



**NOTICE OF MEETING**

There will be a meeting of the  
**PROGRAM DEVELOPMENT COMMITTEE**  
Thursday, March 26, 2015 at 1:00pm-2:30pm  
In Room 209 Assumption University (2<sup>nd</sup> Floor)

**AGENDA**

**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of February 26, 2015**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**

**Items for Approval**

- |   |   |
|---|---|
| <b>4.1 Request to Defer Consideration of Program Deletion under Policy C2 (General Anthropology) pg.3</b> | <b>Dr. Janice Drakich</b><br>PDC150326-4.1      |
| <b>4.2 PhD in Argumentation Studies – New Program Proposal (PDC Form A) pg.4</b>                          | <b>Dr. Christopher Tindale</b><br>PDC150326-4.2 |
| <b>4.3 Women’s Studies – New Course Proposal (PDC Form D) pg.39</b>                                       | <b>Dr. Anne Forrest</b><br>PDC150326-4.3        |

**Items for Information**

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|---|---|
| <b>4.4 MA in Communication Studies and Social Justice – Program and Course Learning Outcomes pg.44</b>            | <b>Dr. V. Scatamburlo-D’annibale</b><br>PDC150326-4.4 |
| <b>4.5 Sociology, Anthropology, Criminology – Summary of Minor Course and Calendar Changes (PDC Form E) pg.56</b> | <b>Dr. Janice Drakich</b><br>PDC150326-4.5            |

**Items for Approval**

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| <b>5 Reports/New Business</b>  |   |
| <b>5.1 Bachelor of Environmental Studies – Minor Program Changes (PDC Form C) pg.72</b>                | <b>Dr. Phil Graniero</b><br>PDC150326-5.1 |
| <b>5.2 Inter-Faculty - Bachelor of Environmental Studies - New Course Proposals (PDC Form D) pg.86</b> | <b>Dr. Phil Graniero</b><br>PDC150326-5.2 |
| <b>*5.3 Engineering – New Course Proposal (PDC Form D) pg.101</b>                                      | <b>Dr. Nader Zamani</b><br>PDC150326-5.3  |
| <b>*5.4 Liberal Arts Diploma (Bridging) Program - Deletion - (PDC Form C) pg.107</b>                   | <b>Mr. Tim Brunet</b><br>PDC150326-5.4    |
| <b>*5.5 Agreements/ Program for Child and Youth Worker Title Change – (PDC Form C) pg.111</b>          | <b>Mr. Tim Brunet</b><br>PDC150326-5.5    |

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| *5.6 Liberal Arts and Professional Studies - Minor Program Change (PDC Form C)<br>pg.115            | Mr. Tim Brunet<br>PDC150326-5.6                |
| *5.7 Drama and Communication, Media and Film – Minor Program pg<br>Change (PDC Form C) pg.119       | Dr. V. Scatamburlo-D’annibale<br>PDC150326-5.7 |
| *5.8 Visual Arts and Communication, Media and Film - Minor Program pg<br>Change (PDC Form C) pg.123 | Dr. V. Scatamburlo-D’annibale<br>PDC150326-5.8 |

#### Items for Information

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| *5.9 Business – Summary of Minor Course and Calendar Changes (PDC Form E)<br>(Sequencing Changes) pg.127 | Dr. Peter Miller<br>PDC150326-5.9               |
| *5.10 Biological Sciences – Summary of Minor Course and Calendar Changes<br>(PDC Form E) pg.129          | Dr. Julie Smit<br>PDC150326-5.10                |
| *5.11 Communication, Media and Film – Summary of Minor Course and<br>Calendar Changes (PDC Form E) pg    | Dr. V. Scatamburlo-D’annibale<br>PDC150326-5.11 |
| *5.12 Computer Science – Summary of Minor Course and Calendar Changes<br>(PDC Form E) pg.132             | Dr. Christie Ezeife<br>PDC150326-5.12           |
| *5.13 Economics – Summary of Minor Course and Calendar Changes<br>(PDC Form E) pg.137                    | Dr. Vladimir Bajic<br>PDC150326-5.13            |
| 5.14 Engineering – Summary of Minor Course and Calendar Changes<br>(PDC Form E) pg.141                   | Dr. Zader Namani<br>PDC150326-5.14              |
| *5.15 FAHSS – Summary of Minor Course and Calendar Changes<br>(PDC Form E) pg.146                        | Mr. Tim Brunet<br>PDC150326-5.15                |
| *5.16 FAHSS - Summary of Minor Course and Calendar Changes<br>(PDC Form E) pg.150                        | Dr. Anne Forrest<br>PDC150326-5.16              |

**NB. The following reports will be in a separate document.**

#### Items for Approval

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|---|-----------------------------------|
| 5.17 Draft PDC Reports on UPRs ( <i>IN-CAMERA</i> )<br>Bachelor of Arts and Science – <i>New Report*</i><br>Master of Human Kinetics – <i>New Report*</i><br>Sociology, Anthropology and Criminology (Undergraduate) - <i>5<sup>th</sup> Annual Status Report</i> | Ms. Gwen Ebbett<br>PDC150326-5.17 |
| 5.17.1 Reviewers’ Report and Responses for BAS and MHK ( <i>Confidential</i> )  | PDC150326-5.17.1                  |

#### Additional Business

#### **6 Question Period/Other business**

##### **6.1 Delivery Format of a Course**

#### **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 : **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**

4.2: **PhD in Argumentation (Graduate) – New Program Proposal**

Item for: **Approval**

**MOTION:** **That the PhD in Argumentation Studies 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.

Christopher Tindale 2015-3-8 3:36 PM

**Comment [1]:** This has been addressed in the Admission requirements (C2). Students are expected to have a demonstrated background in Argumentation in their MA (or alternative experience), according to their discipline. The course work that they will then take here is intended to ensure a common background with respect to the principal perspectives in the field, and then provides them with in-depth study of issues at the cutting edge of the field. The emphasis is still on research work, in the clusters and in the preparation of a dissertation, which will result in the appropriate level of expertise for a PhD.

