parameters? How is it appropriate to have one student required to complete 1-2 courses and another to have to complete more? There are also costs involved...

## C.4 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

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

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

*Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

Program Learning Outcomes	Characteristics of a University of Windsor Graduate	Graduate Degree Level Expectation
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have the ability to demonstrate:	A graduate of a UWindsor graduate program will have the ability to demonstrate:



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<b>Program Learning Outcomes</b> At the end of this program, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A UWindsor graduate will have the ability to demonstrate:	<b>Graduate Degree Level Expectation</b> A graduate of a UWindsor graduate program will have the ability to demonstrate:
<p>A.</p> <p>Express a breadth of understanding of the history and key theoretical perspectives of argumentation studies and the central principles of those perspectives like relevance, persuasion and critical doubt.</p> <p>Express an in-depth understanding of one particular research cluster and topic in argumentation studies, including the principles and methodologies involved.</p> <p>Demonstrate an appreciation of the commonalities and distinctions among the different fields of argumentation studies, including the different criteria of acceptability and sufficiency of evidence.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>A depth and breadth of knowledge in Argumentation Studies, including both the history of the field and the theoretical.</p> <p>Knowledge of research and scholarship in the field, and to have contributed to that research and scholarship.</p> <p>Achieved a level of application of knowledge to research questions in the field.</p> <p>An awareness of the limits of knowledge in the field and the questions that continue to be addressed ongoing inquiry.</p>
<p>B. Independently identify relevant literature and questions, pursue inquiries in argumentation studies and draw appropriate conclusions pertinent to the problem or issue on which he or she is engaged.</p> <p>Communicate their research findings and apply them to further questions.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>Knowledge of the research and scholarship relevant to their project and the ability to work with that material.</p> <p>An ability to apply their research to a question of value in the field, the outcome of which will result in further knowledge.</p> <p>An awareness of how their research stands in relation to knowledge in the field and what further questions arise from it.</p>
<p>C.</p> <p>Appropriately apply a variety of critical thinking skills and concepts in real-life situations, research and communication, including but not necessarily limited to:</p> <ul style="list-style-type: none"> <li>• relevance (of material and reasons),</li> <li>• sufficiency (of evidence) and</li> <li>• judgment of acceptability of reasons</li> </ul>	<p>C. critical thinking and problem-solving skills</p>	<p>A depth and breadth of skills and concepts of critical thinking as these arise in and apply to Argumentation Studies.</p> <p>Problem-solving abilities through their research and engagement with the scholarly literature.</p> <p>An ability to apply problem-solving skills to a research question of importance in the field.</p>

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

<b>Program Learning Outcomes</b> At the end of this program, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A UWindsor graduate will have the ability to demonstrate:	<b>Graduate Degree Level Expectation</b> A graduate of a UWindsor graduate program will have the ability to demonstrate:
		To develop these skills independently and in a professional manner that shows an appreciation of where and when they are appropriate.
D. Converse fluently in the literature, key figures and movements, and central ideas of argumentation studies.  Apply and explain the central theoretical approaches of argumentation studies and their associated concepts.	D. literacy and numeracy skills	A comprehensive grasp of the salient ideas in the relevant literature, and communicate that understanding fluidly and clearly.
E. Express in writing and discussion an enhanced understanding of the role of argumentation in professional life and central virtues associated with argumentation studies, including but not necessarily limited to fair-mindedness, tolerance, and charitability	E. responsible behaviour to self, others and society	An understanding of the role that Argumentation Studies play in society in the development of personal qualities and the framing of questions of societal importance.
F. Communicate his or her research findings and apply them to further questions.  Present his or her ideas clearly and effectively.  Cogently and coherently argue orally, in writing, and/or visually.	F. interpersonal and communications skills	A strong appreciation of how ideas can be communicated through different media, and an ability to use speech, prose and images to communicate effectively.
G. Operate successfully as a member of research teams containing diverse perspectives, and make meaningful contributions toward the achievement of common agendas.	G. teamwork, and personal and group leadership skills	Understand the value of teamwork, of exploring ideas together and contributing to the work of others as well as benefiting from their insights.  Being able to communicate ideas in ways that encourage collaboration.

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

<b>Program Learning Outcomes</b> At the end of this program, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> A UWindsor graduate will have the ability to demonstrate:	<b>Graduate Degree Level Expectation</b> A graduate of a UWindsor graduate program will have the ability to demonstrate:
H. Plan, organize and conduct original, major research projects.  Make effective use of text and images for argumentation purposes.	H. creativity and aesthetic appreciation	Work with the literature in the field in creative ways that bring out new insights and throw a different light on standard issues. And do this in a reasonable fashion that acknowledges the limits to such creative work.
I. Frame and pursue research questions in the area of argumentation studies.	I. the ability and desire for continuous learning	An ongoing appreciation of the value of the field and what its research questions can offer, both personally and for society.

**C.4.1**

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

Three aspects of the program will encourage these outcomes:

- (i) The attachment to a research cluster and the work done by individuals there. In this area, students will make contributions to the research agenda of the field, working as a team member (Outcome G).
- (ii) The presentation and defense of the proposal and final dissertation. Students will plan an original research project in Argumentation Studies (Outcomes B, H and I), and write a cogent and coherent thesis (Outcome E), the results of which are successfully communicated on paper and in an oral defense (Outcome F).
- (iii) The central course seminar with its focus on central ideas and application in the field, will allow the student to demonstrate a breadth of understanding of Argumentation Studies, its history and main theoretical perspectives (Outcome A). Through written work for the course students will communicate advanced critical thinking skills (Outcome C) and converse fluently on the literature of the field (Outcome D) and demonstrate foundational knowledge (Outcome I).

**C.4.2**

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

N/A

**C.4.3 Mode of Delivery (QAF section 2.1.5)**

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

Principal modes of delivery are the graduate seminar and one-on-one interaction with supervisor of studies and members of the advisory committee. These will encourage both independent competence with the literature and questions of the field (Outcomes A and B) and contributions to group research (Outcome G).

**C.5 Student Workload**

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

**PROGRAM DEVELOPMENT COMMITTEE  
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Expected Workload per 3.0 Course Credit/week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	3 hours
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	20 hours
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	10 hours
Studying for tests/examinations	5 hours
Other: <i>[specify]</i>	
<b>Compare the student workload for this program with other similar programs in the AAU.</b> No comparable program in the AAU	

**D. MONITORING AND EVALUATION (QAF section 2.1.6)**

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

The core program course will have presentation and written assignments commensurate with the Ph.D. level. Students will be assessed for their understanding of the literature, perspectives, and figures of the field through the core seminar (Outcomes A and D). Individual students will be assessed by the advisory committee for their proposals on a pass/fail basis (Outcomes F, H, and I).

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

Each student must submit a Research Progress Report to the Advisory Committee annually and have meetings with the committee every six months to discuss progress and research plans. Students will be monitored on their developing ability to frame and pursue research questions (Outcome I); their expressed understanding of one particular field within the general area of Argumentation Studies (Outcome A); and their fluency in the literature relevant to their project (Outcome D).

**E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)**

N/A

**APPENDIX A**

**FACULTY CURRICULA VITAE**

(refer to separate document)

2015-2-17 9:39 AM

**Comment [13]:** What about outcomes B, C, E, G?

2015-2-17 9:37 AM

**Comment [14]:** One course can complete all of these learning outcomes?

2015-2-17 9:38 AM

**Comment [15]:** One course can complete all of these learning outcomes?

2015-2-17 9:37 AM

**Comment [16]:** For all students – domestic and international – shouldn't the meetings increase in frequency (more often than every 6 months) as this is a new program?

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

## APPENDIX B – BUDGET SUMMARY SHEET

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)							
Year	1	2	3	4	5	Total	Total Revenue/ Expenses
Tuition income*	\$22,997.70 (D) x3 \$7,665.90	\$38,329.50 (D) x5	\$61,327.20 (D) x8	\$76,659 (D) x10	\$76,659 (D) x10	\$275,972.40	
<i>Domestic (D)</i>							
<i>International (I)</i>	\$37,800 (I) x2 \$18,900	\$94,500 (I) x5	\$132,300 (I) x7	\$189,000 (I) x10	\$189,000 (I) x10	\$642,600	
Potential Provincial funding**	\$81,000	\$135,000	\$216,000	\$270,000	\$270,000	<b>\$972,000</b>	
					<b>TOTAL</b>	<b>\$1,890,572.40</b>	
<b>Expenses</b>							
Additional Faculty member							
Additional Staff/Technician							
GA/TA***	\$55,000	\$110,000	\$155,000	\$220,000	\$220,000	\$760,000	
External Examiners^							
Library Resources							
New Facilities/ Equipment							
Facilities/ Equipment Maintenance							
Technology/ CTL resources							
					<b>TOTAL</b>	<b>\$760,000</b>	
<b>Net Income</b>						<b>TOTAL</b>	<b>\$1,130,572.40</b>

\* We propose a dual tuition model, with international students admitted on a cost-recovery model, and domestic students at the regular University rates.

Domestic students = \$3,180.49 (base \$2,555.30] and incidentals) per term.

\*\* Estimate \$27,000 per full-time equivalent domestic doctoral student.

\*\*\*Estimate \$5,500 per GA/TA allocation (\$11,000 for two terms). Current value of a G.A. is \$5,472.60 per term for PhD students

### Notes:

1. Based on Excel Model V317 (with actual data to Final Fall 12).
2. Tuition rates projected within the Tuition Framework increases as implemented Fall 2006, for Fall 14 through Fall 18.
3. New Domestic Graduate Students have 4.5%; Continuing increase 4% for all.
4. BIUs are calculated at an annual weight of 6, or a term weight of 2.
5. Students will be encouraged to present their research at conferences on argumentation. In support of this, a portion of the funds received by the program from tuition and some from the contributions from fundraising will be applied to conference travel.

## APPENDIX C- LETTERS OF SUPPORT

2015-2-17 9:39 AM

**Comment [17]:** There should be additional expenses listed – will there need to be some course release(s) to teach the seminar course? Or if additional courses are required? Or marketing costs or space as the program expands?

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

## APPENDIX D- LIBRARY RESOURCES AND SERVICES

### PhD Argumentation Studies

#### Library Resources and Services

##### Introduction

The Leddy Library serves as the main library for all disciplines at the University of Windsor, except for the Faculty of Law which is served by the Paul Martin Law Library. The Leddy Library houses a collection of 1,567,813 print volumes; 1,512,870 units of microform (microfilm and microfiche); 2,390 linear metres of manuscripts and archives; 5,210 audio items; and 6,504 items of film and video. The Library also provides access to 69,595 full-text online journals and 1,093,365 e-books. Library materials are selected on the basis of the needs of the curriculum as interpreted by faculty members and the liaison librarians responsible for respective subject areas. Librarians work with faculty to identify relevant library resources that are required for teaching and learning and also provide assistance with in-depth research needs.

##### Collections, Facilities & Services

##### Collections

The Leddy Library has built a repertoire of digital resources that provide access to a comprehensive array of full-text databases and journals, reference tools, and indexes across the social sciences and sciences. Leveraging of Library funding for digital resources has taken place through provincial (Ontario Council of University Libraries) and national (Canada Research Knowledge Network) consortial agreements resulting in a complement of resources comparable to other Ontario and Canadian institutions. Overall, funds devoted to digital acquisitions have increased significantly over the past 7 years from \$1.9 million in 2003/04 to \$3.2 million in 2012/13. Though the Library has faced cuts to its acquisitions budget each year of the past 5 years, it has remained committed to maintaining support for the breadth and depth of digital resources acquired to date and to continue to acquire new digital resources as can be managed within a more restrictive fiscal environment. As digital resources have grown, the Library has transitioned away from print based journals and books. Funding to acquire print journals, monographs and multi-media resources have decreased as digital collections have grown. In 2012/2013 allocations for these physical resources was just over \$406,000.

**Digital Resources:** Students and Faculty have 24/7 networked access to a variety of electronic indexes, abstracts, databases, ebooks and ejournals. Some titles relevant to the proposed PhD programme include:

- **Communication and Mass Media Complete:** covers communication and mass media through the indexing of indexing and abstracts for more than 570 journals, and selected ("priority") coverage of nearly 200 more, for a combined coverage of more than 770 titles. Also includes full text for over 450 journals.
- **Alternative Press Index:** journal, newspaper, and magazine articles from over 300 international alternative, radical, and left periodicals. API covers theories and practices of socialism and revolution alongside Ecology, Democracy and Anarchism, Feminism and Organized Labor and, Indigenous Peoples and Gays/Lesbians.
- **Canadian Newsstand Complete:** the full text of 300 Canadian newspapers including The Windsor Star and The Globe and Mail. The database includes full access to the articles, columns, editorials and features published in each newspaper. Database content is updated daily following a seven-day embargo period.
- **Canadian Public Policy Collection:** over 19,000 monograph publications from Canadian public policy institutes, government agencies, advocacy groups, think-tanks, university research centres and other public interest groups.
- **Computer and Information Systems Abstracts:** literature on computers and software, including software engineering, artificial intelligence, mathematical modeling and computer simulation, Internet applications, e-

## PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

commerce, multimedia information systems, user interfaces and information systems in such applications as library science, health care and engineering.

- **Factiva:** more than 31,000 global news and information sources from 200 countries in 26 languages. Sources include The Wall Street Journal, The New York Times, and Le Monde. Contains more than 600 continuously updated newswires, thousands of business sources unavailable on the free Web and over 2,300 sources available on or before the date of publication.
- **Film and Television Literature Index:** a quarterly index that covers international periodical literature about film and television/video. 150 film and television periodicals from 30 countries are indexed from cover to cover, and selective indexing occurs from 200 other periodicals.
- **Linguistics and Language Behavior Abstracts:** indexes the international literature in linguistics and related disciplines in the language sciences.
- **PAIS:** PAIS stands for Public Affairs Information Service and this indexes journal articles, books, government documents, statistical directories, grey literature, research reports, conference reports, publications of international agencies, microfiche, and Internet material, and more.
- **Philosopher's Index:** access to abstracts from more than 550 journals and contains backfiles to 1940. Subjects covered include: aesthetics, axiology, philosophy of education, epistemology, ethics, philosophy of history, philosophy of language, logic, metaphysics, philosophical anthropology, metaphilosophy, political philosophy, philosophy of science, social philosophy, and the philosophy of religion.
- **PsycINFO:** provides access to international literature in psychology and related disciplines such as psychiatry, education, business, medicine, nursing, pharmacology, law, linguistics, and social work.
- **Sociological Abstracts:** provides access to the latest findings in theoretical and applied sociology, social science, and policy science.
- **Web of Knowledge:** consists of three citation indexes - Science Citation Index Expanded, Art & Humanities Citation Index, and Social Sciences Citation Index.

**Books and Journals:** The library has an extensive collection of e-books and e-journals across all disciplines. Participation in consortial partnerships has enabled the acquisition of large collections from major scholarly publishers (Taylor & Francis, Kluwer, Wiley, Sage, Oxford, etc.), as well as from government and public policy sources (National Film Board, OECD, World Bank, United Nations). Of particular note is that the University of Windsor is home to a peer-reviewed, internationally recognized journal directly relevant to argumentation studies. *Informal Logic* is an open source journal founded by University of Windsor's Philosophy Department ([http://ojs.uwindsor.ca/ojs/leddy/index.php/informal\\_logic/index](http://ojs.uwindsor.ca/ojs/leddy/index.php/informal_logic/index)). Leddy Library hosts *Informal Logic* on the Open Journal System platform along with several other open access journals. The Library continues to expand opportunities for open access publications with the recent launch of *Scholarship at UWindsor* (<http://leddy.uwindsor.ca/scholarship-uwindsor-repository>) and as early adopter in a pilot to develop open monograph publishing using a similar platform to the one we use for our open access journals (<http://pkp.sfu.ca/node/5702>).

**Government Documents:** The Government Documents collection in the Leddy Library contains a large number of research publications from the Canadian federal and provincial governments, as well as a selection of materials from foreign governments and international organizations. Many materials in the *Documents* collection would be of direct or indirect interest to faculty and students in this programme, including publications by the *Ontario Ministry of Education*, the *Ontario Ministry of Children and Youth Services*, the *Ontario Ministry of Community and Social*

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

*Services, Environment Canada* and the *Ontario Ministry of Health and Long-Term Care*. At the federal level, there are materials from many government departments including publications from *Health Canada*, the *Department of Human Resources and Skills Development Canada*. In addition, there are also publications of interest from U.S. and international government departments and agencies.

**Rare Book, Special Collections, Archives:** Rare Books and Special Collections provides access to important, valuable and limited publications. The Archives provides a specialized storage and research facility for University records and manuscripts. It also collects documentation of individuals and organisations reflecting educational, labour, industrial, environmental, cultural and social issues within the general community of Southwestern Ontario, including the geographical boundaries of Essex, Kent and Lambton counties. Specialized reference services are provided in this area by the University Archivist and Archival Assistant.

**Paul Martin Law Library:** Students and faculty at the University of Windsor have full access to resources in the Paul Martin Law Library within the Faculty of Law.

**Academic Data Centre:** The Leddy Library houses both an Academic Data Centre and a Statistics Canada Research Data Centre. The ADC provides students and faculty with access to a wide range of statistical resources and packages and provides assistance to library patrons with using these resources. Some of the statistical resources provided include:

- Canadian Census Analyser
- Data Liberation Initiative (DLI)
- Inter-University Consortium for Political and Social Research (ICPSR)
- UNData (formerly the U.N. Common Database)
- World Bank Data
- Statistics Canada

The Research Data Centre provides access to confidential microdata from Statistics Canada's population and household surveys. Previously, University of Windsor researchers who needed to use this data had to travel to the nearest centre at the University of Western Ontario. The RDC is a part of the Academic Data Centre, so researchers using it will have access to one-on-one support with software and statistical methods.

## **Facilities & Services**

**Online Access:** Library patrons access library digital collections, the library's online catalogue and information on library services and facilities through the Library's main home-page <http://leddy.uwindsor.ca/>.

**General & In-depth reference assistance:** General reference assistance is provided at the main circulation desk and at a staffed reference services desk. In-depth reference questions are referred to the liaison librarians for follow-up and personalized service. The library also offers a virtual reference service through the "Ask a Librarian" chat service organized through the Ontario Council of University Libraries.

**Library instruction classes:** The Leddy Library offers a wide range of instructional services to students and faculty. These include library tours, course-specific classroom sessions and in-depth workshops with opportunities for hands-on experience with electronic resources.

**Access to resources not held locally:** Faculty, graduate and undergraduate students have on-site borrowing privileges at Ontario university libraries. Subsidized document delivery services are available to faculty members and students for materials not contained within the Library. The Leddy Library is part of **RACER** (Rapid Access to Collections by Electronic Requesting) which is an Ontario wide cooperative interlibrary system through the [scholarsportal.info](http://scholarsportal.info) project. Faculty, students and staff can go to the Leddy Library's Home Page and log in to **RACER** through the Interlibrary Loans section of the Home Page. They can then search the catalogues of Ontario



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universities and create interlibrary loan requests for materials that they wish to receive from other libraries. The Library also has a subscription to **WorldCat**, the OCLC (Online Computer Library Center) union catalogue and contains information about the holdings of libraries in forty-five countries.

**Facilities & Equipment:** The Library provides a range of facilities and equipment including:

- 271 computer terminals for public access
- A fully equipped library classroom for library instruction
- 5 laser printers and a solid ink colour printer networked to all of the public computer terminals in the Leddy Library
- 4 microfilm scanners and 5 flatbed scanners
- 67 wireless access points, providing complete coverage for both library buildings
- approximately 1500 study spaces including group study areas, designated quiet study areas and a new reading room with comfortable chairs and couches on the first floor of the Main Building.

**Hours:** During the fall and winter terms the library is open until 2 a.m. five days a week and until Midnight the remaining 2 nights. Library hours are extended to 24 hours a day 5 days a week during exam times.

## Statement of the Dean of the Library

All available information concerning library resources and services have been examined.

The Leddy Library has made significant strides to enhance its services and collections in support of teaching, learning and research. This includes a large and growing collection of digital resources, enhanced local access and services, and expanded cooperative agreements with other academic institutions provincially, nationally and internationally.

With the noted present and planned services, I believe that the Leddy Library is well able to support the proposed PhD programme.

Gwendolyn Ebbett  
Dean of the Library

## PhD in Argumentation Proposal Paul Martin Law Library Holdings

### Introduction

Housed within the Ron W. Ianni Faculty of Law Building, the Paul Martin Law Library is the key source for legal research and legal materials on the University campus, and it also the focal point for quiet study and group collaboration for the Faculty of Law.

### Collection

The Paul Martin Law Library's collection contains:

Print books	190,945
Electronic books	50, 310
Audio materials	346
Film and video materials	198
Print Subscriptions	427
Electronic subscriptions	6,857

The Law Library collects books, both historical and current, from Canada, the United States and the Commonwealth of interest to students in the argumentation field specific to law. In particular, the Law Library collects books on

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jurisprudence, legal theory, negotiation, advocacy, evidence, trial and courtroom preparation, legal analysis and legal reasoning, philosophy of law, legal argument and more.

In selecting books for the Law Library: law course syllabi are routinely reviewed; the needs of other courses on campus with legal aspects are actively considered; faculty requests and other patron requests are given priority, current faculty research interests are surveyed, and current legal issues are considered.

## *A Selection of Relevant Electronic Collections*

### **Legal Classics**

Includes more than 2,000 works from some of the greatest legal minds in history including Joseph Story, Jeremy Bentham, William Blackstone, William Holdsworth, Henry Maine, Frederick William Maitland, Frederick Pollock, Benjamin E. Cardozo, and many more! In addition to many "classics" this collection also includes rare items that are found in only a handful of libraries around the world.

### **Making of Modern Law**

*The Making of Modern Law* provides nearly 10 million pages of legal history from America and Britain. This archive — from one of the most important periods of legal development — is the world's most comprehensive full-text collection of Anglo-American legal treatises anywhere. It allows for full text searching of more than 21,000 works from casebooks, local practice manuals, form books, works for lay readers, pamphlets, letters, speeches and more — all separated into 99 subject areas that include: evidence, jurisprudence, trials and more.

### **HeinOnline**

Hein's premier online research product with more than 80 million pages of legal history available in an online, fully-searchable, image-based format. HeinOnline bridges the gap in legal history by providing comprehensive coverage from inception of more than 1,600 law and law-related periodicals.

### **Irwin Law E-Book Collection**

This collection includes all Irwin Law publications including the Essentials of Canadian Law series.

### **LegalTrac**

Students, law school faculty and legal researchers will all find the legal publications they need in LegalTrac. Drawing on a wide variety of the most highly regarded legal publications, LegalTrac provides indexing for more than 1,400 titles including major law reviews, legal newspapers, bar association journals and international legal journals. Each title included in LegalTrac is selected on the basis of criteria provided by a special advisory committee of the American Association of Law Libraries. LegalTrac also contains law-related articles from over 1,000 additional business and general interest titles.

## Facilities and Services

### **Facilities**

The Law Library building has three floors, including:

- two group meeting rooms
- two reading lounges
- three small group meeting spaces
- the Legal Research Collaboration Space (3 workstations for reference interactions)
- 6 private study rooms
- 190 study carrels, 3 accessible study carrels
- 7 public-use workstations

### **Services**

The Paul Martin Law Library employs 2 Law Librarians, who provide the following services:

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Reference

- reference and research consultation services;
- research support for faculty;
- training faculty research assistants;

Legal Research Training

- in-class sessions by request of a particular faculty member;
- individualized training sessions made by appointment with individual students or small groups of students;

Website

- our newly re-designed Legal Research Gateway provides one-stop access to free and licensed online legal materials;

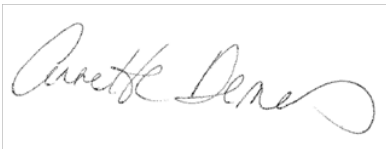
***Circulation Desk***

Our normal circulation desk hours are 8:30 – 10:50 pm Monday through Thursday; 8:30 am – 4:50 pm on Fridays; 11:00 am – 4:50 pm on Saturdays and 1:00 pm – 10:50 pm on Sundays. The library is open for extended hours during exam periods.

**Conclusion**

The law-related aspects of a new PhD program in Argumentation will be well-supported by the current collection and services maintained by the Paul Martin Law Library.

Sincerely,

A handwritten signature in cursive script, reading "Annette Demers", enclosed within a rectangular border.

Annette Demers BA LLB MLIS  
Acting Law Librarian

## **APPENDIX C- LETTERS OF SUPPORT**

Lisbon, 5<sup>th</sup> January, 2012

To Whom It May Concern

Dear Sirs,

On behalf of the Faculdade de Ciências Sociais e Humanas (FCSH), of Universidade Nova de Lisboa, I want to express unconditional support to the project advanced by the Centre for Research in Reasoning, Argumentation and Rhetoric (CRRAR), consisting in the development of a Ph.D. program in Argumentation at the University of Windsor, Ontario.

The proposal of the CRRAR is groundbreaking in North America and vital for the growing fields of rhetoric and argumentation. In Europe argumentation is an innovative and expanding field of research and study. The application of dialectical, rhetorical and reasoning theories to different contexts of dialogue makes the theoretical approach directly linked with practice. For this reason, in Portugal it is becoming one of the core trends of research and teaching in philosophy and communication, while in Switzerland and the Netherlands it is already a fundamental subject in the fields of communication, psychology and law. All over Europe (especially in the Netherlands, Switzerland, Portugal and Spain) there are Ph.D. programs in Argumentation and many others are being developing in the last few years, while nothing comparable exists in North America.

Our school believes that CRRAR is uniquely placed to offer a program in Argumentation because of its academic history and research team. The Centre for Research in Reasoning, Argumentation and Rhetoric is known all over the world for the philosophical current of Informal Logic and the theories of its notable scholars. The theories developed by Douglas Walton, Ralph Johnson, Anthony Blair and Christopher Tindale (just to mention some) are fundamental for the existence of the whole discipline and are applied to several fields. CRRAR's initiatives are of vital importance in the academic community. The conference they organize every two years (OSSA) attracts leading scholars from all over the worlds. Their journal, Informal Logic, is acknowledged as one of the basic points of reference in argumentation studies. Their seminars and projects attract student and researchers also from Europe and China.

CRRAR's proposal is a unique opportunity for several reasons. It would open a crucial academic bridge between the North American and the European traditions and research currents. It would provide a direct exchange of ideas, programs and people between the two continents. It would become a cutting-edge program of crucial importance in philosophy, rhetoric and communication, not to mention specific the specific areas such as legal, political or medical argumentation. It would allow one of the leading international centers of argumentation studies to become one of the most significant post-graduate schools in the field.

Sincerely,  
  
(João Sáágua, Ph.D. Dean of FCSH, Universidade Nova de Lisboa)



Santiago, December 29, 2011



facultad de  
psicología



Dear Dr Christopher Tindale

Professor of Philosophy &

Director: Centre for Research in Reasoning, Argumentation and Rhetoric

University of Windsor

401 Sunset Ave. Windsor, Ontario, Canada

By means of this letter, the Centre for the Study of Argumentation and Reasoning of the Faculty Psychology at Diego Portales University, Santiago, Chile, gladly supports the application of the Centre for Research in Reasoning, Argumentation and Rhetoric (CRRAR) at Windsor University, to develop a Ph.D. program on argumentation theory in Canada.

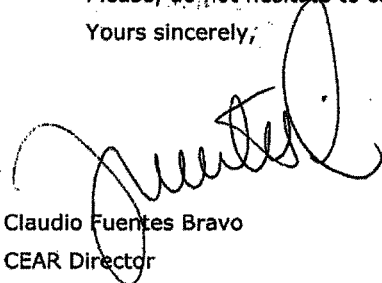
At CEAR in Santiago, we are convinced that CRRAR not only deserves to have such a program, because of all the activities that CRRAR during the last thirty years at least has carried out in the fields of informal logic and argumentation theory (OSSA Conference, Informal Logic Journal, seminars, publications, without which the fields mentioned hardly could have developed), but especially because CRRAR has the strongest academic team in those areas in the academic world today.

Many of our own ideas (such as Cogency Journal: [www.cogencyudp.cl](http://www.cogencyudp.cl); or our Conference Logic, Argumentation and Critical Thinking in which, so far, Ralph Johnson has participated as keynote) have been designed following the CRRAR's views.

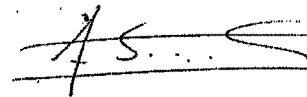
We think that by having this program not only Canadian or American students will benefit, but also all those who, like students from Latin America, would like to improve their knowledge and expertise in the fields of argumentation and informal logic.

Please, do not hesitate to contact us if you need further information.

Yours sincerely,



Claudio Fuentes Bravo  
CEAR Director



Cristián Santibáñez Yáñez  
CEAR Research Coordinator

Centro de Estudios de la Argumentación y el Razonamiento, Phones: (56 2) 676 2521 – (56 2) 676 2553,  
Fax: (56 2) 676 2527, Vergara 275, third floor, off. 20, Santiago Centro; E-mail: [cear@udp.cl](mailto:cear@udp.cl), Web site:  
[www.cear.udp.cl](http://www.cear.udp.cl)

To Whom It May Concern

I would like to endorse with great enthusiasm the application of the Centre for Research in Reasoning, Argumentation and Rhetoric (CRRAR) for the development of a Ph.D. Program in Argumentation at the University of Windsor.

Since the early 1980s I have been in close contact with various members of the Department of Philosophy of the University of Windsor who are engaged in argumentation research from the perspective of Informal Logic. With all of them I have had all kinds of scholarly exchanges which have been most useful to me and the other members of our research group in the Department of Speech Communication, Argumentation Theory and Rhetoric at the University of Amsterdam. I have also taken part in the outstanding conferences they have organised and I have worked together with them in organising other conferences. With the appointment of several eminent argumentation scholars in their Department in the last decade and the start of CRRAR some years ago they have further strengthened the quality of their research group. The continuous stream of high-quality publications they have authored and the infrastructure for scholarly work they have developed have made CRRAR into one of the strongest centers for the study of argumentation in the world. An extra asset which should not be left unmentioned is the excellent journal *Informal Logic*, which has been based at the University of Windsor from the start.

Because of the steadily growing interest in argumentation, the lack of adequate Ph.D. Programs in North America, and the need to make sure that a new generation of researchers can take over in the near future, it is really urgent that a new Ph.D. program is created. As I have indicated the University of Windsor would be the ideal host for such a program. I therefore hope that all those involved in the process of opening the possibility to start such a program will do all their utmost to realize this project as soon as is realistically possible. I am willing to support the project in every way I can.

Sincerely,

Frans H. van Eemeren

Professor Emeritus University of Amsterdam  
Department of Speech Communication, Argumentation Theory and Rhetoric  
Chair of the International Society for the Study of Argumentation  
Chair of the International Learned Institute for Argumentation Studies  
Editor-in-Chief of the Journal *Argumentation*  
Editor of the Journal *Argumentation in Context*  
Editor of the *Argumentation Library*  
Editor of the book series *Argumentation in Context*

From: Christian Kock <kock@hum.ku.dk>  
To: Cristian Santibañez <cristian.santibanez@udp.cl>, Christopher Tindale  
<ctindale@uwindsor.ca>, Frans van Eemeren <F.H.vanEemeren@uva.nl>, "d-  
zarefsky@northwestern.edu" <d-zarefsky@northwestern.edu>,  
"eddo.rigotti@usi.ch" <eddo.rigotti@usi.ch>, "fabrizio.macagno@fcsh.unl.pt"  
<fabrizio.macagno@fcsh.unl.pt>  
Date: 2012/01/04 11:46 AM  
Subject: Support for a Windsor Ph.D. Program in Argumentation

To Whom It May Concern

I wish to register my warm and unconditional support to the applilcation from the Centre for Research in Reasoning, Argumentation and Rhetoric (CRRAR) to develop a Windsor Ph.D. Program in Argumentation.

The CRRAR has been, for a number of years, one of the absolute centers internationally for the scholarly study of argumentation. I am one of the hundreds of scholars who have benefited from CRRAR's activities in a number of ways: participation in conferences on argumentation; a large and valuable output of scholarly publications on practically all aspects of argumentation from the outstanding and prolific academics connected with CRRAR; and, not least, personal contact and communication with these scholars, whose willingness and ability to reach out and connect with colleagues and well as students around the world is proverbial. I am certain that any colleague in the international world of argumentation studies and related disciplines would concur in this.

Sincerely,

Christian Kock  
Professor of Rhetoric  
University of Copenhagen



RE: Support for a Windsor Ph.D. Program in Argumentation  
eddo.rigotti@usi.ch  
to:  
Christopher Tindale  
2012/02/09 08:56 AM  
Bcc:  
Christopher Tindale  
Show Details

History: This message has been replied to.

Lugano, 9 February 2012

To Whom It May Concern

I have welcomed the news that the Centre for Research in Reasoning, Argumentation and Rhetoric (CRRAR) has formally applied to develop a Windsor Ph.D. Program in Argumentation.

As a leader of Argupolis–Argumentation Practices in Context, a doctoral program funded by the Swiss National Science Foundation (I ed. 2008–2011; II ed. in progress), I could personally verify the important benefits yielded by PhD students from a doctoral program: their conceptual, analytical and methodological skills are substantially promoted by a systematic training program; moreover, they can mutually exchange insights and research experiences and take advantage from the advice of an international faculty in the elaboration of their dissertation.

The CRRAR is certainly the best research center to develop a doctoral program in North America. Indeed, CRRAR's research staff includes some of the most important and renowned scholars in argumentation and strongly contributes to the advancement of the international scientific dialogue with the publication of the journal Informal Logic and the organization of the OSSA Conference.

Therefore, I gladly support this initiative.

Sincerely,

Eddo Rigotti

Professor of Argumentation

Leading director of Argumentation Practices in Context (Argupolis) – [www.argupolis.net](http://www.argupolis.net)

Institute of Argumentation, Linguistics and Semiotics

USI–University of Lugano

January 23, 2012

Professor Christopher Tindale  
Centre for Research in Reasoning,  
Argumentation and Rhetoric  
University of Windsor  
401 Sunset Avenue  
Windsor, Ontario N9B 3P4  
CANADA

Dear Chris:

I was very pleased to learn that you and your colleagues in CRRAR are proposing the creation of a Ph.D. program in Argumentation at the University of Windsor. I wholeheartedly endorse this proposal and hope that it will come to fruition.

Argumentation, as you know, has emerged within the past 50 years as an important node of interdisciplinary scholarship. There is a strong research and teaching base in both philosophy and rhetoric, with interest as well in such diverse fields as composition studies, artificial intelligence, dialectic, and interpersonal communication. As a result, doctoral study often is embedded in programs within a particular discipline. By proposing a broad-based Ph.D. in argumentation itself, you should attract students from a variety of disciplinary backgrounds, and you will prepare your graduates for employment in multiple fields as well.

The University of Windsor is especially well positioned to mount such a program because you have one of the largest cohorts of participating faculty. CRRAR has served as a magnet for faculty and in addition to your regular University of Windsor faculty, you have Douglas Walton in the Assumption University chair and you have very active emeriti. Especially when you factor these additional resources into the equation, you will be able to launch a very strong Ph.D. without the need for additional faculty hiring.

Your faculty have worldwide renown in informal logic, that dimension of argumentation studies which is strongest in Canada. But your faculty are well versed in many different approaches to argumentation, such as your own interest in rhetoric and Douglas Walton's interest in artificial intelligence and computer modeling of arguments. This will enable you to mount a very special doctoral program, with core strengths in informal logic but with the ability to cover the breadth of the field of argumentation. You can quickly become as well known in your areas of specialization as the University of Amsterdam currently is in the area of pragma-dialectics.