Christopher Tindale 2015-3-6 3:10 PM

**Comment [2]:** This is also addressed at the start of the proposal, where 'argumentation' is defined.

Christopher Tindale 2015-3-6 3:16 PM

**Comment [3]:** Part of the innovative nature of the program is that it involves both experienced researchers in the field and more junior faculty working on the periphery or just breaking into the field. The program gives those new faculty the opportunity to work with talented graduate students (an opportunity they don't currently have, in spite of their research profiles) along with more qualified faculty. This was something addressed by the reviewers. They asked each faculty member in turn why they were interested in the program and what they expected to contribute. Across the board, the responses demonstrated a strong commitment to the program and to developing further expertise. As explained at the last PDC meeting, we would follow the current practice of having our students take the available MA level courses, with the appropriate additional work. This is now covered in the proposal.

Christopher Tindale 2015-3-8 3:37 PM

**Comment [4]:** This was also addressed by the reviewers, who were concerned that faculty and/or their departments would expect compensation. All faculty responded that it was the opportunity to work in such a program that drew them, not any expectation to be compensated. This is the same expectation that most of us have who currently supervise or teach graduate students. The only anticipated release (as noted in the proposal) is for the director of the program. ... (1)

Christopher Tindale 2015-3-6 3:21 PM

**Comment [5]:** We understand this to be a minimal expectation of the ministry, and we have worked our numbers accordingly.

Christopher Tindale 2015-3-11 1:18 PM

**Comment [6]:** Inter-Faculty Programs is the source of GAs. They are very pleased at the prospect of adding a graduate program from which GAs could be drawn. And the kinds of programs currently operating there (like the Arts and Science program; Forensics; or Digital Journalism) are appropriate places for our students to work.

Christopher Tindale 2015-3-6 3:26 PM

**Comment [7]:** We have provided remarks in the proposal to emphasize that the program is in no way dependent on Philosophy, and that the historical connection of Argumentation Studies with Philosophy at Windsor is coincidental and not reflected elsewhere in the world.

Christopher Tindale 2015-3-6 3:27 PM

**Comment [8]:** Inter-Faculty Programs are currently developing their policies. They are an obvious host for us, and it is hoped that we would lead the way for the development of other interdisciplinary programs that would attract students to Windsor.

# 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>	
<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 one theory of argumentation, Informal Logic, was developed. As an academic discipline, argumentation involves the principles and methods by means of which people reason collaboratively or competitively on any topic where information, knowledge, or claims conflict or are inconsistent, and by which they strive to persuade others through verbal or visual means. It involves the development and assessment of knowledge that is provisional and fallible. And it has relevance to linguistics, computational semantics, and conflict resolution, as well as application in artificial intelligence research in law, medicine, design and policy.

The program continues our historical 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.

While there has been a historical association at Windsor between the development of argumentation and the Department of Philosophy, this is more an association of coincidence than of necessity, and not one reflected

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

anywhere else in the world, where the study of argumentation tends to be done in Psychology, Linguistics, Rhetoric, and Computer programs. Thus, this program is not a PhD in Philosophy and draws it's faculty from beyond that department, including Psychology, English (Rhetoric), Linguists, Law, Visual Arts and Political Science.

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 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.

The university also has a cohort of younger scholars interested in Argumentation Studies and who have started to contribute to the field or are looking for ways to do so. The program brings these two groups together to provide a mix of experiences and expertise, and to ensure the continuity of the program without the need for additional resources.

*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:

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

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 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 [in October 2012](#) 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

2015-2-17 9:15 AM

Comment [9]: how recent – year?

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

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 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</i>	Not applicable to our program.



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

<i>second, third, or fourth year of the program)</i>	
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**B.4.3 Collaborative Program (QAF section 1.6)**

<i>If this is a collaborative program with another college/university, identify partners and describe institutional arrangements for reporting eligible enrolments for funding purposes.</i>
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Not applicable

**B.4.4 Societal Need (MTCU section 6)**

<i>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:</i>
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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:

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.

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

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](http://www.workingincanada.gc.ca/)" 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.

• <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>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No, explain below
• <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"/> Yes	<input type="checkbox"/> No, explain below
• <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"/> Yes	<input checked="" type="checkbox"/> No, explain below
• <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"/> Yes	<input checked="" type="checkbox"/> No, explain below

**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

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

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](#)

Academic workers will continue to be in demand. As societal demands become more diversified and knowledge industries develop, the importance of graduates 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.

**Job Openings**



[Social Policy Researchers](#)

(Cf. link for further qualitative evidence corresponding to the tables below)

2015-2-17 9:12 AM

**Comment [10]:** The line graph drops below '0' in 3 years - starting in 2018 - so how is there a demand for workers?

Christopher Tindale 2015-3-11 1:02 PM

**Deleted:** (Cf. link for further qualitative evidence corresponding to the tables below) ... [2]

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

**Employment Level**



**Expansion Demand**



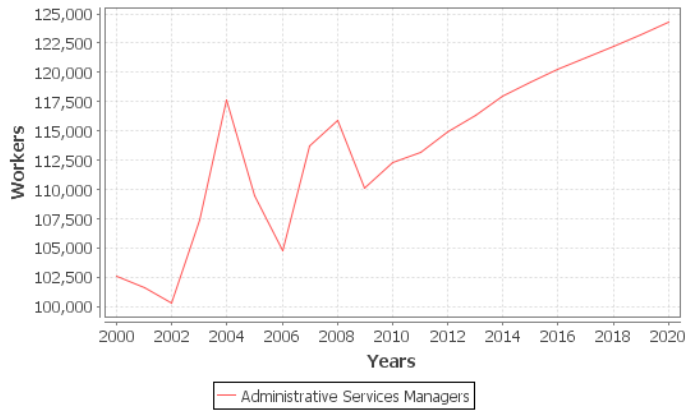
Social policy argumentation focuses on the reasoning used by participants in the decision-making that results in policy recommendations. Issues. This involves both case studies on specific issues (like the development of policy around stem-cell research, for example) and more general considerations of 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)