In these troubled economic times, it takes a certain degree of courage to begin any new program of study. But the programs that emerge as strong when the current crisis is over will be those like the one you propose: those with deep scholarly roots, broad interdisciplinary reach, and the combination of academic rigor and potential practical application. Yours is exactly the kind of program that I believe universities will be scrambling to adopt in the years ahead. You can have the advantage of doing it now.

For the benefit of others who will read your proposal, let me contextualize my remarks by stating that I taught argumentation for 41 years at Northwestern University before my retirement in 2009. I occupied an endowed chair in argumentation and debate. I have served as president of both the National Communication Association and the Rhetoric Society of America, and I have received awards for distinguished scholarship and for service from both organizations. I believe that I have a good sense of the state of argumentation studies and I bring that experience to bear in endorsing your proposed Ph.D. program.

Good luck to you and your colleagues in securing the institutional approval you need in order to make this program happen.

Cordially,

David Zarefsky  
Owen L. Coon Professor Emeritus

**University of Windsor  
Program Development Committee**

\*5.9        **History – New Course Proposal**

Item for:    **Approval**

**MOTION:**    **That the following course addition be made:\***  
                    43-499 Research Capstone Thesis

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, and the FAHSS Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** BA Honours in History

**DEPARTMENT/SCHOOL:** History

**FACULTY:** FAHSS

**Proposed change(s) effective as of:** Fall 2015

#### A. NEW COURSE PROFILE

**Course # and Title:** 43-499 Research Capstone Thesis

##### Calendar Description

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

Students will receive training in the methods and skills of advanced historical research, ultimately composing an undergraduate research thesis based on their own original research in the subject area of the course as offered. In the first term of this two-term course, they will identify a practical research topic, perform a review of relevant scholarly literature, and produce a research proposal outlining the topic and identifying a body of relevant research materials, either in manuscript form or available digital archives. In the second term, students will implement the research proposal, spending much of the term engaged in original research. Having collected the relevant research materials, they will write, edit, and revise their final research thesis, the cumulative exercise of the course. The course's specific theme or region/time-period will vary with the instructor. (Pre-requisite: At least Semester 6 standing, and 75% average in History courses or permission of instructor.)

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Tutorial	Lab.	Co-op/ practicum
6	36	X	X				3		

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
Sem. 6 standing					Yes	

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

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

n/a

#### B. RATIONALE

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

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

Students will receive training in the methods and skills of advanced historical research, ultimately composing an undergraduate research thesis based on their own original research. The course will better prepare students for graduate school and employment in public history organizations (museums, local history societies, archives) or occupations with social science research skills component (the media, legal work, local governments).

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

**B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)**

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
--Evaluate, analyze and synthesize historical materials (primary and secondary sources). --Identify the role of theory and methodology in the production of historical knowledge	A. the acquisition, application and integration of knowledge
--Identify and critique basic historical concepts. --Articulate historical questions --Identify the extent and nature of primary and secondary sources available/needed to research a particular topic --Access historical materials efficiently and effectively --Integrate and use historical information to accomplish a specific purpose	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
--Apply a sense of "historical mindedness" by analyzing issues in historical context with careful attention to the particularities of time and place. --Identify the way history is produced and used to justify social, cultural, and political ends. --Examine current issues from a historical perspective.	C. critical thinking and problem-solving skills
--Articulate arguments clearly --Organize and present evidence in a coherent manner --Cite references correctly in Chicago style --Adhere to principles of academic integrity	D. literacy and numeracy skills
--Explain cultural, ethical, social, legal, and economic issues surrounding the use of historical materials --Identify and recognize the ethics of oral history and the use of historical sources that are subject to questions of privacy or ownership.	E. responsible behaviour to self, others and society
--Express ideas and arguments of the discipline clearly and persuasively in written and oral form.	F. interpersonal and communications skills

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

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
--Demonstrate an ability to work with others toward a common goal	G. teamwork, and personal and group leadership skills
--Demonstrate creative interpretation of historical materials	H. creativity and aesthetic appreciation
--Apply research, critical thinking, writing and organizational skills to new tasks	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

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

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

There will be no impact as it will be offered as an optional course as are History's other 4xx courses.

**B.4 Student Workload**

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
	Lectures
2	Tutorials
	Labs
	Practical experience
2	Independent Study
2	Reading for the course
1	Work for assessment (essays, papers, projects, laboratory work)
1	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> comparable	

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

The course will be offered as part of a faculty member's normal course load. No additional administrative support required.

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

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

The course content will vary according to the research expertise of the faculty member instructing it, and as such can be offered by any faculty member.

**C.1.2**

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

The course requires no support from such instructors.

**C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
  - *equipment or facilities outside the proposer's control,*
  - *external resources requiring maintenance or upgrading using external resources*
- Provide relevant details.*

None other than existing library resources.

**C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

None.

**C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

No internal reallocation of resources involved. Course part of department plan to diversify undergraduate course offerings.

**C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** None.

**Staff:** None.

**GA/TAs:** None.

**C.5.1**

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

**Library Resources and Services:** None.

**Teaching and Learning Support:** None.

**Student Support Services:** None.

**Space and Facilities:** None.

**Equipment (and Maintenance):** None.



**University of Windsor  
Program Development Committee**

**\*5.10        School of Creative Arts – Minor Program Changes**

Item for:    **Approval**

**MOTION:    That degree requirements for the BA Combined Honours in Visual Arts and the BFA in Visual Arts be changed according to the submitted program/course change forms.**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, and the FAHSS Coordinating Council.
- *See attached.*

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

**TITLE OF PROGRAM/CERTIFICATE:** Combined BA Honours - Visual Arts

**DEPARTMENT/SCHOOL:** School of Creative Arts

**FACULTY:** FAHSS

**Proposed change(s) effective as of** [Fall, Winter, Spring]: **Fall 2015**

**A.1 PROGRAM REQUIREMENT CHANGES**

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

*Example:*

Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

**Combined BA Honours Degree Programs - Visual Arts**

*Program Regulation:*

Students in combined programs must complete the major requirements for both subject areas, and 01-150 and 01-151. They must also complete the *Option requirements*, in the order presented, followed by any additional requirements under *Other requirements*, to a total of forty courses.

*Example:* If the total course requirements add up to 43 once the major requirements for the second subject area are included, then section (c) of the *Option requirements* and one course from section (b) of the *Option requirements* should be excluded from the degree requirements.

*Total courses:* forty.

*Major requirements-Visual Arts:* seventeen courses consisting of Studio Fundamentals 27-105, 27-106, 27-107 and 27-108, ~~28-150, 28-214, 28-215~~, plus nine other studio courses numbered 27-203 through 27-390 **and/or Cinema Arts courses numbered 39-200 through 39-490.** ~~with at~~ **At** least four courses **must be** at the 300-level plus **the following Media Art Histories/Visual Culture courses:** 28-150, 28-214, 28-215, and either 28-245 or 28-345.

*Major requirements-Other Subject* as prescribed by that area of study.

*Option requirements:* six courses including

- (a) two courses from Social Sciences;
- (b) two courses from Languages or Science;
- (c) two courses from any area of study, ~~excluding~~ **including** Arts.

*Other requirements:*

- (a) 01-150, 01-151;
- (b) additional courses from any area of study to a total of forty courses.

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

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

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite*

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

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

N/A

**B. RATIONALE**

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

These revisions reflect the changes in faculty complement in our new unit. We have created several new courses in cinema and sonic arts, and we want these courses to count towards students' major degree requirements. Additionally, by changing the option requirements to allow students to take additional Visual Arts courses, we have increased the flexibility of the program.

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

All Visual Arts faculty will now be able to teach courses that count towards students major program requirements.

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

These changes provide more flexibility for students to meet existing program requirements.

**C.1.2**

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

No additional resources are required

**C.1.3**

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

N/A

**C.1.4**

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

N/A

**C.2 Other Available Resources**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support,
- library,
- teaching and learning support,
- student support services,
- space,
- equipment,

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

- facilities
- GA/TA

Current resources support these changes.

**C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

N/A

**C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

N/A

**C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- internal reallocation of resources and
- cost savings

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

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

**Faculty:** No additional resources required

**Staff:** No additional resources required

**GA/TAs:** No additional resources required

**C.6.1**

*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.*

**Library Resources and Services:** N/A

**Teaching and Learning Support:** N/A

**Student Support Services:** N/A

**Space and Facilities:** N/A

**Equipment (and Maintenance):** N/A

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

**TITLE OF PROGRAM/CERTIFICATE:** BFA Visual Arts

**DEPARTMENT/SCHOOL:** School of Creative Arts

**FACULTY:** FAHSS

**Proposed change(s) effective as of** [Fall, Winter, Spring]: Fall 2015

**A.1 PROGRAM REQUIREMENT CHANGES**

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

*Example:*

Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

**Bachelor of Fine Arts in Visual Arts**

*Total courses:* forty.

*Major requirements:* Studio: twenty courses (66 course credits) as follows: 27-105, 27-106, 27-107, 27-108; one of 27-383 or 27-384; 27-480 (6.0 credits), 27-481 (6.0 credits), 27-490 and 27-491; plus at least three 200-level courses in three other separate areas; five additional 300-level courses in at least three separate areas (~~includes 27-383/384~~); and three additional studio courses at the 200 or 300 level (**courses beginning either with a 27- or a 39-**). ~~Art History~~ **Media Art Histories/Visual Culture**: eight courses (24 course credits) as follows: 28-150, 28-214, 28-215 and 28-345 (28-345 must be taken before entry into year four), plus four more ~~art history~~ **media art histories/visual culture** courses, one of which has to be at the 400-level. (Up to three of the following courses may be taken to fulfill the Art History course requirement if approved by an Art History advisor: 11-330, 23-260, 23-261, 40-240, 40-241, 48-413, 48-354). Students must have a positive Portfolio Evaluation to proceed to their second year of study.

*Option requirements:* six courses including

- (a) two courses from Social Sciences;
- (b) two courses from Languages or Science;
- (c) two courses from any area of study, ~~excluding~~ **including Visual Arts**.

*Other requirements:*

- (a) 01-150, 01-151;
- (b) two courses from any area of study, ~~excluding~~ **including** Visual Arts.

*Portfolio Evaluation:* A successful portfolio evaluation is required. The portfolio evaluation takes place at the end of semester 2, after the student has gained credit in 27-105, 27-106, 27-107, 27-108, 28-150.

Students who are otherwise in good standing, but whose portfolio evaluation is not successful may:

- (a) be allowed to continue in the B.F.A. program on a conditional basis, subject to re-evaluation;
- (b) be allowed to transfer to the general Bachelor of Arts-Visual Arts program.

Consult a program advisor in Visual Arts for details regarding portfolio requirements and procedures.

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**VISUAL ARTS - ADDITIONAL PROGRAM INFORMATION**

**Visual Arts General Information**

Transfer Students: Students who have taken art courses at other post-secondary institutions and desire credit for basic courses in Visual Arts may be required to submit a portfolio of their own work for evaluation by Visual Arts, together with an official transcript of their record and catalogues describing the courses taken, all of which must be submitted no later than two weeks before the first day of classes.

**Visual Arts Program Requirements**

- 1) 28-150 must be taken in the first year.
- 2) Visual Arts students must take 27-105, 27-106, 27-107, and 27-108 in the first year.
- 3) Registration in any studio courses numbered in the 27-200's requires a successful B.F.A. portfolio evaluation.
- 4) Fourth-year B.F.A. students will be required to participate in the B.F.A. Candidates' Exhibit. The selection of work to be exhibited is to be made with the approval of the student's instructor in Studio Practice II.

**Visual Arts and the Built Environment**

*Note:* Students admitted to the BFA in Visual Arts and the Built Environment (VABE) program are also required to apply for a US study visa in consultation with the University of Detroit Mercy (UDM), in order to attend and complete courses at the UDM School of Architecture. Admission to the VABE program does not guarantee the granting of a study visa by the US government. Continuation in the VABE program requires that a study visa is granted by the US government.

**Areas of Study**

Requirements for degree programs in Visual Arts make reference to the following groups of courses:

*Basic Courses:* 27-105, 27-106, 27-107, 27-108, and ~~Art History~~ **Media Art Histories/Visual Culture** 28-150, 28-214 and 28-215.

*Critical Issues:* ~~27-491~~

*Digital Media:* ~~27-245, 27-345, 27-365.~~

*Drawing/Printmaking:* 27-203, **27-223**, 27-303, **27-326**, 27-365, **27-390**.

*Inter-media Practices:* 27-383, 27-384, **27, 371, 27-385, 27-386, 27-365, 27-390**

*Internship:* 27-380

*Painting:* 27-213, 27-313, 27-365, **27-390**.

*Photography:* 27-253, **27-290, 27-346, 27-347, 27-348, 27-353, 27-365, 27-390**

*Printmaking:* ~~27-223, 27-224, 27-326, 27-365.~~

*Sculpture/Built Environment:* 27-233, **27-255, 27-271, 27-333, 27-371, 27-385, 36-213, 27-365, 27-390**.

*Seminar:* ~~27-490.~~

*Studio Practice I:* ~~27-480~~

*Studio Practice II:* ~~27-481~~

*Time-Based:* 27-243, **27-245, 27-263, 27-343, 27-345, 27-363, 39-200, 39-310, 39-320, 39-330, 39-400, 39-420, 39-410, 39-490, 27-365, 27-390**

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

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

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing*

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

N/A

**B. RATIONALE**

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

These revisions reflect the changes in faculty complement in our new unit. We have created several new courses in cinema and sonic arts, and we want these courses to count towards students' major degree requirements. By re-arranging our defined areas, we have been able to include all new courses. Additionally, by changing the option requirements to allow students to take additional Visual Arts courses, we have increased the flexibility of the program.

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

All Visual Arts faculty will be able to teach courses that count towards students major program requirements.

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

These changes do not constitute a change in program requirements. Rather, they provide more flexibility for students to meet existing program requirements. The new unit possesses the required faculty expertise reflected by these revised area designations.

**C.1.2**

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

No additional resources are required

**C.1.3**

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

N/A

**C.1.4**

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

N/A

**C.2 Other Available Resources**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- *staff support,*
- *library,*
- *teaching and learning support,*
- *student support services,*

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- space,
- equipment,
- facilities
- GA/TA

Current resources support these changes.

**C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

N/A

**C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

N/A

**C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- internal reallocation of resources and
- cost savings

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

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

**Faculty:** No additional resources required

**Staff:** No additional resources required

**GA/TAs:** No additional resources required

**C.6.1**

*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.*

**Library Resources and Services:** N/A

**Teaching and Learning Support:** N/A

**Student Support Services:** N/A

**Space and Facilities:** N/A

**Equipment (and Maintenance):** N/A



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Program Development Committee**

**\*5.11        Sociology, Anthropology and Criminology – Minor Program Changes**

Item for:    **Approval**

**MOTION:**    **That the requirement changes to the BA Honours in Criminology, BA Combined Honours in Criminology and the Minor in Family and Social Relations be made according to the submitted program/course change forms.**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, and the FAHSS Coordinating Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
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**TITLE OF PROGRAM/CERTIFICATE:** HONOURS, COMBINED HONOURS CRIMINOLOGY

**DEPARTMENT/SCHOOL:** SOCIOLOGY, ANTHROPOLOGY, AND CRIMINOLOGY

**FACULTY:** FAHSS

**Proposed change(s) effective as of** [Fall, Winter, Spring]: Winter 2015

**A.1 PROGRAM REQUIREMENT CHANGES**

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

*Example: Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.*

**Application Deadlines**

Candidates from outside continental North America must apply and submit all supporting documents to the Registrar's Office before March 1 for registration in the Fall term.

All other candidates must apply and submit all supporting documents as follows: August 1 for the Fall term; December 1 for the Winter term; and April 1 for the Summer term (Intersession and Summer Session).

Year III, Honours Bachelor of Social Work programs - February 1

Year III Social Work and Diaspora Studies - February 1

Year III Social Work and Women's Studies - February 1

~~Year III Criminology - May 1 (Note: Only students not registered in pre-criminology or combined pre-criminology program need to apply. Current Criminology students will be considered automatically.)~~

Year III Forensic Science - May 1

~~Year III Forensics and Criminology - May 1~~

Bachelor of Science in Nursing - March 1

**~~Admission to Criminology and Combined Honours Criminology Programs~~**

~~Although criminology courses begin in the second year, it is not until third year that students are admitted to the Criminology and Combined Honours Criminology Program. The number of places available in the third year of the Criminology and Combined Honours Criminology programs is limited, and admission will be competitive. Entry shall be for the Fall term only. Students are eligible to apply for entry into the Criminology and Combined Honours in Criminology Programs only after completing twenty, but no more than thirty courses. In particular, applicants must have successfully completed the following courses: 48-101, 48-102, 48-291, 48-290, 48-260, 48-262, and either 34-129 or 34-226. Applications and information sheets are available at the Office of the Registrar and must be returned to that office by May 1st. No late applications will be accepted. Decisions will be rendered by June 1st, with notification shortly thereafter.~~

~~Admission to the Criminology Degree Program and any double major program involving criminology as one of the majors is extremely competitive. Not everyone who applies to the program is admitted. Criterion for admission is normally a minimum average of 70%. Students meeting the minimum requirement, however, are not guaranteed admission to the program. Students who desire to be admitted to the Criminology and Combined Honours in Criminology Program should therefore strive to obtain the best average they can in their first and second years of study.~~

~~NOTE: Once students have completed thirty courses they are normally ineligible for admission to the Criminology and Combined Honours in Criminology Program. Students who are not successful in gaining admission to~~

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~~Criminology after completing twenty credits may reapply up until they have completed thirty credits. There are, however, a very limited number of spaces available at this level. Even students who have achieved the minimum average are not guaranteed admission. Entry shall be for the Fall term only. Applications and information sheets are available at the Office of the Registrar and must be returned to that office by May 1st. No late applications will be accepted. Decisions will be rendered by June 1st, with notification shortly thereafter.~~

#### Combined Honours Criminology Programs

*(Not available for a Combined Honours degree with Sociology)*

~~An Honours Criminology Degree can be combined with a specialization in another subject (e.g., psychology, political science, etc.). Admission requirements and application procedures for entry to the third year of any other programme combining Criminology Honours with another subject are the same as those described for Criminology Honours.~~

#### Program Regulation:

Students in combined programs must complete the major requirements for both subject areas, and 01-150 and 01-151. They must also complete the *Option requirements*, in the order presented, followed by any additional requirements under *Other requirements*, to a total of forty courses. *Example:* If the total course requirements add up to 43 once the major requirements for the second subject area are included, then section (c) of the *Option requirements* and one course from section (b) of the *Option requirements* should be excluded from the degree requirements.