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

**Employment Level**

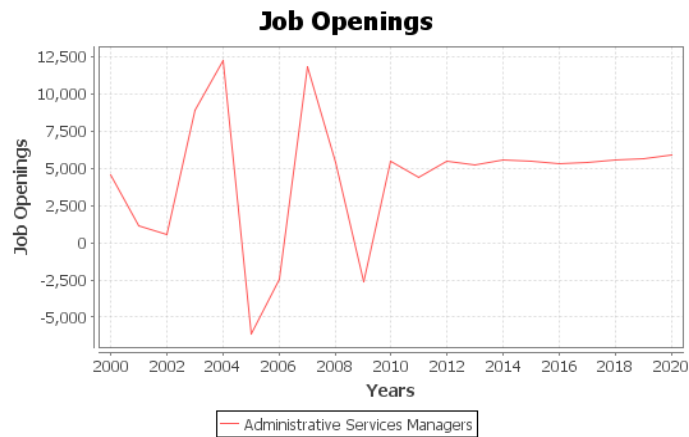


**Expansion Demand**



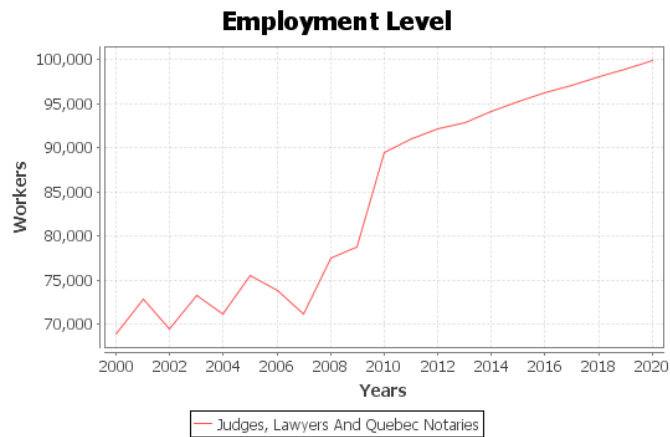
Human resource managers with advanced critical thinking skills and the ability to appreciate how others reason and respond to reasoning will continue to be in demand in the job market. Our program will provide opportunities for research projects directly relevant to the development of the necessary skills to perform well in this area.

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



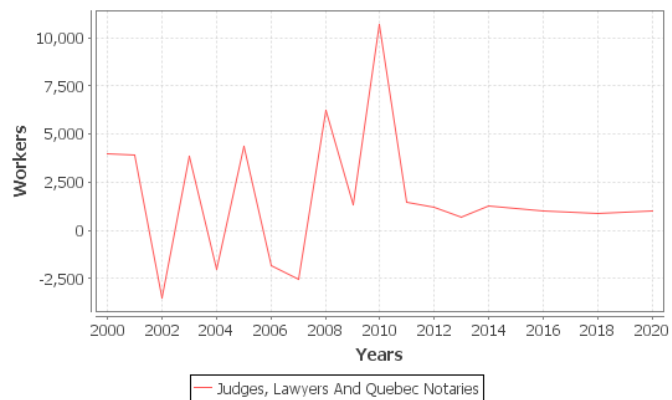
**[Lawyers](#)**

(Cf. link for further qualitative evidence as it corresponds to the tables below)



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

**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  
PROPOSAL BRIEF FOR NEW PROGRAMS  
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 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. [This provides a mix of faculty whose research has been central to the development of the field and others who are joining the field and whose research is starting to be recognized. Such a combination is intended to ensure the continuity of the program as younger faculty members develop their levels of expertise and international reputation. They are also helping to attract other faculty members who have expressed an interest in joining the program once there is room for them.](#)

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.

christopher tindale 2015-3-8 3:48 PM

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

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:

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

		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:

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

		Associate Professor, Languages, Literatures, and Cultures.	Rhetoric; 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

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

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 makeup the committee 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.

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

Each student will be normally provided 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. Normally, no student would be admitted who requires an excessive amount of qualifying work, with an upper limit of three courses. In all cases, the qualifying work will be done at the graduate level. 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, which is designed to ensure that all students graduate with a similar foundation in the history and methods of the field and some of its innovative research. If students enrol in graduate courses at the Master's level (if identified as such), we will follow current practice at the University of Windsor of providing that the work in these

2015-2-17 9:16 AM

**Comment [11]:** Assured is a strong word. What if \$20,000 was not available one year....?

Christopher Tindale 2015-3-11 12:56 PM

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Christopher Tindale 2015-3-11 1:06 PM

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Christopher Tindale 2015-3-11 1:07 PM

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Christopher Tindale 2015-3-11 1:07 PM

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Christopher Tindale 2015-3-11 1:08 PM

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Christopher Tindale 2015-3-11 1:09 PM

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Christopher Tindale 2015-3-11 1:09 PM

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Christopher Tindale 2015-3-11 1:11 PM

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

courses is supplemented to ensure that the student does work at the doctoral level. 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.

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:** As noted earlier, no new faculty resources are required, and the future faculty complement will be drawn from interested University of Windsor faculty. New Windsor faculty (from the present complement) will take the place of those who are currently developing their expertise, who will in time replace those who retire.

**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

2015-2-17 9:18 AM

**Comment [12]:** 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...

Christopher Tindale 2015-3-11 1:04 PM

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christopher tindale 2015-3-8 4:03 PM

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

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**

*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 (up to a limit of three course, as noted earlier), 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. Appropriate Master's programs for admission would include English or Communication Studies (with an emphasis on rhetoric), Rhetoric (with an emphasis on rhetorical theory or debate), Psychology (with an emphasis on reasoning, or bias), Computer Science (with an emphasis on modelling artificial intelligence), Law (with an interest in dimensions of evidence), Political Science (with an emphasis on conflict resolution or political reasoning), Philosophy (with an emphasis on informal logic), Linguistics (with an emphasis on discourse analysis), or Women's Studies (with an emphasis on gender bias and reasoning).

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 in their application that they have the requisite requirements for success in the program in terms of both their past education and having experience in a profession (such as law or policy analysis) that uses principles and methods

2015-3-11 1:25 PM

**Comment [13]:** 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?

This addressed above.

2015-2-17 9:21 AM

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2015-2-17 9:20 AM

**Comment [14]:** 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 [15]:** This is a very vague.

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

[characteristic of our 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.*

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.

[We will follow the common practice of graduate programs at the university of having students successfully complete 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. There will be an upper limit of three such courses required of any student.](#) 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:**

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christopher tindale 2015-3-8 4:17 PM

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2015-2-17 9:48 AM

**Comment [16]:** This is concerning. There should be set number of courses required with the actual courses perhaps being at the discretion of the advisor.



# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

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). It is in terms of ensuring success in this requirement that some students may be directed to take supplementary courses. 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. 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. These timelines will be included in our literature and on the program web site.

2015-2-17 9:27 AM

**Comment [17]:** 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?

2015-3-8 4:26 PM

**Comment [18]:** This will be determined by the student's advisory committee – but should example courses be included here?

Suggesting possible courses here could create more confusion than help, given the interdisciplinary range of clusters and the very different backgrounds that our students may have.

2015-2-17 9:29 AM

**Comment [19]:** This will be outlined/described in detail (prior to admission to the program) for each student.... correct?

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

**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.

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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.

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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.

2015-3-8 4:35 PM

**Comment [20]:** 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...

I think we have now addressed this comment elsewhere in the proposal. We will follow the normal pattern of graduate programs at the university in order to ensure student success. If we judge a student needs more help to succeed, we will ensure that the student gets it

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

Years two to four: preparation of a research proposal and preparation and defence of an original dissertation.

**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 At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	Graduate Degree Level Expectation A graduate of a UWindsor graduate program will have the ability to demonstrate:
A. <a href="#">Describe</a> the history and key theoretical perspectives of argumentation studies and the central principles of those perspectives like relevance, persuasion and critical doubt.  <a href="#">Apply principles and methodologies, and describe in-depth one particular research cluster and topic in argumentation.</a>  <a href="#">Analyze and evaluate</a> commonalities and distinctions among the different fields of argumentation studies, including the different criteria of acceptability and sufficiency of evidence.	A. the acquisition, application and integration of knowledge	A depth and breadth of knowledge in Argumentation Studies, including both the history of the field and the theoretical <a href="#">perspectives</a> .  Knowledge of research and scholarship in the field, and to have contributed to that research and scholarship.  Achieved a level of application of knowledge to research questions in the field.
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.  Communicate their research findings and apply them to further questions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	Knowledge of the research and scholarship relevant to their project and the ability to work with that material.  An ability to apply their research to a question of value in the field, the outcome of which will result in further knowledge.

Erika [2] 2015-3-13 12:49 AM

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

<b>Program Learning Outcomes</b> <b>At the end of this program, the successful student will know and be able to:</b>	<b>Characteristics of a University of Windsor Graduate</b> <b>A UWindsor graduate will have the ability to demonstrate:</b>	<b>Graduate Degree Level Expectation</b> <b>A graduate of a UWindsor graduate program will have the ability to demonstrate:</b>
		An awareness of how their research stands in relation to knowledge in the field and what further questions arise from it.
C. Appropriately apply a variety of critical thinking skills and concepts in real-life situations, research and communication, including but not necessarily limited to: <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>	C. critical thinking and problem-solving skills	<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> <p>To develop these skills independently and in a professional manner that shows an appreciation of where and when they are appropriate.</p>
D. Converse fluently in the literature, key figures and movements, and central ideas of argumentation studies.	D. literacy and numeracy skills	A comprehensive grasp of the salient ideas in the relevant literature, and communicate that understanding fluidly and clearly.
Apply and explain the central theoretical approaches of argumentation studies and their associated concepts.		
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.	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.
Present his or her ideas clearly and		

**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:
effectively.  Cogently and coherently argue orally, in writing, and/or visually.		
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.
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*

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

*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.)*

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>	
Compare the student workload for this program with other similar programs in the AAU. 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 C, and D). The dissertation will require the clear expression, written and oral, of an independently developed research question (Outcomes B, C and E), and the research will be developed in the context of a research cluster (Outcome G). 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 and on a regular basis with their advisor 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

2015-2-17 9:39 AM

**Comment [21]:** What about outcomes B, C, E, G?

2015-2-17 9:37 AM

**Comment [22]:** One course can complete all of these learning outcomes?

2015-2-17 9:38 AM

**Comment [23]:** One course can complete all of these learning outcomes?

2015-2-17 9:37 AM

**Comment [24]:** 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?

Christopher Tindale 2015-3-11 1:14 PM

**Deleted:** (three months during the first four years of the program)

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

**APPENDIX A**  
**FACULTY CURRICULA VITAE**  
(refer to separate document)

**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**

2015-3-11 1:28 PM

**Comment [25]:** 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?

As discussed at the last meeting, no course releases are required. Faculty participate in this program, as they do in other graduate programs, with the understanding that it is involvement with a graduate program that is of primary value. All faculty expressed this commitment at the time of the external review.