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

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

N/A

#### B. RATIONALE

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

These changes reflect the Department's decision to eliminate re-admission to the Honours and Combined Honours Criminology programs in students' third year of study. The decision was based on the need to provide a more appealing and competitive program to prospective students in light of several criminology programs having been created at Ontario universities in recent years.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

N/A

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

N/A

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**C.1.2**

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

N/A

**C.1.3**

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

N/A

**C.1.4**

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

N/A

**C.2 Other Available Resources**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support,
- library,
- teaching and learning support,
- student support services,
- space,
- equipment,
- facilities
- GA/TA

N/A

**C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

N/A

**C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

N/A

**C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- internal reallocation of resources and
- cost savings

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining*

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*existing programs and courses, deleting courses, etc.)?*

N/A

**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

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

**Faculty:** N/A

**Staff:** N/A

**GA/TAs:** N/A

**C.6.1**

*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.*

**Library Resources and Services:** N/A

**Teaching and Learning Support:** N/A

**Student Support Services:** N/A

**Space and Facilities:** N/A

**Equipment (and Maintenance):** N/A

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

**TITLE OF PROGRAM/CERTIFICATE:** MINOR – FAMILY AND SOCIAL RELATIONS

**DEPARTMENT/SCHOOL:** SOCIOLOGY, ANTHROPOLOGY AND CRIMINOLOGY

**FACULTY:** FAHSS

**Proposed change(s) effective as of** [Fall, Winter, Spring]: Winter 2015

**A.1 PROGRAM REQUIREMENT CHANGES**

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

*Example:*

Major requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

**Minor in Family and Social Relations**

Required: 48-204, ~~48-206~~, **48-205**, 48-306, 48-329, 48-351; and one of 48-352, 48-409, 48-461.

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

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

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

N/A

**B. RATIONALE**

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

48-206 has been merged with 48-204 and is no longer being offered; 48-205 is an appropriate substitute.

**C. RESOURCES**

**C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

N/A

**C.1.1**

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

N/A

**C.1.2**

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

N/A

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**C.1.3**

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

N/A

**C.1.4**

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

N/A

**C.2 Other Available Resources**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support,
- library,
- teaching and learning support,
- student support services,
- space,
- equipment,
- facilities
- GA/TA

N/A

**C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)**

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

N/A

**C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

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

N/A

**C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- internal reallocation of resources and
- cost savings

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

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**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

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

**Faculty:** N/A

**Staff:**N/A

**GA/TAs:**N/A

**C.6.1**

*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.*

**Library Resources and Services:** N/A

**Teaching and Learning Support:**N/A

**Student Support Services:**N/A

**Space and Facilities:**N/A

**Equipment (and Maintenance):**N/A



**University of Windsor  
Program Development Committee**

**\*5.12        Sociology, Anthropology and Criminology – New Course Proposals**

Item for:    **Approval**

**MOTION:**    **That the following new course additions be made:\***

**48-216.   Education and Society**

**48-217.   Religion and Society**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, and the FAHSS Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** BA General, BA Honours, Minor in Sociology

**DEPARTMENT/SCHOOL:** Sociology, Anthropology, and Criminology

**FACULTY:** FAHSS

**Proposed change(s) effective as of:** FALL 2015

#### A. NEW COURSE PROFILE

**Course # and Title:** 48-216 Education and Society

##### Calendar Description

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

This course employs sociological perspectives on education as central to social reproduction (in the transmission of knowledge, skills and values), as well as its place within broader social struggles and the creation and maintenance of social inequalities. Central theories are reviewed in light of empirical studies. Topics may include: schools as agents of socialization, stratification in education, social mobility, schooling and the labour market, cross-cultural educational practices, alternative forms of schooling, peer group influence, higher education, teacher-student relations, apprenticeships, arts-training, and the challenges associated with school violence. (Prerequisites: 48-100 or 48-110/101.)

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/ practicum
3.0	36	x				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
48-100 or 48-110/101					X	

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

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

n/a

#### B. RATIONALE

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

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

This course fulfills a need within the department in an area that is linked to both student and faculty interest. The content of this course builds on and connects to our core fields of study in sociology (education as social institution), criminology (educational factors relating to criminality, victimization and criminal justice), family (education as secondary socialization) and the acquisition and transformation of culture. This new course would provide majors with more optional courses to choose from in an area of interest and would allow non-majors to explore a more general area of interest within sociology.

#### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify, describe and apply concepts and theories relevant to the interconnections of education and society.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars whose work focuses on the interconnections of education and society.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the role of culture, social relations and social structures in the link between education and society.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely; interpret diverse data pertaining to education and society.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Express ideas pertaining to education and society clearly and persuasively in written and verbal form.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Employ Sociology as a framework for understanding the interconnections between education and society.	H. creativity and aesthetic appreciation

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b>  A U of Windsor graduate will have the ability to demonstrate:
I.	I. the ability and desire for continuous learning

#### B.3 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	60	100	100	150	150

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

This course will be offered rotationally and this will have minimal impact on enrolments in other courses offered in rotation.

#### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
0	Tutorials
0	Labs
0	Practical experience
0	Independent Study
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
0	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> The workload is comparable to other 200-level courses in Sociology and Criminology.	

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

No significant changes to available faculty and staff resources are anticipated with the introduction of this new course.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

We have one Sessional Lecturer who has the expertise in teaching this course.

#### C.1.2

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

Since the course will be offered rotationally, there is no anticipated reliance on sessional, adjunct or limited-term faculty. The course will only be offered when a faculty member or sessional lecturer is able to teach it.

#### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
  - *equipment or facilities outside the proposer's control,*
  - *external resources requiring maintenance or upgrading using external resources*
- Provide relevant details.*

N/A

#### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

N/A

#### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

#### C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** N/A

**Staff:** N/A

**GA/TAs:** N/A

#### C.5.1

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

**Library Resources and Services:** N/A

**Teaching and Learning Support:** N/A

**Student Support Services:** N/A

**Space and Facilities:** N/A

**Equipment (and Maintenance):** N/A

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** BA General, BA Honours, Minor in Sociology  
**DEPARTMENT/SCHOOL:** Sociology, Anthropology, and Criminology  
**FACULTY:** FAHSS

**Proposed change(s) effective as of:** FALL 2015

#### A. NEW COURSE PROFILE

**Course # and Title:** 48-217 Religion and Society

##### Calendar Description

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

This course investigates religion as a social institution, examining beliefs, symbols, relations and practices. Central theories and methods are reviewed in light of historical and cross-cultural variations. Interactions with culture, education, family, community, the economy, and politics are considered. Topics may include: the sacred and the profane, secularization, myth, totemism, cults, fundamentalisms, integration, exclusion, violence, new religions and/or new age movements. (Prerequisites: 48-100 or 48-110/101.)

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Tutorial	Lab.	Co-op/ practicum
3.0	36	x				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
48-100 or 48-110/101					X	

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

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

N/A

#### B. RATIONALE

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

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

This course is intended to fulfill a need within the department in an area that is linked to both student and faculty interest and is linked to our core fields of study: sociology (religion as social institution), criminology (religious factors influencing crime, criminal justice and transgressions), family (relation of religion and family) and linkages

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

between anthropology and sociology concerning the development of cultures and societies. This course would provide majors with more optional courses to choose from in a key area of departmental disciplinary expertise and would allow non-majors to explore a more general area of interest within sociology.

#### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe and apply concepts and theories relevant to the interconnections of religion and society.	B. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars whose work focuses on the interconnections of religion and society.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the role of culture, social relations and social structures in the link between religion and society.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely; interpret diverse data pertaining to religion and society.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Express ideas pertaining to education and society clearly and persuasively in written and verbal form.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Employ Sociology as a framework for understanding the interconnections between religion and society.	H. creativity and aesthetic appreciation

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b>  A U of Windsor graduate will have the ability to demonstrate:
I.	I. the ability and desire for continuous learning

#### B.3 Demand for Course

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	60	100	100	150	150

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

This course will be offered rotationally and this will have minimal impact on enrolments in other courses offered in rotation.

#### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.  
NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
0	Tutorials
0	Labs
0	Practical experience
0	Independent Study
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
0	Meeting with others for group work/project assignments
1	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> The workload is comparable to other 200-level courses in Sociology and Criminology	

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

No significant changes to available faculty and staff resources are anticipated with the introduction of this new course.



# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

We have one Sessional Lecturer and at least one Faculty Member who have the expertise and are interested in teaching this course.

#### C.1.2

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

Since the course will be offered rotationally, there is no anticipated reliance on sessional, adjunct or limited-term faculty. The course will only be offered when a faculty member or sessional lecturer is able to teach it.

#### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

N/A

#### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

N/A

#### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

N/A

#### C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** N/A

**Staff:** N/A

**GA/TAs:** N/A

#### C.5.1

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

**Library Resources and Services:** N/A

**Teaching and Learning Support:** N/A

**Student Support Services:** N/A

**Space and Facilities:** N/A

**Equipment (and Maintenance):** N/A

**University of Windsor  
Program Development Committee**

**\*5.13 Political Science – Minor Program Changes**

Item for: **Approval**

**MOTION: That the degree requirements for the BA Honours International Relations and Development Studies be changed according to the submitted program/course changes.\***

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, and the FAHSS Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** International Relations and Development Studies

**DEPARTMENT/SCHOOL:** Political Science

**FACULTY:** FAHSS

**Proposed change(s) effective as of** [Fall, Winter, Spring]: Fall 2015

#### A.1 PROGRAM REQUIREMENT CHANGES

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

*Example:*

Major requirements: 00-100, ~~00-104~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

#### Honours International Relations and Development Studies

##### General Information

Faculty teaching courses that fulfill the requirements for degree programs in International Relations are listed in the "Instructors" section for the areas of Political Science, Economics, History, Geography, Sociology, and Anthropology. The program in International Relations and Development Studies links courses in several areas of study in order to provide a broad understanding of the dynamics of global society and a useful preparation for a wide variety of careers relating to the international field. The program draws primarily upon the resources of Political Science, Economics, History, Sociology, and Anthropology. Beyond a common core of ~~nineteen~~ courses, students may **choose two concentrations**. ~~to emphasize either an International Relations or an International Development stream.~~ Experience has shown that this long-established and comprehensive program provides an excellent background for careers in diplomatic services, international institutions, internationally-oriented non-governmental organizations, journalism, banking, international business, teaching, and law. The Honours B.A. in International Relations and Development Studies is a challenging program. Students who persevere have found the rewards, especially in terms of future career prospects, to be worth the effort.

*Total courses:* forty

*Major requirements:* 16 courses, consisting of:

- (a) 45-100, 45-160, 45-264, 45-275, 45-354 or 45-355, 45-360, 45-461, 45-462;
- (b) 43-123, 43-124;
- (c) One of 45-251, 45-252 or 45-351
- (d) Three of 45-130, 45-120, 45-233, 45-241, 45-244, 45-249, 45-260, 45-261, 45-267, 45-268;
- (e) Two of 45-346, 45-356, 45-361, 45-363, 45-365, 45-367, 45-371, 45-372, 45-373, 45-464, 45-465, 45-470

*Other requirements:*

- (a) 02-250, 41-110, 41-111;
- (b) 01-150, 01-151;
- (c) 10 courses (11 if language concentration is chosen) consisting of two of the concentrations listed below.

Students must complete the requirements in any two of the following concentrations:

*[Entry into some of the courses in these concentrations will require prerequisites, or in some cases instructor approval]*

*Please note that courses taken for one concentration or as part of the major requirements cannot be used in fulfilling the requirements for a different concentration.*

*Economics Concentration*, consisting of five courses: 41-221, 41-231 and three of 41-310, 41-341, 41-350, 41-353, 41-373, 41-374, 45-355 (if not already taken as a major requirement);

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

*History Concentration*, consisting of five courses: five from 43-202, ~~43-210\*~~, ~~43-211\*~~ 43-218, 43-221 ~~43-220\*~~, ~~43-243~~, ~~43-244~~, ~~43-272~~, 43-321\*, ~~43-243~~, ~~43-244~~, ~~43-321~~, 43-320\*, 43-420\*, ~~43-445~~, ~~43-446~~, 43-462, 43-470

*Sociology and Anthropology Concentration*, consisting of five courses: ~~48-110~~, ~~48-101~~, ~~48-102~~ or ~~49-112~~, and three ~~four~~ of ~~49-226~~, 48-227, 48-327, (or ~~54-327~~), 48-333, ~~48-339~~, 48-340, (or ~~49-340~~), 48-352, (or ~~49-352~~), 48-375 (or ~~49-375~~), 48-411 (or ~~49-411~~)

*Gender Concentration*, consisting of five courses: five from 53-106, 45-211, 53-260, 43-336, 48-204, ~~48-214~~, ~~48-215~~ (or ~~53-201~~), ~~48-306~~, 48-352, 48-353 (or 53-320), 48-354, 48-408, 53-340

*Geography and Globalization Concentration*, consisting of five courses: 45-120 and four of 28-450/40-450, 34-323, 45-335, 45-440, 45-465, 48-227, 48-375, and 53-260.

*Diaspora Studies Concentration*, consisting of five courses: five from ~~45-170~~, ~~49-112~~, ~~34-255~~, ~~43-361~~, ~~43-362~~, ~~45-370~~, ~~46-445~~, ~~48/49-240~~, ~~48/49-333~~.

*Middle Eastern and Islamic Studies Concentration*, consisting of five courses: 45-235, 45-373, and three of 43-210, 43-211, 08-261, 08-262, 43-310, 45-365, 43-411, 43-414.

*Language Concentration*,\*\* consisting of six courses, at least four of which are from the same language:

*French* (designed for students with Grade 12 "U" French): 29-121 and 29-122 or 29-123, 29-221 and 29-222 or 29-223, 29-260, 29-270.

*German* (designed for students with no background in German): ~~45-100~~ 15-102,\*\*\* 15-202, 15-260, 15-261

*Italian* (designed for students with no background in Italian): ~~21-100~~, 21-102,\*\*\* 21-202, 21-260, 21-261.

*Spanish* (designed for students with no background in Spanish): ~~23-100~~ and ~~23-101~~ or 23-102,\*\*\* 23-202, 23-260, 26-261.

*Arabic* (designed for students with no background in Arabic): 08-110, 08-111, 08-210, 08-211, 08-261, 08-262

d) Nine options (eight if a language concentration is chosen)

**\*These courses will count for one concentration only.**

\*\*A flexible approach will be taken to accommodate students with different levels of linguistic competence at point of entry into the program.

\*\*\*Double credit, counts as two courses

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

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

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

NA

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM “C”

#### B. RATIONALE

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

This is a multi-disciplinary program, and its course requirements need to be updated to reflect courses changes in several AAUs. There is no change in the overall structure of the program, except that the Diaspora Concentration option is being dropped because it is no longer available.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).*

No new resources are required. The program draws upon courses offered in various AAUs.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the revised program.*

The core program draws primarily upon existing expertise with the Political Science Department. The courses listed under the Concentrations draw upon the expertise in the History, Sociology, Languages, Economics, Women's Studies, and Political Science.

##### C.1.2

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

All of the courses offered through the Political Science Department are usually offered by full time faculty members.

##### C.1.3

***For graduate programs:** 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.*

NA

##### C.1.4

***For graduate programs:** 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.*

NA

##### C.2 Other Available Resources

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*

- staff support,
- library,
- teaching and learning support,
- student support services,
- space,
- equipment,
- facilities
- GA/TA

The proposed changes in course requirements do not adversely impact the support structures that have been in place through the years for this well-subscribed program. The Dept. of Political Science provides full support for this program, including library resources, teaching and learning support, student services and a student club, equipment, facility and GAs for courses.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM “C”

#### C.3 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

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

*Provide relevant details.*

Other units, besides Political Science, have been supporting this program and expect to continue that support, by offering their courses on their normal rotation. No special equipment or facilities are required.

#### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

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

No new resources are anticipated or required.

#### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

No reallocations or cost-savings are expected from the proposed changes.

#### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

**Faculty:**None

**Staff:**None

**GA/TAs:**None

##### C.6.1

*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.*

**Library Resources and Services:**None

**Teaching and Learning Support:**None

**Student Support Services:**None

**Space and Facilities:**None

**Equipment (and Maintenance):** None

**University of Windsor  
Program Development Committee**

**\*5.14      Physics - Request for Waiver of Course Deletion (64-420)**

Item for:     **Approval**

**MOTION:**    **That the request for waiver of course deletion for 64-420 be approved.\***

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, and the Science Coordinating Council.

**1. Faculty, Department, and Program Title**

Faculty of Science, Department of Physics

Physics (BSc Honours Combined Program)

Physics (BSc Honours) (with thesis option and with co-op option)

Physics (Physics and High Technology) (BSc Honours) (with thesis option and with co-op option)

Physics (Medical Physics) (BSc Honours) (with thesis option and with co-op option)

**2. Course Number and Title**

03-64-420      Classical Electrodynamics

**3. Credit hours, Total Contact hours and Delivery format**

3 lecture hours a week. 12 week semester. 36 contact hours. Classroom lecture format.

**4. Calendar Description**

64-420. Classical Electrodynamics

Conservation laws, Bremsstrahlung scattering of radiation, multipole radiations fields, Liénard-Wiechert potentials, Green functions, radiation reaction, Lorentz-Dirac equation, radiation from time-dependent currents.