There should be no costs for additional courses, as explained now in the proposal.

The space already exists for the program to run at full capacity, and there is also the possibility of additional space through IFP (although this may not be needed). Most of the marketing we would need to do will be electronic.

The program is deliberately designed to be cost neutral to the university at a time when there are fewer resources for new programs.



**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*

# PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

of Education, the Ontario Ministry of Children and Youth Services, the Ontario Ministry of Community and Social 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**

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

through the Interlibrary Loans section of the Home Page. They can then search the catalogues of Ontario 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

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

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 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

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

***Services***

The Paul Martin Law Library employs 2 Law Librarians, who provide the following services:

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;

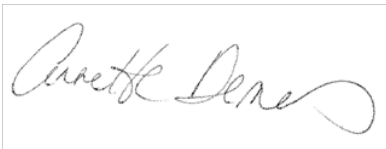
***Circulation Desk***

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 in a rectangular box.

Annette Demers BA LLB MLIS  
Acting Law Librarian

**University of Windsor  
Program Development Committee**

4.3:           **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 Faculty of Arts, Humanities and Social Sciences 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. <ul style="list-style-type: none"> <li>Anticipate research projects that would complement and expand research findings of studies already completed.</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
	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**

4.4:               **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

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:
<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>
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:
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>
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:

<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

4.5: **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.*

<input checked="" type="checkbox"/>	The changes below, minor and largely editorial, will be made to the <b>Undergraduate Calendar</b> . These changes required no new resources.
<input type="checkbox"/>	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  
FORM "E"**

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

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

#### **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

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

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,

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### 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.)~~

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

#### **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 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



# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

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**

**5.1 Bachelor of Environmental Studies – Minor Program Changes**

Item for: **Approval**

**MOTION:** That the degree requirements for the Bachelor of Environmental 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 Program Council, Inter-Faculty Council, the Science Coordinating Council, and the FAHSS Coordinating Council, following consultation with Earth and Environmental Sciences, Sociology, Anthropology and Criminology, and Political Science.
- *See attached.*



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

**TITLE OF PROGRAM/CERTIFICATE:** Bachelor of Environmental Studies

**DEPARTMENT/SCHOOL:** N/A

**FACULTY:** Inter-Faculty Programs

**Proposed change(s) effective as of:** 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, ~~00-104~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or 400-level**.

**NOTE: This is Phase 1 of a two-phase set of changes to the BES program. See “Timing for the proposed changes” in Section B. Rationale below.**

*Total Courses:* 40

*Major requirements:*

(a) ~~seventeen~~ **eighteen** courses consisting of 34-227 or 34-228, 34-323 or 48-227, 45-212, 48/49-340 or 45-249, 55-101 or 55-140, 58-100, **58-210**, 66-100, 66-102, 66-141, 66-200, 66-213, 66-215, 66-216, 66-246, 66-332, 66-334, 99-218

(b) plus eight courses from one of the following areas of concentration: Resource Management or Environmental Values and Policy.

*Other requirements:*

(a) 02-250, 45-100, ~~48-101, 48-102~~, **48-110**, 48-308;

(b) ten courses from any area of study, **including either Area of Concentration**.

*Area of Concentration: Resource Management*

At least 3 of the following must be taken: 66-220, 66-221, 66-230, 66-316, 66-381, 66-402

27-385. Green Corridor

34-329. Animals and Ethics

45-238. Political Geography

45-249. Political Economy of Agriculture and Food

~~48-226. Introduction to International Development~~

48-340. Food and Global Sustainability (~~Also offered as 49-340~~)

55-141. Cell Biology

55-208. Plants and Society

**58-470. Special Topics in Environmental Studies**

**58-480. Environmental Research/Leadership Experience**

58-499. Environmental Studies Research Project

59-201. Chemistry in the Marketplace

64-203. Physics and Society –The Present

**66-140. Introduction to Earth Science**

66-201. Science, Technology and Society

66-210. Introduction to Oceanography

66-214. Geology and International Development

66-220. Climatology

66-221. Environmental Geomorphology

66-230. Hydrology

66-247. Environmental Auditing in Mineral Resource Development

66-316. Environmental Modelling and Decision Analysis

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

66-381. Field Measurement and Mapping Techniques  
66-370. Climate Change  
66-402. Remote Sensing  
75-100. Introduction to Business

*Area of Concentration: Environmental Values and Policy*

27-385. Green Corridor  
34-227. Environmental Ethics  
34-228. Technology, Human Values and the Environment  
34-323. Human Rights and ~~Social~~ **Global** Justice  
34-329. Animals and Ethics  
34-330. Environmental Philosophy  
~~40-101. Introduction to Communication Studies~~  
~~45-160. Issues in World Politics~~ **Introduction to International Relations**  
**45-213. Public Opinion, Mass Media and Canadian Democracy**  
**45-214. Legal Process in Canada**  
45-220. Introduction to Public Administration  
45-221. Canadian Public Administration and Policy  
45-238. Political Geography  
45-249. Political Economy of Agriculture and Food  
45-268. International ~~Organizations~~ **Organization**  
~~45-275. Research Methods in Political Science~~ **Introduction to Research Methods**  
45-326. ~~(Municipal) Urban Administration~~ **Local Government**  
45-360. International Conflict and its Resolution  
45-363. Principles of International Law  
~~48-226. Introduction to International Development~~  
~~48-227. Globalization and Social Change~~ **Globalization, Development, and Social Change**  
48-327. Social Movements  
48-340. Food and Global Sustainability  
**48-352. Citizenship, Rights, and Social Justice**  
~~48-375. Social Justice and Global Change~~  
53-320. Women, Power, and the Environment **Environments** (also offered as 48-353)  
~~54-204. Worker Health and Safety~~  
**58-470. Special Topics in Environmental Studies**  
**58-480. Environmental Research/Leadership Experience**  
58-499. Environmental Studies Research Project  
66-381. Field Measurement and Mapping Techniques  
75-100. Introduction to Business