**5. Pre/co/anti-requisites**

Prerequisites: 64-320 (Electromagnetic Theory) and 64-323 (Electromagnetic Waves). No anti-requisites.

**6. RATIONALE FOR KEEPING THE COURSE**

This course has automatically been selected for deletion from the Calendar since it has not been offered since 2010. However one of the main reasons for keeping this course is that it is always co-offered (as a cross-listed course) with 03-64-520 Classical Electrodynamics, a graduate course, and this course has been offered in the last five-years. Therefore it is in no way misleading to students to carry 64-420 on the books, since it has been, and currently is, available to students who wish to take it. The only reason 64-420 is not a separate course is due to a lack of faculty resources. To compensate we are optimizing departmental resources by cross-listing 420/520. Also, while 64-420 is not a required course, its content is an essential component of the standard undergraduate physics curriculum. This is not a “fringe” or “special topics” type class. Rather it is a core area of physics that needs to remain a part of our curriculum.

**6.1 The purpose of the course within the program of study.**

03-64-420 is not a required course, but it is an absolutely standard offering in the upper level physics curriculum in our department and in any physics department across North America. Any student who wants to do graduate level physics, particularly physics theory, at another university and even in our own graduate program must have access to the content in this course.

## **6.2 Student Demand for Course - a clear statement on the student demand for the course.**

64-420 is the second course in classical electrodynamics and as already mentioned any student who wants to do graduate level physics (this is at least one-half of our undergraduates who matriculate or more) at another university or in our own graduate program must have access to the content in this course. There has not been a recent demand for this course mostly because the students have been unaware of the possibility of taking it when it is cross-listed with 64-520. This is a failure to advertise and inform, not a lack of interest. There is currently a great demand in our student body for more and better upper level physics optional courses. Our Honours Physics majors must take five optional courses in Physics at the 300 or 400 level and seven other courses from any area. There is great demand for these courses to be high-quality important 400 level physics courses. The only limitation to the offering of such important courses has been faculty resource unavailability due to the limited number of physics faculty. Removing much-needed and much-desired courses from the calendar is obviously not the solution to this problem.

## **6.3 Relationship to Unit's Five Year Plan and other University Priorities.**

Our department would be negatively impacted with regards to undergraduate program reviews when our course offerings are compared to other comparable departments if this course were not offered as part of the core physics curriculum.

## **6.4 Explanation of why the course has not been offered over the past years.**

This course has been available to upper level undergraduate in the last five years, because any time 64-520 is offered, undergraduates may enroll in this course as 64-420. 64-520 was last offered in Winter 2013, and it had six enrolled students. The lack of undergraduate enrollment is due to that fact that we have not been sufficiently proactive in advertising this course early enough (in October or earlier, before students start to register for Winter classes) to fourth year students who are eligible to take it. Also, in the last three years (from 2011 onward) a great emphasis has been put on developing two new 400-level medical physics courses which are required for the medical physics program. Many 4<sup>th</sup> year undergraduates have taken these courses which are more heavily advertised but may not be as relevant or appropriate to a BSc Honours Physics student as 64-420.

## **6.5 Whether the course will be offered in Fall 2015. If not, why will it not be offered?**

This course is a winter-semester course and should be offered in Winter 2016.

## **7. RESOURCE IMPLICATIONS**

As mentioned already, we are already optimizing resources by cross-listing 420/520. Keeping 64-420 on the books therefore makes excellent usage of faculty resources by allowing one faculty member to offer both a much-needed graduate course as well as an essential upper level course.



**University of Windsor  
Program Development Committee**

5.15:           **Request to Defer Consideration of Program Deletion under Policy C2 - General Anthropology**

Item for:       **Approval**

**MOTION:   That Sociology, Anthropology and Criminology be given an additional year to review or appeal the deletion of the General Anthropology degree program under Policy C2.**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- Based on the application of clause 6.a) of Policy C2, and using official enrolment numbers generated by the Institutional Analysis, the department was notified that the General BA in Anthropology is marked for deletion, unless successfully appealed.
- Sociology, Anthropology and Criminology is requesting a one-year deferral of the review or appeal of the deletion of the General Anthropology Degree program because the two individuals who coordinate this program are on sabbatical and the AAU would like their input before going forward with the deletion of this program.
- The request has been approved by the AAU Council and FAHSS FCC.

**University of Windsor  
Program Development Committee**

**\*5.16: Communication, Media and Film – Graduate Program and Course Learning Outcomes**

Item for: **Information**

**Rationale:**

- The learning outcomes have been reviewed by CTL and have been approved by CMF Council, FAHSS FCC, and Graduate Studies Council.
- *See attached.*

## MA COMMUNICATION AND SOCIAL JUSTICE PROGRAM

### PROGRAM LEARNING OUTCOMES FORM

<p>Program Learning Outcomes (Degree Level Expectations)</p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, successful students will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain key historical debates in the field and assess their significance in terms of how they have shaped the development of the discipline (see also C and D)</p> <p>Explain and compare the epistemological and ontological foundations of relevant theoretical paradigms and methodological approaches (both historical and contemporary) within the discipline of communication/media studies (see also C)</p> <p>Apply relevant and appropriate theoretical frameworks and concepts to the study of the historical and contemporary media environment</p> <p>Examine and collegially debate the foundational concepts of 'democracy' and 'social justice' from a variety of perspectives as they relate specifically to communicative processes, media practices and forms of governance and provide reasoned arguments to support conclusions (see also C and E)</p> <p>Explain principles associated with social justice such as equity, fairness, access to economic and communicative resources</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Appraise a range of qualitative and quantitative approaches used in communication/media research and assess their applicability in specific contexts</p> <p>Formulate a relevant and precise research question that addresses a particular topic/issue in the discipline and justify theoretical and methodological choices</p> <p>Critically evaluate, compare and synthesize extant scholarship to situate and delimit a research question (see also A, C and D)</p> <p>Gather, analyze and interpret primary and secondary data (see also C and D)</p> <p>Explain ethical dimensions as they relate to the research process (see also E)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

<p>Program Learning Outcomes (Degree Level Expectations)</p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, successful students will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Critically appraise a range of theoretical approaches (both historical and contemporary) to the study of media institutions, artifacts and representational practices (see also A)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Critically examine, compare and assess media content derived from mainstream and alternative sources for credibility and accuracy (see also A, B and C)</p> <p>Decipher and interpret data/findings derived from both quantitative and qualitative research</p> <p>Explain and employ appropriate and relevant conceptual frameworks central to the discipline (see also C)</p>	<p>D. literacy and numeracy skills</p>
<p>Recognize and employ ethical standards of behaviour in various communicational and academic contexts</p> <p>Adhere to established principles of academic integrity when conducting research</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate and interact collegially in group settings; exchange and debate ideas with a level of academic professionalism that respects different perspectives (see also E and G)</p> <p>Effectively communicate and defend research findings in both written and oral formats (see also B)</p>	<p>F. interpersonal and communications skills</p>
<p>Lead informative, probing and collegial seminar discussions</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>Design and conduct an original research project relevant to the discipline of communication/media studies (see also B)</p>	<p>H. creativity and aesthetic appreciation</p>
<p>Work independently and exercise initiative</p>	<p>I. the ability and desire for continuous learning</p>

## MA COMMUNICATION AND SOCIAL JUSTICE PROGRAM—GRADUATE LEVEL COURSES

### COURSE LEARNING OUTCOMES FORM

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

#### 40-500 Pro-seminar

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
<p>A. Explain and appraise competing definitions of ‘social justice’ and theories of ‘democracy’ in relation to media practices, communicative processes and forms of governance (see also C)</p> <p>Identify and examine key paradigm shifts and debates that have shaped contemporary social theory (e.g. modernism/postmodernism, universalism/particularism, etc.) and how they have impacted the discipline of communication/media studies</p> <p>Compare the epistemological and ontological assumptions that inform both historical and contemporary theoretical perspectives within the discipline</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Select, compile, assess and compare the significance of pertinent scholarly sources in relation to a specific research topic in the discipline (see also A, C and D)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Contextualize her/his research project within the existing body of disciplinary knowledge on a specific topic (see also A and B)</p> <p>Assess the merits of various historical and contemporary conceptual frameworks (e.g. neo-Marxism, Critical Theory, postmodernism, feminism, cultural studies, political economy, etc.) relevant to the discipline in a collegial fashion (see also A, E and F)</p>	<p>C. critical thinking and problem-solving skills</p>

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
D. Critically decipher and interpret information and/or data relevant to her/his specific research project	D. literacy and numeracy skills
E. Use collegial forms of communication in group contexts; exchange and debate ideas respectfully (see also F)  Explain and adhere to established standards of academic integrity	E. responsible behaviour to self, others and society
F. Communicate complex ideas/concepts effectually both orally and in writing	F. interpersonal and communications skills
G. Present well-organized, informative and probing oral analyses of texts/ disciplinary scholarship and lead seminar discussions (see also F)	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### 40-501 Critical Theories of Communication

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify, explain and apply key disciplinary concepts to the study of a variety of media institutions, social practices, artefacts and representations  Critically examine and compare the competing claims of various theoretical approaches (e.g. Frankfurt School, Birmingham School, etc.) and elucidate the major differences between them in relation to their epistemological and ontological underpinnings, as well as other underlying presuppositions (see also C and D)  Evaluate traditional theoretical frameworks in the field of communication and rework them to accommodate for changing media contexts	A. the acquisition, application and integration of knowledge
B. Use relevant theoretical frameworks to investigate a specific and contemporary cultural text, media institution, social media network/site or representational practice  Explain the purpose and use of critical communication theory in their own research plans, as well as the research of other scholars in the field	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Critically appraise theoretical texts by identifying key terms, assumptions and/or generalizations made about the nature of society, media's role, power and individual behaviour	C. critical thinking and problem-solving skills
D. Formulate persuasive arguments informed by major disciplinary concepts/themes to support conclusions drawn from research and critical analysis (see also A and C)	D. literacy and numeracy skills
E. Explain and adhere to principles consistent with established standards of academic integrity	E. responsible behaviour to self, others and society
F. Present well-organized, informative and probing analyses of traditional and contemporary theoretical texts and arguments (see also G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### 40-502 Communication and Research Methods

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and explain a range of relevant qualitative and quantitative methods used in communication/media research	A. the acquisition, application and integration of knowledge
B. Design a specific research question on a relevant topic in the discipline; identify the research "site", the parameters and scope of the proposed research  Choose, explain and justify an appropriate methodology to be used in a research project (see also A and C)  Explain how the chosen methodology relates to and/or complements the theoretical/conceptual framework that informs the research (see also C)  Explain the ethical dimensions of the research process (see also E)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Assess the merits and applicability of different methodological approaches in specific contexts (see also A and D)	C. critical thinking and problem-solving skills
D. Use relevant databases (relevant to the discipline) for research purposes; evaluate digital resources for credibility and relevance and meaningfully decipher and interpret data (see also A, B and C)	D. literacy and numeracy skills
E. Communicate and interact collegially in group/class settings; exchange and debate ideas in accordance with appropriate scholarly standards and with a level of academic professionalism that demonstrates respect for different perspectives; conduct research in a manner consistent with the ethical principles of the discipline. (see also F)  Explain and adhere to principles of established standards of academic integrity	E. responsible behaviour to self, others and society
F. Prepare well-organized and informative oral presentations based on assigned course readings and other disciplinary scholarship and lead seminar discussions (see also G)  Communicate complex disciplinary concepts effectually both orally and in writing	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### 40-512 Communication and Social Movements

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, compare and appraise a variety of communicative tactics, strategies, and technologies employed by both historical and contemporary social movements (e.g. Zapatistas, 'Arab Spring,' Occupy Movement, etc.)	B. the acquisition, application and integration of knowledge



<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>B. Investigate, analyze, and critique the integral relationship between communicative practices, traditional media, new media, and social movements (see also C)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Critically evaluate the role that specific communication technologies and/or platforms (e.g. Mainstream Media, Facebook, Twitter) have played in social movements in relation to political mobilization, organization and message dissemination (see also A)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Examine and explain the historical precedents and material contexts that inform the contemporary political climate from different theoretical (see also A and C)</p>	<p>D. literacy and numeracy skills</p>
<p>E. Adhere to principles consistent with established standards of academic integrity (citation, reference, and acknowledgement of sources)</p> <p>Recognize and employ ethical standards of behaviour in various communicational contexts. (see also F)</p> <p>Demonstrate an in-depth understanding of one of the accepted methods of citing and referencing academic and non-academic texts/sources. (Preferably the APA or MLA citation style)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Present clear and cogent critical analyses of course reading(s) that demonstrates the ability to critically evaluate and synthesize information (see also A, C and D)</p> <p>Communicate and interact collegially in group settings (see also E)</p> <p>Communicate complex concepts derived from communication/media and social movement theory effectively in writing and via in-class discussions.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Lead seminar discussions and prepare informative and well-organized oral presentations that catalyze further collective insight into textual materials</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Identify, compare, and critically evaluate the aesthetic and representational strategies employed by protest groups and social movements (drawing on historical and contemporary examples) (see also A and C)</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

#### 40-514 Political Economy of Communication

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
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At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify the historical roots of the spheres of economic and political influence that shape media and communication; review contemporary instances of the role mass media plays in power relations affecting the social construction of reality; judge the power of legitimized access to the media and powerlessness of exclusion from mass media.	C. the acquisition, application and integration of knowledge
B. Independently select a topic and analyze mainstream media representation of this using the method of critical discourse analysis.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify mainstream media representations of a topic and distinguish these from the silence and exclusion that a broader perspective and contextualization reveals, such as in alternative media.	C. critical thinking and problem-solving skills
D. Cite, present key ideas in assigned course related material.	D. literacy and numeracy skills
E. Evaluate ideas or questions arising from readings, complete them in a timely fashion, and make quality contributions in class discussions that facilitate peer centered learning.	E. responsible behaviour to self, others and society
F. Exchange ideas collegially and with an academic professionalism that demonstrates a willingness to learn from others and respect for different opinions.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Recognize that the political economy of media is the cornerstone of theoretical frameworks in studying the media and has evolved in response to changing technologies and to the concentration of power.	I. the ability and desire for continuous learning

### 50-515 Media Representation

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Analyze media representations through theories that evolved in postwar cultural studies (such as, but not limited to, psychoanalysis, semiotics, and genre conventions), while cognizant of how industry and audiences influence changing media texts.	D. the acquisition, application and integration of knowledge

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Review and critically draw upon extant literature and theoretical frames to analyze examples of media representation in written assignments and oral presentations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate and synthesize relevant theories for the purpose of analyzing specific media representations.	C. critical thinking and problem-solving skills
D. Assess key frames such as race, gender, class, sexuality, ethnicity, and nationalism and how they mutually influence each other in the production and reception of media representations.  Apply techniques of close textual analysis to interpret visual and aural signs in media representations.	D. literacy and numeracy skills
E. Foster a positive and constructive community by contributing thoughtful questions arising from readings.	E. responsible behaviour to self, others and society
F. Respectfully--and with academic professionalism-- exchange ideas while evaluating the merits of readings, their application to media representations, with open consideration of different perspectives implicated in interpreting media representations.	F. interpersonal and communications skills
G. Contribute thoughtfully to group discussions of assigned topics and films. Present key ideas in an assigned reading and facilitate a group discussion.	G. teamwork, and personal and group leadership skills
H. Distinguish conventions that vary and overlap in various media representation modes (e.g., television genres, such as news, or film forms, such as documentary, experimental, and features) converging in new digital media.	H. creativity and aesthetic appreciation
I. Reflect on the fundamentals of media representation modes, the evolving cultural politics shaping content, and the relevance of theoretical frameworks in assessing these notwithstanding changing media technologies.	I. the ability and desire for continuous learning

#### 40-518 The City and Media

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify, debate, and draw upon classic and contemporary media, communication and cultural theories in research papers and/or creative projects	A. the acquisition, application and integration of knowledge
B. Review and evaluate the suitability of different theoretical approaches in developing research questions, hypotheses, and/or research-creation projects oriented to the context of Windsor/Detroit and/or other urban environments	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Develop critical research questions regarding media and urban culture and interrogate and experiment with different models of analysis and creation	C. critical thinking and problem-solving skills
D. Write coherent research position papers and/or proposals for creative projects	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Evaluate assigned readings in order to discuss and debate their merits in an atmosphere that encourages academic professionalism in exchanging ideas and respecting different opinions.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Develop creative approaches to city life	H. creativity and aesthetic appreciation
I. Propose avenues for future research and/or creative projects based on the work they have accomplished.	I. the ability and desire for continuous learning

### 50-543 Advanced Film Theory and Criticism

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Analyze and apply psychoanalysis, semiotics, genre, and auteur theories in the discussion of film. Review key aspects of cinema--production, distribution and exhibition. Assess how key axes—gender, race, ethnicity, sexuality and nationalism--interact mutually and influence the cinema apparatus.	B. the acquisition, application and integration of knowledge

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Review and critically engage with extant literature and theoretical frames to develop independent film analysis.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate and synthesize different theories for the purpose of analyzing specific films.	C. critical thinking and problem-solving skills
D. Access vocabulary to transliterate the visual aspects of film in written form. Apply techniques of close textual analysis to interpret visual and sound cues that construct meaning in film.	D. literacy and numeracy skills
E. Discuss and debate ideas by identifying questions arising from assigned readings. Engage with course material facilitating peer-centered learning typical of a seminar-style course.	E. responsible behaviour to self, others and society
F. Evaluate assigned readings in relation to the films; discuss and debate their merits in a collegial spirit, demonstrating respect for different perspectives.	F. interpersonal and communications skills
G. Review assigned readings in a timely fashion and in conjunction with the films. Through critical discussion, expand the appreciation for diversity in film interpretation.	G. teamwork, and personal and group leadership skills
H. Distinguish between conventions used in the moving image that cut across various film modes and form--from news, advertising, documentary, experimental, and feature films currently converging in the new digital media platform.	H. creativity and aesthetic appreciation
I. Reflect on the fundamentals of the moving image and the relevance of theoretical frameworks in assessing its conventions, notwithstanding changing filmmaking technologies.	I. the ability and desire for continuous learning

University of Windsor  
Program Development Committee

\*5.17                      **Chemistry and Biochemistry - Summary of Minor Course and Calendar Changes**

Item for:                      **Information**

Forwarded by:              **Science**

**PART A**

*Please indicate with an "X" whether this change will be made to the undergraduate calendar or the graduate calendar, or both.*

_X_	The changes below, minor and largely editorial, will be made to the <b>Undergraduate Calendar</b> . These changes required no new resources.
—	The changes below, minor and largely editorial, will be made to the <b>Graduate Calendar</b> . These changes required no new resources.