**Students may take courses from both Areas of Concentration, but at least eight courses must be taken in one of the Areas of Concentration in order to fulfil Major Requirement (b).**

**If both 34-227 and 34-228 are taken, one course fulfills Major Requirement (a) and the other course contributes to the Environmental Values and Policy Area of Concentration.**

**If both 34-232 and 48-227 are taken, one course fulfills Major Requirement (a) and the other course contributes to the Environmental Values and Policy Area of Concentration.**

**If both 45-249 and 48-340 are taken, one course fulfills Major Requirement (a) and the other course contributes to either the Resource Management or the Environmental Values and Policy Area of Concentration.**

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

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

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

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

No additional resources required.

**B. RATIONALE**

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

**Rationale for the proposed changes**

Sociology course changes

The Department of Sociology, Anthropology and Criminology reviewed their program structures and course offerings, and as a result of that review, they began making changes to their course offerings and requirements. When the first set of changes reached Senate for approval, it was discovered that the changes affected the structure of the BES program. A series of discussions followed over the next few months regarding the roles and relationships of Sociology courses within the BES program, plus the Department of Sociology, Anthropology and Criminology's plans for any future additional course changes. The notable changes affecting the BES program included: replacement of 48-101 and 48-102 with a new course 48-110; merging of 48-226 and 48-227 by deletion of 48-226 and renaming of 48-227; and merging of 48-352 and 48-375 by deletion of 48-375 and renaming of 48-352. The changes proposed here are a result of those discussions, and bring the BES program's program requirements up to date with the new Sociology offerings. The Department is conducting its review and changes in several stages, but at this point no further effects on the BES program are anticipated.

Addition of 58-210 Canadian Regional Environments

58-210 was introduced by Inter-Faculty Programs in Fall 2013. One purpose of the course is to give Environmental Studies students an opportunity to apply a Canadian focus and perspective. Although it services environmental education needs across the campus, it was designed in part with the intention of becoming part of the BES curriculum. Adding 58-210 uses the course slot freed up by the 48-101/102 merger, so the number of required courses for the program does not change. Most BES students are already taking 58-210 as an elective, and they are reporting that they find it to be a valuable addition.

Changes to the Area of Concentration Lists

The changes to the Sociology courses on the Area of Concentration lists simply bring the lists up to date with the new Sociology offerings.

Two new Environmental Studies courses are added to both Areas of Concentration: 58-470 Special Topics in Environmental Studies, and 58-480 Environmental Research/Leadership Experience. The BES Program Committee developed these courses in Fall 2013 to address observed upper-year program needs. See the accompanying New Course PDC forms for additional details.

Since minor program changes were already required to address the Sociology course changes and to add the new Environmental Studies courses, the BES Program Committee took the opportunity to review the courses in the Areas of Concentration plus other potential courses offered across the campus, with respect to student interest and enrolment, course availability, and relevance of course content to the subject-matter and learning outcomes of the BES program. These are the resulting changes.

Description of relationships between Major Requirements and Areas of Concentration

The new block of text at the end after the Area of Concentration lists, and the new block of text in Other Requirements (b), do not change the current requirements. They act as clarification for common confusions that students experience when interpreting the requirements the way they are currently written.

**Timing for the proposed changes**

The program requirements for the BES program are changing in two stages. Stage 1 is targeted for the Summer 2015 calendar, and Stage 2 is targeted for the Fall 2015 calendar. This form addresses Stage 1.

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

Phase 1 makes the following changes (rationale is described on this PDC Form):

- 1) Sociology courses in the Other Requirements and in the Areas of Concentration are changed to keep our program synchronized with changes the Department of Sociology, Anthropology and Criminology made to their programs and core course offerings starting in Fall 2014. The notable changes affecting the BES program included: replacement of 48-101 and 48-102 with a new course 48-110; merging of 48-226 and 48-227 by deletion of 48-226 and renaming of 48-227; and merging of 48-352 and 48-375 by deletion of 48-375 and renaming of 48-352.
- 2) The new Environmental Studies course 58-210 Canadian Regional Environments is added to the Major Requirements (using the course slot freed up by the 48-101/102 merger).
- 3) The new Environmental Studies courses 58-470 and 58-480 are added to both Areas of Concentration.
- 4) 40-101 and 54-204 are removed from the Areas of Concentration, and 45-213, 45-214, and 66-140 are added.
- 5) Text clarifying the roles and relationships of courses in the main Major Requirements list and the Area of Concentration lists.

Phase 2 makes the following changes (rationale is described on the other PDC Form C):

- 1) 45-100 is replaced by the new 45-120 course in the Other Requirements.
- 2) The Department of Political Science renumbered 45-238 Political Geography to 45-335. The change is applied to the Areas of Concentration to keep our program synchronized with Political Science.

The program changes must be undertaken in two stages in order to properly align calendar requirements with courses taken by students who entered the program in 2014/15 and those who enter in 2015/16.

In Winter 2014 all current students in the program were notified of the upcoming changes to the Sociology courses in the Other Requirements. Students identified as being caught in the middle of the change (i.e. had taken 48-101 and not 48-102, or had not taken either course) were contacted and counseled on course selection so that they could make the transition to the new calendar requirements when they become published.

Sociology planned to offer 48-110 rather than 48-101 and 48-102 for the 2014/15 year. As such, students entering the program in Fall 2014 were notified about the upcoming program changes and were instructed to take 48-110 and 58-210 as part of their program requirements, even though it did not match the Fall 2014 calendar. They were advised that they would receive instructions for changing to the new calendar requirements when they became published.

If all of the changes to the Sociology and Political Science courses are made in one single step, it will be problematic for students who started in the 2014/15 school year. The new 45-120 course was still in development during 2014, and could not yet be part of the BES program's deliberation regarding changes to the program requirements. As such, students entering the program in Fall 2014 took 45-100 in their first year as part of their Other Requirements. If the new calendar includes the anticipated replacement of 48-101/102 with 48-110 and addition of 58-210, plus the unexpected replacement of 45-100 with 45-120, they will effectively have to take an additional course in order to fulfill their program requirements.

By making the changes to the Sociology courses and the Areas of Concentration in one step, and making the changes to the Political Science courses in a second step, there will be an undergraduate calendar (Summer 2015) with an intermediate set of program requirements that match the needs of the students entering the program in the 2014/15 school year, plus those upper-year students who were caught in the transition between 48-101/102 and 48-110.

The Fall 2015 calendar will incorporate all of the changes made to the Sociology and Political Science courses. Students entering the program in Fall 2015 will begin on this calendar, fully synchronized with the courses offered by the two departments.

## **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).*

## PROGRAM DEVELOPMENT COMMITTEE

### MINOR PROGRAM CHANGES

#### FORM “C”

The addition of 58-210 to the Major Requirements does not change resourcing needs for Inter-Faculty Programs. Most BES students are already taking 58-210 as an elective, so there is no significant additional burden on the course.

As described on the PDC Forms for the proposed new 58-470 and 58-480 courses, they create mechanisms and opportunities for independent study and experiential learning. The BES Program Chair coordinates the participating students and the process in the same way as they coordinate the 58-499 undergraduate research projects. Only a very few number of students are expected to be participating in one of these opportunities at any given time, so there is little additional burden on top of the 58-499 coordination.

All other resourcing occurs outside of Inter-Faculty Programs, and are described below in C.2 Resource Implications for Other Campus Units.

#### C.1.1

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

All of the courses in the proposed changes, with the exception of the new 58-470 and 58-480 courses (addressed below), are part of the existing, normal offerings of their respective home departments. They have been developed and allocated to instructors based on appropriate expertise in the respective departments.

As described on the PDC Forms for the proposed new 58-470 and 58-480 courses, they create mechanisms and opportunities for independent study and experiential learning. In the case of 58-470, an individual student is supervised by an appropriate faculty member who has consented to do so, based in part on the match between their expertise and the student's topic of interest. In the case of 58-480, the student is participating in an official research- or experience-based program that is formally offered by an institution or organization external to the University and has been developed around the expertise associated with the host organization.

#### 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.*

The proposed changes do not affect the role of adjunct, limited-term, or sessional faculty in Inter-Faculty Programs, nor in the Departments that offer the courses that are part of the BES program.

#### 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

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

The proposed changes do not affect other supporting 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.*

All of the courses in the Areas of Concentration, with the exception of the new 58-470 and 58-480 courses (addressed below), are part of the existing, normal offerings of their respective home departments. Only a small number of BES students typically enroll in any particular Area of Concentration course for a particular semester. The courses that were added to the Areas of Concentration (45-213, 45-214, and 66-140) are already designed as mid- to large-sized classes, and many BES students are already taking those courses as electives, so there is no additional burden on the courses.

The 48-101/102 - 48-110 replacement was part of the changes the Department of Sociology, Anthropology and Criminology already made to their programs, which were reviewed and approved by PDC. Our program change just catches up to the new requirements structure.

As described on the PDC Forms for the proposed new 58-470 and 58-480 courses, they create mechanisms and opportunities for independent study and experiential learning. They do not require a formally scheduled course with a dedicated instructor. In the case of 58-470, an individual student is supervised by an appropriate faculty member who has consented to do so, based in part on their current capacity for undergraduate supervision. In the case of 58-480, the student is participating in an official research- or experience-based program that is formally offered by an institution or organization external to the University and is resourced by the host organization.

**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 required to support the proposed changes.

**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 are required to support 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:** 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:** No additional resources required.

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

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

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

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

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

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

**TITLE OF PROGRAM/CERTIFICATE:** Bachelor of Environmental Studies

**DEPARTMENT/SCHOOL:** N/A

**FACULTY:** Inter-Faculty Programs

**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**.

**NOTE: Changes are shown based on the Summer 2015 calendar resulting from the program changes made in Phase 1 of a two-phase set of changes to the BES program. See “Timing for the proposed changes” in Section B. Rationale below.**

*Total Courses:* 40

*Major requirements:*

- (a) eighteen courses consisting of 34-227 or 34-228, 34-323 or 48-227, 45-212, 48-340 or 45-249, 55-101 or 55-140, 58-100, 58-210, 66-100, 66-102, 66-141, 66-200, 66-213, 66-215, 66-216, 66-246, 66-332, 66-334, 99-218
- (b) plus eight courses from one of the following areas of concentration: Resource Management or Environmental Values and Policy.

*Other requirements:*

- (a) 02-250, ~~45-100~~ **45-120**, 48-110, 48-308;
- (b) ten courses from any area of study, including either Area of Concentration.