**When will these proposed change(s) be effective?** [include semester and year]:

Fall 2015

**PART B**

*Please list the course number and indicate with an "X" the changes that are being made. Add rows to the table as required. Full details on the proposed change(s) are to be provided in Part C.*

Current course number	Deleting courses which are not part of any program's degree requirements*	Course calendar description changes	Pre/anti/co-requisite changes	Contact hour/laboratory requirement changes	Course title changes	Renumbering courses	Cross-listing courses
59-466			X				

*\*If the deleted course was a required course in any program, the proposed deletion must be presented on a PDC Form C.*

**PART C**

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

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

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

**Example: 03-101. University Senates — ~~Role and Power~~** This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as 04-101.~~) (Prerequisite: 03-100.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

#### 59-466. Drug Design

Lectures cover various aspects of drug discoveries and designs. Beginning with basic knowledge in pharmacokinetics and pharmacodynamics, students should learn how lead is discovered and how the lead is modified to yield potent therapeutic agents. Several techniques in the area of molecular biology, biochemistry, organic chemistry and computational biology will be discussed and presented. (Prerequisite: ~~59-391~~ **59-261**.)  
(3 lecture hours per week.)

Rationale: During the past two years that 59-466 was not offered, the department has been offering 59-391 (Introduction to Pharmacology) whose materials include basic knowledge in pharmacokinetics and pharmacodynamics. It has become appreciated that such materials will provide a better foundation for 59-466 than the current pre-requisite (59-261). In additional, the change should provide enrolled students with a continuum of materials leading to currently relevant topics in the pharmaceutical industry.

#### Part D

*Please indicate with an “X”.*

**Will the proposed changes result in changes to the learning outcomes of the course(s)?**

<input type="checkbox"/>	Yes. If so, please complete the learning outcomes form and append new learning outcomes, as appropriate, to this Form E submission. (See attached for learning outcomes form)
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<input checked="" type="checkbox"/>	No.
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University of Windsor  
Program Development Committee

\*5.18: **Communication, Media and Film - Summary of Minor Course and Calendar Changes**

Item for: **Information**

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

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

**PART A**

*Please indicate with an "X" whether this change will be made to the undergraduate calendar or the graduate calendar, or both.*

_X_	The changes below, minor and largely editorial, will be made to the <b>Undergraduate Calendar</b> . These changes required no new resources.
—	The changes below, minor and largely editorial, will be made to the <b>Graduate Calendar</b> . These changes required no new resources.

**When will these proposed change(s) be effective?** [include semester and year]:

Fall 2015

**PART B**

*Please list the course number and indicate with an "X" the changes that are being made. Add rows to the table as required. Full details on the proposed change(s) are to be provided in Part C.*

Current course number	Deleting courses which are not part of any program's degree requirements*	Course calendar description changes	Pre/anti/co-requisite changes	Contact hour/laboratory requirement changes	Course title changes	Renumbering courses	Cross-listing courses
02-40-213		X	X				
02-40-225		X					
02-40-243			X				
02-40-301		X					
02-40-318			X				
02-40-319			X				
02-40-327			X				
02-40-423			X				
02-40-424			X				
02-40-428			X				

*\*If the deleted course was a required course in any program, the proposed deletion must be presented on a PDC Form C.*



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

**PART C**

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

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

**Example: 03-101. University Senates — ~~Role and Power~~** This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as 04-101.~~) (Prerequisite: 03-100.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

**40-213. Podcasting and Internet Media**

This course introduces students to the craft of production for the Internet, specifically in the form of video and audio podcasts. Students will acquire skills in a variety of software applications to produce and circulate podcasts. Emphasis will also be placed on the creation of quality content through the examination of niche audiences and current practices in digital media production and distribution. (Pre-requisite: 40-101 and ~~40-111 or 40-112.~~) **(2 lecture hours and 1 laboratory hour per week)**

**40-225. Media Literacy**

A critical exploration of how the media contribute to the social construction of reality. Students will develop the skills and conceptual frameworks necessary to interpret and investigate the contemporary media environment with a particular focus on examples derived from Canadian informational/news sources and popular culture. Topics may include: media coverage of social and political issues, political economy of media/culture industries, media and democracy, media representation and stereotypes. (~~3 lecture hours~~)

**40-243. Media Aesthetics**

The course provides a basic set of principles and tools to understand the formal qualities of visual signification and the broader contours of visual culture. Students learn aesthetic and technical terms, rules, conventions, and social assumptions used to construct meaning through sound, images, or graphics in stills, film, television and the web. The course offers grounding useful for both producers and consumers of visual images. (Prerequisite: 40-101 ~~or 40-110 or 40-112.~~)

**40-301. Digital Technologies and Everyday Life**

This course surveys critical theories of technology with a focus on how evolving and emerging communication/digital technologies are received and adapted and how they shape practices in various institutional contexts and in everyday life. Topics may include: representations of technology, technologies and the organization/perception of space and time, privacy/surveillance, gender, labour, the environment and technology. (Prerequisites: 40-201 or 40-275.) (~~Crosslisted as Digital Journalism 30-301~~)

**40-318. Field and Studio Sound Recording**

An overview of the theoretical and practical aspects of audio including frequency range, khz, bits and file formats in accordance with industry standards (i.e. Pro-Tools). Students will learn advanced techniques and principles of sound mixing for music, video, games and web content. (Prerequisites: ~~40-214 or 40-217 or 40-219~~; Portfolio review and a 70% average in Communication, Media and Film Honours or Combined Honours Programs **and permission of instructor**) (2 lecture, 2 laboratory hours per week)

**40-319. Digital Documentary Production**

This course examines theories, techniques and styles of modern documentary as well as other non-fiction forms

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

such as the photo-essay. Students may investigate different sub-genres of the documentary approach and create productions/media campaigns that explore specific personal, social and/or community/campus related issues. Advanced research skills will be emphasized. Readings and in-class screenings will focus on the theory and practice of documentary for social change. (Prerequisites: ~~40-217 or~~ 40-219 and 40-234; Portfolio review and a 70% average in Communication, Media and Film Honours or Combined Honours Programs **and permission of instructor**) (2 lecture, 2 laboratory hours a week)

#### 40-327. Digital Video Editing and Post-Production

This course provides an examination of the historical, aesthetic and theoretical aspects of editing and post-production. Through screenings, workshops, praxis-based pedagogical approaches and group assignments, students will explore various editing styles and acquire advanced editing skills in accordance with industry standard software. (Prerequisite: ~~40-217 or~~ 40-219; Portfolio review and a 70% average in Communication, Media and Film Honours or Combined Honours Programs **and permission of instructor**) (2 lecture, 2 laboratory per week)

#### 40-423. Advertising/Marketing Campaign Production

This advanced course integrates knowledge and skills acquired in previous theory and production courses. Working in groups, students will obtain hands-on experience in the production of advertising/marketing campaigns for various delivery formats, including social media. The class will focus on graphic design programs, script writing, the digital editing of video, stills and audio, audience research and ethical standards in advertising. (Prerequisites: 40-219 and one of 40-318, 40-319 or 40-327 ~~and one of 40-234 or 40-272~~; Portfolio Review and a 70% average in Communication, Media and Film Honours or Combined Honours Programs **and permission of instructor**) (2 lecture, 2 laboratory hours per week.)

#### 40-424. Advanced Non-Fiction Media Production

This course integrates theories and practices of digital media with an emphasis on professional standards and skills and is focused on the creation of content for, and design of, a course website on non-fiction digital media. Students will plan, write, shoot, edit and compress news and documentary projects and manage all website tasks including flowchart planning, wireframe modeling, creation and marketing. This course may be repeated once for credit with permission of the instructor and the Undergraduate Advisor/Department Head. (Prerequisite: One of 40-318, 40-319 or 40-327; Portfolio review and a 70% average in Communication, Media and Film Honours or Combined Honours Programs **and permission of instructor**) (2 lecture, 2 laboratory hours per week.) ~~(Good that they note contact hours = 4 hours per week)~~

#### 40-428. Senior Project

In this course, students may produce content across a range of new media platforms. Emphasis will be on demonstrating professional capabilities in the areas of critical thinking, proposal writing, project development, creation and distribution. The course synthesizes both theoretical and practical learning acquired throughout the program and offers students the opportunity to further advance their production portfolio. This course may be repeated once for credit with permission of the instructor and the Undergraduate Advisor/Department Head. (Prerequisites: One of 40-318, 40-319 or 40-327; Portfolio review and a 70% average in Communication, Media and Film Honours or Combined Honours Programs **and permission of instructor**) (2 lecture, 2 laboratory hours per week.) ~~(Good that they note contact hours = 4 hours per week)~~

#### Part D

**Please indicate with an “X”.**

**Will the proposed changes result in changes to the learning outcomes of the course(s)?**

☐ Yes. If so, please complete the learning outcomes form and append new learning outcomes, as appropriate, to this Form E submission. (See attached for learning outcomes form )

☒ No.

University of Windsor  
Program Development Committee

\*5.19: **Sociology, Anthropology and Criminology - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **FAHSS**

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

**PART A**

*Please indicate with an "X" whether this change will be made to the undergraduate calendar or the graduate calendar, or both.*

_x_	The changes below, minor and largely editorial, will be made to the <b>Undergraduate Calendar</b> . These changes required no new resources.
__	The changes below, minor and largely editorial, will be made to the <b>Graduate Calendar</b> . These changes required no new resources.

**When will these proposed change(s) be effective?** [include semester and year]:

FALL 2015

**PART B**

*Please list the course number and indicate with an "X" the changes that are being made. Add rows to the table as required. Full details on the proposed change(s) are to be provided in Part C.*

Current course number	Deleting courses which are not part of any program's degree requirements*	Course calendar description changes	Pre/anti/co-requisite changes	Contact hour/laboratory requirement changes	Course title changes	Renumbering courses	Cross-listing courses
48-204			X				
48-205			X				
48-213			X				
49-213			X			X	
48-214			X		X		
49-214			X			X	
49-215			X			X	
49-217			X			X	
48-225			X				
48-227			X				
48-228			X				
49-233	X						

**PROGRAM DEVELOPMENT COMMITTEE  
SUMMARY OF COURSE AND CALENDAR CHANGES  
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48-240			X				
49-240			X			X	
48-251			X				
48-260			X				
48-262			X				
48-290			X				
48-301			X				
48-305			X				
48-306			X				
48-308			X				
48-321			X				
49-323			X			X	
48-326			X				
48-327			X				
49-327			X			X	
48-329			X				
48-332			X				
48-333			X				
49-333			X			X	
48-336			X				
49-336			X			X	
48-338			X				
49-338			X			X	
48-339		X	X		X		
49-339			X			X	
48-340			X				
49-340			X			X	
48-342			X				
48-351			X				
48-352			X				
49-352			X			X	
48-353			X				
48-354			X				
49-354			X			X	
48-356			X				
49-356			X			X	
48-361			X				
48-362			X				
48-363			X				
48-365			X				
48-367			X				
48-368			X				
48-370			X				

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

48-371			X				
48-373			X				
48-374			X				
48-375			X				
49-375			X			X	
48-382			X				
48-390			X				
49-390			X			X	
48-391			X				
48-397			X				
48-403			X				
48-405			X				
48-408			X				
48-409			X				
48-411			X				
49-411			X			X	
49-412			X			X	
48-413	X						
48-415			X				
49-415			X			X	
48-416			X				
48-419			X				
49-419			X			X	
48-421			X				
48-422			X				
48-425			X				
49-425			X			X	
48-428			X				
49-428			X			X	
48-429			X				
49-441	X						
48-447			X				
49-447			X			X	
48-450			X				
48-460			X				
48-461			X				
48-465			X				
48-467			X				
48-491			X				
48-496			X				

*\* If the deleted course was a required course in any program, the proposed deletion must be presented on a PDC Form C*

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

#### PART C

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

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

**Example: 03-101. University Senates — ~~Role and Power~~** This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as 04-101.~~) (Prerequisite: 03-100.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

#### **48-204. Sociology of Families**

Sociological perspectives on cross-cultural variations and changes in family forms. Topics may include discussion of marriage, kinship, family structure and organization of intimate relationships. (Prerequisites: **48-100 or 48-110/101.**)

#### **48-205. Sociology of Sexualities**

An analysis of sexual differentiation, sex role acquisition, sexual attitudes, sexual behaviour, and the sex structure of Canadian society. (Prerequisites: **48-100 or 48-110/101.**)

#### **48-213. Perspectives on Culture**

An examination of the emergence, development, meaning, and idea of culture. The different ways the concept is used in applied anthropology and sociology, ethnographic research, and popular discourse are discussed. (Prerequisite: **48-100 or 48-110/101.**) (~~Also offered as 49-213 Anthropology.~~)

#### ~~**49-213. Perspectives on Culture**~~

~~An examination of the emergence, development, meaning, and idea of culture. The different ways the concept is used in applied anthropology, ethnographic research, and popular discourse are discussed. (Prerequisite: 48-110 or consent of the instructor.) (Also offered as 48-213 Sociology.)~~

#### **48-214. Gender and Culture in Anthropology**

Current perspectives in anthropology on the intersection of gender and culture. Examines cross-culturally the themes of gender relations, concepts of masculinity and femininity, and gender-related power and politics. (~~Also offered as Anthropology 49-214.~~) (Prerequisite: **48-100 or 48-110/101.**)

#### ~~**49-214. Gender and Culture in Anthropology**~~

~~Current perspectives in anthropology on the intersection of gender and culture. Examines cross-culturally the themes of gender relations, concepts of masculinity and femininity, and gender-related power and politics. (Also offered as Sociology 48-214.) (Prerequisite: 48-110.)~~

#### **489-215. Principles of Physical Anthropology**

A study of humans as biological beings, humans in evolutionary context and their specializations; their nearest living relatives and varieties. Sources and the nature of variations in living human populations; significance of the variations and the concept of race; approaches to the problems of evolution of human populations. (Prerequisite: **48-100 or 48-110/101** or consent of the instructor.)

#### **489-217. Principles of Archaeology**

A survey of the history, theory, and methods of anthropological archaeology. Emphasis is placed on archaeology's

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

role as a social science, aimed at documenting and explaining past human cultural behaviour. (Prerequisite: 48-100 or 48-110/101 or consent of the instructor.)

#### **48-225. Work and Organizations**

An examination of the changing world of work from a variety of theoretical perspectives. The course examines workplace organization, including management strategies and workers' responses. Special topics include: work in the automobile, clothing, or other specific industries, contemporary changes in work organization and organizational issues involving class, ethnicity, and gender. (Also offered as Labour Studies 54-225.) (Prerequisites: 48-100 or 48-110/101 or 54-100; ~~or Labour Studies students must have at least Semester 2 standing.~~)

#### **48-227. Globalization, Development and Social Change**

This course examines such issues as the impact of colonialism on global poverty and trade policies, global restructuring, neoliberal policies, global governance, poverty alleviation efforts, cultural resistance, gendered patterns of development, population displacements and popular responses to globalization. (Prerequisites: 48-100 or 48-110/101.)

#### **48-228. Class, Wealth and Power in Canada**

The study of structured social inequality. The existence of class and power structures and their effects on the lives of Canadians. The relation of different forms of inequality based on class, ethnicity, and gender. The various strategies people employ to respond to inequality. (Prerequisites: 48-100 or 48-110/101 or 54-100.)

#### ~~**49-233. World Ethnography**~~

~~Issues arising from the worldwide variation in the human condition are examined using ethnographic descriptions from different parts of the world. Topics may include cultural ecology, political organization, warfare, colonialism, and ethnic and national identities. The topics and cultures discussed may vary from year to year. (Prerequisites: 48-100 or 48-110/101.) (May be repeated for credit if content changes.)~~

#### **48-240. Introduction to Race and Ethnicity**

An introduction to race and ethnic relations, with global and Canadian perspectives, which may draw on both sociological and anthropological literature. Topics may include Canadian cultural, indigenous, ethnic and racial identities; multiculturalism; im/migration and integration; separatist movements; pursuit of collective rights; transnationalism and diaspora. (Also offered as Anthropology 49-240.) (Prerequisites: (Prerequisites: 48-100 or 48-110/101.)

#### ~~**49-240. Introduction to Race and Ethnicity**~~

~~An introduction to race and ethnic relations, with global and Canadian perspectives, which may draw on both sociological and anthropological literature. Topics may include Canadian cultural, indigenous, ethnic and racial identities; multiculturalism; im/migration and integration; separatist movements; pursuit of collective rights; transnationalism and diaspora. (Also offered as Sociology 48-240.) (Prerequisites: 48-110/101 or consent of instructor.)~~

#### **48-251. Women, Sexuality and Social Justice**

This course examines the personal and cultural meanings of women's sexual identities in Canada today. Students consider how these identities are created and experienced in conjunction with other identities such as race/ethnicity, social class, and (dis)ability and how women challenge the personal, social, political, and economic inequities that continue to be based on these identities. Students are encouraged to analyze how their beliefs and behaviours are shaped by heterosexual privilege. (Also offered as Women's Studies 53-201.) (Prerequisites: 48-100 or 48-110/101 and 53-100.) (Prerequisites: 53-100.)

# PROGRAM DEVELOPMENT COMMITTEE

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#### **48-260. Introduction to Criminology**

Theories and research in crime causation, the nature and extent of crime, and policy responses. (Prerequisites: 48-100 or 48-110/101 and either ~~48-102 or 49-112.~~)

#### **48-262. Law and Social Order**

This course will examine the creation and administration of law and justice. Topics may include: legal systems, legal and justice professionals, civil and criminal law, courts and sanctions. Focus of the course will vary by instructor. (Prerequisites: 48-100 or 48-110/101 and either ~~48-102 or 49-112.~~)

#### **48-290. Researching Social Life**

Introduction to social research with focus on guiding students through the research process. This includes: constructing a research problem; conducting a literature review; evaluating journal articles; understanding research ethics; and becoming familiar with quantitative and qualitative research methods. At the end of the course, it is expected that students will obtain a Research Ethics Certificate (TCPS2). (Prerequisites: 48-110/101; students must be in semester 3 of their program to register for this course; ~~Labour Studies students must have at least Semester 3 standing.~~)

#### **48-301. Sociology of Childhood**

This course explores the experience of childhood as a moment within the human life cycle, yet one subject to great variation according to the family and social context. Students will become familiar with ongoing debates about the nature of children and childhood, the concept of socialization, the role and place of children in family, social, and economic life, as well as children's own agency in shaping their lived experience. (Prerequisites: ~~48-110/101~~ 48-204 and semester 5 or higher standing).

#### **48-305. Sexuality and Health**

Contemporary topics in sexuality and health examined from Canadian and international perspectives, such as HIV and AIDS, sexual health movements, and the social construction of sexual dysfunction. (Prerequisite: 48-205 and semester 5 or higher standing).

#### **48-306. Sociology of Women**

An overview of the economic, educational, familial, political, and religious factors affecting the position of women in society. A socio-historical analysis of the change in the roles and status of women in Canada and internationally with a view to understanding the nature of their impact upon major societal institutions. (Prerequisites: ~~48-110/101, 48-290/210 (or equivalent),~~ semester 5 or higher standing).

#### **48-308. Intermediate Statistics**

Basic inferential statistics, including estimation, confidence intervals, and hypothesis testing. Also included is the application of computer packages to selected statistical problems. (~~Also offered as Planning 50-231.~~) (Prerequisite: 02-250, 48-290/210 (or equivalent), and semester 5 or higher standing.) (Credit can only be obtained for one of 46-313 or 48-308.) (2 lecture hours, 1 laboratory hour a week.)

#### **48-321. Formal Organizations in Comparative Perspective**

An examination of the organization of work in national and cultural contexts. The focus is on the influence of societies, including their traditions, languages, and institutions on the organization of work. This course examines organizations in comparative perspective, looking at Japanese or other managerial strategies in industrialized and newly industrializing countries. (Prerequisites: 48-225 or 54-100 and semester 5 or higher standing); ~~or Labour Studies students must have at least Semester 5 standing.~~

#### **~~489-323.~~ Forensic Anthropology**

An overview of anthropological methods as applied to death investigations. Topics may include detection, recovery, and examination of human remains; problems of identification and individualization; and the reconstruction of



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events that occurred around the time of death. (Prerequisite: 489-215, and semester 5 or higher standing or consent of instructor) (~~Restricted to majors in Anthropology, Sociology, Criminology, Family and Social Relations, and Forensic Science programs.~~)

#### **48-326. Jobs, Careers, and the Labour Market**

An examination of occupations and the changing labour market. This course examines the ways people choose occupations and develop careers, the nature of professions and professionalization, unemployment and its consequences, and the influence of occupations on individuals and society in a wider sense. Special topics include the impact of technological change on the occupational structure of younger and other populations. (Prerequisites: 48-110/101, 48-225 or 54-100 and semester 5 or higher standing or 54-100; or Labour Studies students must have at least Semester 4 standing.) (Also offered as Labour Studies 54-326.)

#### **48-327. Social Movements**

An examination of theories and case studies of world revolutions, class struggles, and various social movements, such as the feminist, gay and lesbian, labour, native, ecological, and other movements. (Also offered as 54-327 and ~~49-327.~~) (Prerequisites: 48-110/10 or 54-100 and semester 5 or higher standing or 54-100;) ~~or Labour Studies students must have at least Semester 5 standing.~~)

#### **~~49-327. Social Movements~~**

~~An examination of theories and case studies of world revolutions, class struggles, and various social movements, such as the feminist, gay and lesbian, labour, native, ecological, and other movements. (Also offered as 54-327 and 48-327.) (Prerequisites: 48-110/101 or 54-100; or Labour Studies students must have at least Semester 5 standing.)~~

#### **48-329. Contemporary Families**

Examines the empirical sociological literature on families and their formation in the context of postwar change with emphasis on the Canadian experience, including key demographic trends such as the rise of cohabitation and two-earner families, and changes in divorce rates. (Prerequisites: 48-204 and semester 5 or higher standing).

#### **48-332. Labour and the Industrialization Process**

The development of Canadian industry and workers' responses to industrialization are examined. Special topics may include early industrialization and its effects, the development of monopoly capitalism, the emergence of service and other new industries, the impact of new technologies, changes in the division of labour, the impact of globalization and economic restructuring, the development of new management approaches such as lean production, changes in women's work, the development of labour unions, and the role of women, youth, and minorities at work. (Prerequisites: 48-225 or 54-100 and semester 5 or higher standing). ~~or 54-100; or Labour Studies students must have at least Semester 5 standing.~~) (Also offered as 54-332; Credit may not be obtained for both 48-332 and 54-332.)

#### **48-333. Nationalism and Ethnic Conflict**

An analysis of ethnic identity, ethnic group formation, ethno-political mobilization, nationalism, racism, ethnic conflicts, ethnic violence including genocide, and conflict resolution in various societies throughout the world. (~~Also offered as Anthropology 49-333.~~) (Prerequisites: 48-240 and semester 5 or higher standing), ~~or 54-100.~~)

#### **~~49-333. Nationalism and Ethnic Conflict~~**

~~An analysis of ethnic identity, ethnic group formation, ethno-political mobilization, nationalism, racism, ethnic conflicts, ethnic violence including genocide, and conflict resolution in various societies throughout the world. (Also offered as Sociology 48-333.) (Prerequisites: 48-110/101 or 54-100.)~~

#### **48-336. Health, Culture and Society**

A survey of the social, cultural and political dimensions of health, drawing on both anthropological and sociological perspectives. The course provides a global perspective to address multiple issues in the study of health and illness,

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### FORM "E"

including relations between culture and health, the political economy of health, and globalization and health. Topics may include: specific health issues, different models of health, critical analysis of Western medicine/health models, and HIV/AIDS studies. (~~Also offered as Anthropology 49-336.~~) (Prerequisites: 48-291/202 or 48-213, **and semester 5 or higher standing.**)

#### **~~49-336. Health, Culture and Society~~**

~~A survey of the social, cultural and political dimensions of health, drawing on both anthropological and sociological perspectives. The course provides a global perspective to address multiple issues in the study of health and illness, including relations between culture and health, the political economy of health, and globalization and health. Topics may include: specific health issues, different models of health, critical analysis of Western medicine/health models, and HIV/AIDS studies. (Also offered as Sociology 48-336.) (Prerequisites: 48-291/202 or 48/49-213.)~~

#### **48-338. Material Culture**

An examination of the representation and interpretation of the material artifacts of culture in a global context, including theoretical approaches to objects and cultural products. Topics may include cultural products and commodities, places and museums, media and visual displays, and consumption and technologies. (~~Also offered as Anthropology 49-338.~~) (Prerequisites: 48/49-213 or **48-291/202, and semester 5 or higher standing or consent of instructor.**)

#### **~~49-338. Material Culture~~**

~~An examination of the representation and interpretation of the material artifacts of culture in a global context, including theoretical approaches to objects and cultural products. Topics may include cultural products and commodities, places and museums, media and visual displays, and consumption and technologies. (Also offered as Sociology 48-338.) (Prerequisites: 48-291/210 or 48/49-213 or consent of instructor.)~~

#### **~~48-339. Globalization, Migration and Diasporas~~ Migration in the Globalized World**

An examination of the relationship between migration, culture and globalization. It explores the way Diasporas migrants draw on and change cultural practices in 'host' countries such as Canada. It also analyzes labour migration in the context of the global political economy as well as the global management and integration of immigration. Topics may include migrant rights, identity formation, political movements, cultural struggles; generational tensions, trans-national practices and multicultural politics. (~~Also offered as Anthropology 49-339.~~) (Prerequisites: 48/49-213, 48-227 or 48/49-240, **and semester 5 or higher standing or consent of the instructor.**)

#### **~~49-339. Globalization, Migration and Diasporas~~**

~~An examination of the relationship between migration, culture and globalization. It explores the way Diasporas draw on and change cultural practices in 'host' countries such as Canada. It also analyzes labour migration in the context of the global political economy as well as the global management and integration of immigration. Topics may include migrant rights, identity formation, political movements, cultural struggles; generational tensions, trans-national practices and multicultural politics. (Also offered as Sociology 48-339.) (Prerequisites: 48/49-213, 48-227 or 48/49-240 or consent of the instructor.)~~

#### **48-340. Food and Global Sustainability**

This course offers a comparative examination of the emergence of a global food system and its implications for culture, environment, working conditions, health, and population movements. (Prerequisite 48-227 **and semester 5 or higher standing.**) (~~Also offered as Anthropology 49-340.~~)

#### **~~49-340. Food and Global Sustainability~~**

~~This course offers a comparative examination of the emergence of a global food system and its implications for culture, environment, working conditions, health, and population movements. (Prerequisite 48-227.) (Also offered as Sociology 48-340.)~~

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#### **48-341. Human-Animal Studies**

A sociologically-informed examination of the growing field of human-animal studies, focusing on the effects of social, legal, political, economic, technological, and cultural change on our relations with and representations of nonhuman animals. Topics covered may include examining the socio-political constructions of animals, policies governing the (ab)use of animals, consumptive practices involving animals, use of animals for leisure and entertainment, and intersectional conceptions of social, environmental and species justice. **(Prerequisites: semester 5 or higher standing.)** ~~(Credit may not be obtained for both 48-341 and 48/49-311.)~~

#### **48-351. Gay and Lesbian Studies**

A multidisciplinary review of critical issues in the social organization and representation of same-sex bonding, including discussion of: cross-cultural studies, historical constructions of homosexuality and romantic friendship, coming out and identity, relationships and family, theories of homophobia and sexual repression, the development of communities and social movements in modern societies, the impacts of AIDS, and the emergence of queer theory. **(Prerequisites: 48-205 and semester 5 or higher standing.)**

#### **48-352. Citizenship, Rights, and Social Justice**

An examination of the impact of the 'global' on social and economic processes, human rights and struggles over rights in specific locales worldwide. Topics may include: gender-based violence, poverty and 'development', children's rights, changing labour practices; human rights principles and institutions; and cultural and political struggles for rights in European, North American, and post-colonial settings ~~(Also offered as Anthropology 49-352.)~~ **(Prerequisite: 48-213 or 48-291/202, 48/49-214, and semester 5 or higher standing or by consent of the instructor.)**

#### **~~49-352. Citizenship, Rights, and Social Justice~~**

~~An examination of the impact of the 'global' on social and economic processes, human rights and struggles over rights in specific locales worldwide. Topics may include: gender-based violence, poverty and 'development', children's rights, changing labour practices; human rights principles and institutions; and cultural and political struggles for rights in European, North American, and post-colonial settings (Also offered as Sociology 48-352.) (Prerequisite: 48/49-214 or by consent of the instructor.)~~

#### **48-353. Women, Power, and the Environment**

This course focuses on environmental issues as they affect women across cultures. It provides a feminist critical analysis of the power relations in modern societies that cause environmental degradation and examines the theories, policies, and institutions that contribute to unsustainable practices. Emphasis is placed on the women-nature debate within various environmental social movements and the historical role women have played as activists. (Also offered as Women's Studies 53-320.) **(Prerequisite: Semester 3 or 5 or above higher standing and one course at the 200-level or above from Women's Studies or Sociology.)**

#### **48-354. Gender, Space, and Time**

An examination of sociological and anthropological approaches to the study of space-time relations within the field of gender studies, including a focus on the development of gendered environments and cultural practices. ~~(Also offered as Anthropology 49-354.)~~ **(Also offered as Women's Studies 53-354.) (Prerequisites: 48-110/101 48-214 or 53-100 and semester 5 or higher standing.)**

#### **~~49-354. Gender, Space, and Time~~**

~~An examination of sociological and anthropological approaches to the study of space-time relations within the field of gender studies, including a focus on the development of gendered environments and cultural practices. (Also offered as Sociology 48-354.) (Prerequisites: 48-110/101.)~~

#### **48-356. Cultural Theory**

Through a selective examination of social theory, this seminar examines key ideas that inform identities and reflect

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## SUMMARY OF COURSE AND CALENDAR CHANGES

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contemporary issues. Topics may include: race, culture and ethnicity, colonial and post-colonial theory. ~~(Also offered as Anthropology 49-356.)~~ (Prerequisite: 48/49-213 and semester 5 or higher standing ~~or consent of instructor.~~)

#### **~~49-356. Cultural Theory~~**

~~Through a selective examination of social theory, this seminar examines key ideas that inform identities and reflect contemporary issues. Topics may include: race, culture and ethnicity, colonial and post-colonial theory. (Also offered as Sociology 48-356.) (Prerequisite: 48/49-213 or consent of instructor.)~~

#### **48-361. Youth in Conflict with the Law**

The course covers theories of delinquency causation, the youth justice system, Youth Criminal Justice Act, prevention, and treatment programs. (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210, 02-250,~~ and semester 5 or higher standing ~~or consent of instructor.~~)

#### **48-362. Victimology**

Victimology is a subfield of criminology that focuses on victims within the study of crime. Topics explored may include: victimology patterns, the process and aftermath of the victimization experience, the involvement and treatment of victims in the criminal justice system, legal remedies and services available to victims, restorative justice initiatives, and victims' rights. (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210, 02-250,~~ and semester 5 or higher standing, ~~or consent of instructor.~~)

#### **48-363. Penology**

Study of the correctional institution including the impact of prison on inmates, the prison subculture, prison architecture, and administration, special institutions, and the assessment of education, occupational, recreational, and treatment programs. (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210, 02-250,~~ and semester 5 or higher standing, ~~or consent of instructor.~~)

#### **48-365. Green Criminology**

This course will introduce undergraduate students to green criminology, a new and growing sub-field within criminology examining harms (criminal and otherwise) perpetrated against the environment and human and non-human animals. It examines the conceptual and theoretical developments within this field, as well as specific substantive harms, the various layers of actors involved, and the potentials and limitations of regulation. (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210,~~ and semester 5 or higher standing ~~02-250, or consent of instructor.~~)

#### **48-367. Corporate and Governmental Crime**

This course focuses on understanding corporate and governmental crime and criminal activities of organizational and institutional actors. Issues addressed may include government corruption, genocide, environmental crime, occupational health and safety, food safety, combine offenses, securities and various other kinds of fraud. The development and enforcement of criminal and civil corporate law will be examined along with different theoretical perspectives on criminal behaviour. (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210,~~ and semester 5 or higher standing ~~02-250, or consent of instructor.~~)

#### **48-368. Policing and Security**

This course will provide an overview of the development of public policing and security in Canadian society. Topics will include the history, development, organization, role and mandate of public policing. The course will also introduce students to the concept of security and will cover interpretive models for assessing how policing and security are governed and practiced both in Canada and internationally (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210,~~ and semester 5 or higher standing ~~02-250, or consent of instructor.~~)

#### **48-370. Selected Topics in Criminology**

Course content varies by instructor and can be taken more than once if content changes. Details about the course

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

will be made available through the department. (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210, [or one of 40-234, 45-275, 46-230, or other equivalent course as approved by the instructor or AAU head], 02-250, and semester 5 or higher standing.~~)

#### **48-371. Drugs, and Society**

Using a sociological perspective, this course aims to provide a foundation for the critical understanding of drugs and society. In particular, this course explores the various processes (i.e., social, cultural, political, economic) that shape our understanding of and policies towards drugs and drug use in historical and contemporary society. (Prerequisites: 48-260, 48-262, ~~48-291/202, 48-290/210, [or one of 40-234, 45-275, 46-230, or other equivalent course as approved by the instructor or AAU head], 02-250, and semester 5 or higher standing.~~)

#### **48-373. Contemporary Criminological Theory**

A review of modern theoretical approaches in criminology. (Prerequisites: 48-260 and 48-262, ~~48-202/291, 48-290/210, and semester 5 or higher standing.~~)

#### **48-374. Crime, Media and Culture**

This course explores the relationships between crime, crime control, media and popular culture by focusing on the theoretical understanding of the interplay between crime, media and culture, how crime and crime control are represented through various forms of media, and the potential effects of various media on crime and crime control policy. Focus and topics may vary by instructor. (Prerequisite: 48-260; 48-262; ~~48-291/202; 48-290/210, 02-250; or consent of instructor and semester 5 or higher standing.~~)

#### **48-375. Social Justice and Global Change**

An examination of issues of social justice arising from the intensification of social and economic inequalities within an increasingly globalized world. Topics may include the emerging international human rights framework, national and transnational struggles to bring about social change, and post-colonialism. ~~(Also offered as Anthropology 49-375.)~~ (Prerequisites: ~~49-213~~ **48-227 or 38-101 and semester 5 or higher standing** ~~or 38-101 Introduction to Social Justice.~~)

#### ~~**49-375. Social Justice and Global Change**~~

~~An examination of issues of social justice arising from the intensification of social and economic inequalities within an increasingly globalized world. Topics may include the emerging international human rights framework, national and transnational struggles to bring about social change, and post-colonialism. (Also offered as Sociology 48-375.) (Prerequisites: 48-110/101 or 49-213 or 38-101 Introduction to Social Justice.)~~

#### **48-382. Surveillance and Society**

The course provides an overview of surveillance in contemporary society. Substantive topics may include surveillance in relation to national security, covert police activities, social media, consumers, workplace, biometrics and inequality, social sorting, privacy, and privacy law/regulation. Focus of the course will vary by instructor. (Prerequisites: 48-260; 48-262; ~~48-291/202, 48-290/210 (or equivalent); and semester 5 or higher standing~~ **02-250; or consent of instructor.**)

#### **48-390. Qualitative Approaches to Social and Cultural Research**

An exploration and application of interpretive research strategies. Student will be taught to employ various techniques as they bear on real world issues and research questions. Techniques may include for example, participant observation, historical comparative analysis, oral histories, interviewing, cultural and discourse analysis. Students are expected to hold their TCPS certificate and learn to apply ethical issues specific to the interpretive and qualitative methodologies employed in the course. (Prerequisites: ~~48-110/101; 48-290/210 (or equivalent), 48-291/202, and students must have at least semester 5 or higher standing; Anthropology students must have at least 49-213; or consent of instructor.~~) ~~(Also offered as 49-390.)~~

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

#### ~~49-390. Qualitative Approaches to Social and Cultural Research~~

~~An exploration and application of interpretive research strategies. Student will be taught to employ various techniques as they bear on real world issues and research questions. Techniques may include for example, participant observation, historical comparative analysis, oral histories, interviewing, cultural and discourse analysis. Students are expected to hold their TCPS certificate and learn to apply ethical issues specific to the interpretive and qualitative methodologies employed in the course. (Prerequisites: 48-100 or 48-101; 48-210 or 48-290; students must have at least Semester 5 standing; Anthropology students must have at least 49-213; or consent of instructor.) (Also offered as 48-390.)~~

#### **48-391. Contemporary Social Theory**

Investigates influential contemporary approaches to understanding and explaining social life. Emphasis is placed on epistemology, ontology and normativity, and on critically evaluating and creatively using theory. Theories covered may include Symbolic Interactionism, Structural-Functionalism, Phenomenology, Structuralism, Neo-Marxism, Psychoanalysis, Feminism, Postmodernism, and Postcolonialism among others. (Prerequisite: 48-291/202, **48-290/210 (or equivalent), and semester 5 or higher standing.**)

#### **48-397. Selected Topics in Sociology**

Course content will vary by instructor. This course may be taken more than once if content changes. (Prerequisites: ~~48-290/210 and 48-291/202~~ **semester 5 or higher standing.**)

#### **48-403. Advanced Seminar in Culture and Ideology**

The study of the influence of social location on human understanding, including the social organization, creation, and distribution of knowledge. Topics may include how social practices shape scientific knowledge, the origins of common sense and conventional wisdom, how politics affect medical definitions, and cultural constructions of class, gender, race, and sexuality. (Prerequisite: 48-391/302 **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing,** or consent of instructor.)

#### **48-405. Advanced Seminar in Social Theory**

An exploration of contemporary social theory as it bears on sociology and related disciplines. Theoretical approaches examined will vary by instructor. (Prerequisite: 48-391/302 **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing,** or consent of instructor.)

#### **48-408. Advanced Seminar in Feminism**

This course explores contemporary feminist thought; it includes the application of feminist theories to the understanding of social issues, political engagement and cultural struggles. Key topics may include diversity and identities, globalization, the politics of pleasure, reproductive politics, gender, sexualities, and social movements. (Prerequisite: 48-391/302 **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing,** or consent of instructor.)

#### **48-409. Advanced Seminar in Family, Gender and Culture**

A critical examination of key issues and debates in multiple family forms and relations in contemporary society. The course will adopt a cross-cultural approach examining and analyzing family forms and processes with emphasis on the intersectionalities of gender, culture, age, ethnicity, and class. (Prerequisites: 48-204, 48-391/302 **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing,** or consent of instructor.)

#### **48-411. Advanced Seminar in Global Development**

A critical examination of theories and policies of global development and underdevelopment, including explorations of alternatives to modernization. ~~(Also offered as Anthropology 49-411.)~~ (Prerequisites: 48-391/302 **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing,** or consent of instructor.)

#### ~~49-411. Advanced Seminar in Global Development~~

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

~~A critical examination of theories and policies of global development and underdevelopment, including explorations of alternatives to modernization. (Also offered as Sociology 48-411.) (Prerequisites: consent of instructor.)~~

#### **489-412. Human Skeletal Variation**

This course is an advanced critical review of theories and methods for collecting, analyzing, and interpreting data from human skeletal remains in bioarchaeological (paleopathology, paleodemography, etc.) and forensic contexts. Students will learn to pursue a biocultural approach for the study of human skeletal variation. (Prerequisite: ~~498-323, 48-391/302~~ **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing**, or consent of instructor.)

#### **~~48-413. Visual Sociology~~**

~~A theoretical inquiry into the social dimensions of visual imagery that examines how society both produces and responds to images. Topics may include the sociological study of paintings, photographs, films, fashions, and everyday objects, and how they are shaped by the various meanings that constitute social and cultural life. (Prerequisites: 48-391/302 or 48(49)-356; 48-390/310 (or 48/49-355), and semester 7 or greater status, or consent of instructor).~~

#### **48-415. Advanced Seminar in Culture, Power, and Globalization**

A critical and substantive examination of culture in a global context, including cultural practices, political economy and culture, culture and representation and culture and identity. Topics may include: material culture, commodities and cultural products; colonialism; globalization; ideas of place and time; transnational networks. ~~(Also offered as Anthropology 49-415.)~~ (Prerequisites: 48-391/302 **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing**, or consent of instructor.)

#### **~~49-415. Advanced Seminar in Culture, Power, and Globalization~~**

~~A critical and substantive examination of culture in a global context, including cultural practices, political economy and culture, culture and representation and culture and identity. Topics may include: material culture, commodities and cultural products; colonialism; globalization; ideas of place and time; transnational networks. (Also offered as Sociology 48-415.) (Prerequisites: 48-391/302 or 49-338; or consent of instructor.)~~

#### **48-416. Survey Research Capstone**

The design, implementation, and analysis of sample surveys of topical and timely issues related to social life. (Prerequisite: ~~73% in 48-290/210 (or equivalent), 48-390/310, 48-308, and three 200 or 300-level courses; a minimum of 73% in the program; semester 7 or higher standing, and permission of the instructor and permission of instructor.~~) (3 lecture hours, or 2 lecture hours, one tutorial/laboratory hour a week.)

#### **48-419. Advanced Seminar in Public Anthropology**

Contemporary approaches to "real world" problems, political struggles, and social debates. Questions about the role of anthropologists (as advocates, activists, applied researchers and writers) are explored within the shifting contexts of global and community dynamics. Students will consider how ethnographic knowledge informs contemporary publics. Topics may include: identity politics, post-colonial struggles, development and health research, social policy, and popular culture. (Prerequisites: 48-391/302 **or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing**, or consent of instructor.) ~~(Also offered as Anthropology 49-419.)~~

#### **~~49-419. Advanced Seminar in Public Anthropology~~**

~~Contemporary approaches to "real world" problems, political struggles, and social debates. Questions about the role of anthropologists (as advocates, activists, applied researchers and writers) are explored within the shifting contexts of global and community dynamics. Students will consider how ethnographic knowledge informs contemporary publics. Topics may include: identity politics, post-colonial struggles, development and health research, social policy, and popular culture. (Prerequisites 48/49-333 or 48/49-356.) (Also offered as Sociology 48-419.)~~

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

#### **48-421. Special Topics in Sociology and Criminology**

Topics may vary by instructor; consult the departmental website for details. (Prerequisites: 48-391/302 or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing, or consent of instructor.) (May be repeated for credit if content changes.)

#### **48-422. Advanced Seminar on Race and Ethnicity**

This course explores theoretical approaches to race and ethnicity with a focus on political and cultural struggles and issues encountered by racialized and ethnic minorities. Topics may include: multicultural politics, anti-racist strategies, transnational and diasporic mobilization, and in intersectionality. (Prerequisites: 48/49-240; 48-391/302 or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing, or consent of instructor.)

#### **48-425. Social Life in the City Capstone**

The course is designed to give advanced students the opportunity to engage in qualitative research projects on social issues and cultural practices in the Windsor-Essex Region. (Prerequisites: a 73% in the program, 48-391/302 or 48/(49)-356; 48-308; 48-390/310 (or 48/49-355); and semester 7 or 8 higher standing and permission of the instructor). ~~(Also offered as Anthropology 49-425.)~~

#### **~~49-425. Social Life in the City Capstone~~**

~~The course is designed to give advanced students the opportunity to engage in qualitative research projects on social issues and cultural practices in the Windsor-Essex Region. (Prerequisites: a 73% in the program, 48-391/302 or 48/49-356; 48-308; 48-390/310; and semester 7 or 8 status and permission of the instructor.) (Also offered as Sociology 48-425.)~~

#### **48-428. Advanced Seminar in Labour and Globalization**

An examination of the impact of contemporary globalization on work life and working class economic and political mobilization. Particular emphasis is placed on a comparative study of labour movement strategies with a view to understanding the nationally specific and cross national character of these responses. (Also offered as 54-428 and ~~49-428.~~) (Prerequisites: 48-326 or 54-301; 48-391/302 or 48(49)-356; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing, or consent of instructor.)

#### **~~49-428. Advanced Seminar in Labour and Globalization~~**

~~An examination of the impact of contemporary globalization on work life and working class economic and political mobilization. Particular emphasis is placed on a comparative study of labour movement strategies with a view to understanding the nationally specific and cross national character of these responses. (Also offered as 54-428 and 48-428.) (Prerequisites: 48-326 or 54-301.)~~

#### **48-429. Advanced Seminar in Family Theory**

Discussion of major themes in family theory, which may include explanations for family forms, functioning, processes and structure. (Prerequisites 48-204, 48-391/302 or 48(49)-356 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing, or consent of instructor.)

#### **~~49-441. Topics in Anthropology~~**

~~(May be offered as a seminar course if enrollment warrants, or as an independent study course.)~~

#### **48-447. Social Justice Practicum**

This course offers students the opportunity to apply their academic knowledge within community organization settings. Students will be given the opportunity to learn about the day-to-day operation and structure of a participating social justice agency through observation of, and discussion with, staff and executive members. Students will be assigned a major project to carry out for the agency under the supervision of the course instructor and an on-site practicum supervisor. Students will be expected to meet regularly with the course instructor and to



# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

provide oral and written reports on their experience during the term. (~~Open to Sociology, Anthropology, Criminology, and Family and Social Relations majors with semester 7 standing, major average of 73%, and successful completion of 48/49-375. Additional specific prerequisites: Sociology majors: 48-302; Anthropology majors: 49-213 plus any two 200-level or higher anthropology courses; Family and Social Relations majors: 48-204 and permission of program adviser.~~) (Prerequisites: 48-391/302 or ~~48(49)-356~~ or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing.) (Course enrollment is limited and a letter of application is required.) (~~Also offered as Anthropology 49-447.~~)

#### **~~49-447. Social Justice Practicum~~**

~~This course offers students the opportunity to apply their academic knowledge within community organization settings. Students will be given the opportunity to learn about the day-to-day operation and structure of a participating social justice agency through observation of, and discussion with, staff and executive members. Students will be assigned a major project to carry out for the agency under the supervision of the course instructor and an on-site practicum supervisor. Students will be expected to meet regularly with the course instructor and to provide oral and written reports on their experience during the term. (Open to Sociology, Anthropology, Criminology, and Family and Social Relations majors with semester 7 standing, major average of 73%, and successful completion of 48/49-375. Additional specific prerequisites: Sociology majors: 48-302; Anthropology majors: 49-213 plus any two 200-level or higher anthropology courses; Family and Social Relations majors: 48-204 and permission of program adviser.) (Course enrollment is limited and a letter of application is required.) (Also offered as Sociology 48-447.)~~

#### **48-450. Advanced Seminar in Sexualities and Identities**

A critical engagement with the historical, contemporary and newly burgeoning sociological approaches to sexualities and sexual identities. The course will adopt a cross-cultural approach in examining and analyzing human sexualities, with emphasis on the intersectionalities of other forms of inequality such as gender, race, ethnicity, disability, and class. Topics may vary from year to year. (Prerequisite: 48-205, 48-391/302 or ~~48(49)-356~~ or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing, or consent of instructor.)

#### **48-460. Advanced Seminar in Constructions of Deviance**

This course explores theory and research concerned with constructions of deviant behavior and social issues. It involves the application of constructionist theory to a variety of behaviours and issues including the role of moral entrepreneurs, symbolic crusades and the medicalization on deviance. Substantive topics will vary by instructor. (Prerequisites: 48-260 ~~or 48-262~~, 48-391/302 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection, or consent of instructor.)

#### **48-461. Advanced Seminar in Law and Social Policy**

This course explores theory and research concerned with legal and government policies and their impact on individuals, social institutions and society. Substantive topics will vary by instructor. (Prerequisites: 48-391/302 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection or consent of instructor.)

#### **48-464. Advanced Seminar in Sociology of Law**

An investigation of theory and research in the sociology of law. Topics may include the social construction of law, the legal profession, law and social change, legal consciousness, law as governance, legal avoidance, moral regulation, and popular representations of law. Criminal and other forms of law will be discussed in relation to these topics. Focus of the course will vary by instructor. (Prerequisites: 48-391/302 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection; or consent of instructor.)

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

#### 48-465. Advanced Seminar in Gender, Law, and Crime

This course will examine the ways gender intersects with the law and crime. It focuses on the importance of taking gender into consideration in understanding offending and victimization, the development and impacts of legislation, and the work of the criminal justice system. Focus of the course will vary by instructor. (Prerequisites: 48-391/302 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection; or consent of instructor.)

#### 48-467. Criminology Professional Development Practicum

This practicum provides students in the Criminology program with the opportunity to apply learned concepts and theory to a practical setting and to become further familiarized with an area related to Criminology. Students will be placed in organizations in the Windsor-Essex region related to their area of interest within Criminology (e.g., the law, corrections, etc.) and will be expected to dedicate a total of 100 hours to both the in-class learning and practicum components of the course. Additionally, students will be required to complete assignments as assigned by the instructor. This course is open to Criminology majors only. (Prerequisites: 48-260, 48-262, 48-373 or 48-391/302, Ssemester 7 or greater higher standing, and minimum major average of 73%.)

#### 48-491. Advanced Seminar in Criminology

This course exposes students to advanced criminological topics through the lens of the instructor’s current research. Practical and/or theoretical implications of the research within local, national, global and/or cyberspace communities will be examined. Topics will vary by instructor. (Prerequisites: 48-260; 48-262; 48-391/302 or 48-373; 48-390/310 (or 48/49-355), 48-308 and semester 7 or higher standing; at least one 300-level course from the 300 level criminology course selection; or consent of instructor.)

#### 48-496. Honours Essay

Independent research or internship conducted under the supervision of an individual faculty member. (Prerequisites: 48-391/302 or 48-356 or 48-373; and one of 48-308; 48-390/310 (48/49-355); and semester 7 or higher standing; or consent of instructor.)

#### Part D

*Please indicate with an “X”.*

**Will the proposed changes result in changes to the learning outcomes of the course(s)?**

☐ Yes. If so, please complete the learning outcomes form and append new learning outcomes, as appropriate, to this Form 4 submission. (See attached for learning outcomes form )

☒ No.

University of Windsor  
Program Development Committee

\*5.20: **Women's Studies - Summary of Minor Course and Calendar Changes**

Item for: **Information**

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

**PART A**

**Please indicate with an "X" whether this change will be made to the undergraduate calendar or the graduate calendar, or both.**

<b>X</b>	The changes below, minor and largely editorial, will be made to the <b>Undergraduate Calendar</b> . These changes required no new resources.
—	The changes below, minor and largely editorial, will be made to the <b>Graduate Calendar</b> . These changes required no new resources.

<b>When will these proposed change(s) be effective?</b> [include semester and year]:	2015 Fall
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**PART B**

**Please list the course number and indicate with an "X" the changes that are being made. Add rows to the table as required. Full details on the proposed change(s) are to be provided in Part C.**

Current course number	Deleting courses which are not part of any program's degree requirements*	Course calendar description changes	Pre/anti/co-requisite changes	Contact hour/laboratory requirement changes	Course title changes	Renumbering courses	Cross-listing courses
53-240	<b>X</b>						
53-380	<b>X</b>						

*\*If the deleted course was a required course in any program, the proposed deletion must be presented on a PDC Form C.*

**PART C**

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

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

**Example: 03-101. University Senates — ~~Role and Power~~** This course explores the history, role, and power of Senates

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

in Canadian universities. ~~(Also offered as 04-101.)~~ (Prerequisite: 03-100.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

**~~53-240. Helpmates, Harlots, Deliverers, and Disciples: Women and the Bible~~**

~~A feminist-critical examination of selected passages from the Hebrew bible (Tanak/Old Testament), the Apocrypha, and/or the New Testament, focusing on gender ideology and the depiction of the legal, social, and religious status of women in ancient Israel, early Judaism, and/or early Christianity. The course will also explore the ways in which biblical gender ideology continues to shape attitudes toward women in contemporary societies. (Can be taken for either Social Science or Arts credit.)~~

**~~53-380. Feminist Literary Dimensions of the Hebrew Bible~~**

~~A feminist exploration of the Hebrew Bible as a literary text. Using the work of major feminist biblical scholars, the course will explore rhetorical strategies, characterization, narrative voice, themes, motifs and other literary dimensions of the Hebrew Bible to see how they contribute to the production of gender ideologies in the text. Feminist strategies for rereading, exposing and deconstructing male-authored images of women and femaleness in biblical texts will be examined. (Prerequisite: 53-240 or consent of the instructor.) (Can be taken for either Social Science or Arts credit.)~~

**Part D**

*Please indicate with an “X”.*

**Will the proposed changes result in changes to the learning outcomes of the course(s)?**

—	Yes. If so, please complete the learning outcomes form and append new learning outcomes, as appropriate, to this Form E submission. (See attached for learning outcomes form) )
X	No.