*Area of Concentration: Resource Management*

At least 3 of the following must be taken: 66-220, 66-221, 66-230, 66-316, 66-381, 66-402

27-385. Green Corridor  
34-329. Animals and Ethics  
~~45-238~~ **45-335**. Political Geography  
45-249. Political Economy of Agriculture and Food  
48-340. Food and Global Sustainability  
55-141. Cell Biology  
55-208. Plants and Society  
58-470. Special Topics in Environmental Studies  
58-480. Environmental Research/Leadership Experience  
58-499. Environmental Studies Research Project  
59-201. Chemistry in the Marketplace  
64-203. Physics and Society –The Present  
66-140. Introduction to Earth Science  
66-201. Science, Technology and Society  
66-210. Introduction to Oceanography  
66-214. Geology and International Development  
66-220. Climatology  
66-221. Environmental Geomorphology  
66-230. Hydrology  
66-247. Environmental Auditing in Mineral Resource Development



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

66-316. Environmental Modelling and Decision Analysis  
66-381. Field Measurement and Mapping Techniques  
66-370. Climate Change  
66-402. Remote Sensing  
75-100. Introduction to Business

*Area of Concentration: Environmental Values and Policy*

27-385. Green Corridor  
34-227. Environmental Ethics  
34-228. Technology, Human Values and the Environment  
34-323. Human Rights and Global Justice  
34-329. Animals and Ethics  
34-330. Environmental Philosophy  
45-160. Introduction to International Relations  
45-213. Public Opinion, Mass Media and Canadian Democracy  
45-214. Legal Process in Canada  
45-220. Introduction to Public Administration  
45-221. Canadian Public Administration and Policy  
~~45-238~~ **45-335**. Political Geography  
45-249. Political Economy of Agriculture and Food  
45-268. International Organization  
45-275. Introduction to Research Methods  
45-326. Local Government  
45-360. International Conflict and its Resolution  
45-363. Principles of International Law  
48-227. Globalization, Development, and Social Change  
48-327. Social Movements  
48-340. Food and Global Sustainability  
48-352. Citizenship, Rights, and Social Justice  
53-320. Women, Power, and Environments (also offered as 48-353)  
58-470. Special Topics in Environmental Studies  
58-480. Environmental Research/Leadership Experience  
58-499. Environmental Studies Research Project  
66-381. Field Measurement and Mapping Techniques  
75-100. Introduction to Business

Students may take courses from both Areas of Concentration, but at least eight courses must be taken in one of the Areas of Concentration in order to fulfil Major Requirement (b).

If both 34-227 and 34-228 are taken, one course fulfills Major Requirement (a) and the other course contributes to the Environmental Values and Policy Area of Concentration.

If both 34-232 and 48-227 are taken, one course fulfills Major Requirement (a) and the other course contributes to the Environmental Values and Policy Area of Concentration.

If both 45-249 and 48-340 are taken, one course fulfills Major Requirement (a) and the other course contributes to either the Resource Management or the Environmental Values and Policy Area of Concentration.

**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-*

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

*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**.*

No additional resources required.

**B. RATIONALE**

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

**Rationale for the proposed changes**

In Fall 2014 the Department of Political Science created a new course, 45-120 Space Place and Scale: Foundations of Human Geography, which will be offered starting in the 2015/16 school year. Currently, the BES program requires 45-100 Introduction to Canadian Government and Politics. Pedagogically, 45-120 is better aligned to the subject matter and the program-level learning outcomes of the BES program compared to 45-100. All of the program's needs from 45-100 are satisfied between 45-120 and 45-212 Environmental Policy and Politics, which is already in the BES program's Major Requirements.

The change from 45-100 to 45-120 will also match the pre-requisites better for upper-year Political Science courses that are included in the BES program's Major Requirements and Areas of Concentration.

The other proposed change, renumbering 45-238 to 45-335, simply reflects the course renumbering that Political Science has already made.

**Timing for the proposed changes**

The program requirements for the BES program are changing in two stages. Stage 1 is targeted for the Summer 2015 calendar, and Stage 2 is targeted for the Fall 2015 calendar. This form addresses Stage 2.

Phase 1 makes the following changes (rationale is described on the other PDC Form C):

- 6) Sociology courses in the Other Requirements and in the Areas of Concentration are changed to keep our program synchronized with changes the Department of Sociology, Anthropology and Criminology made to their programs and core course offerings starting in Fall 2014. The notable changes affecting the BES program included: replacement of 48-101 and 48-102 with a new course 48-110; merging of 48-226 and 48-227 by deletion of 48-226 and renaming of 48-227; and merging of 48-352 and 48-375 by deletion of 48-375 and renaming of 48-352.
- 7) The new Environmental Studies course 58-210 Canadian Regional Environments is added to the Major Requirements (using the course slot freed up by the 48-101/102 merger).
- 8) The new Environmental Studies courses 58-470 and 58-480 are added to both Areas of Concentration.
- 9) 40-101 and 54-204 are removed from the Areas of Concentration, and 45-213, 45-214, and 66-140 are added.
- 10) Text clarifying the roles and relationships of courses in the main Major Requirements list and the Area of Concentration lists.

Phase 2 makes the following changes (rationale is described on this PDC Form):

- 3) 45-100 is replaced by the new 45-120 course in the Other Requirements.
- 4) The Department of Political Science renumbered 45-238 Political Geography to 45-335. The change is applied to the Areas of Concentration to keep our program synchronized with Political Science.

The program changes must be undertaken in two stages in order to properly match calendar requirements with courses taken by students who entered the program in 2014/15 and those who entered in 2015/16.

In Winter 2014 all current students in the program were notified of the upcoming changes to the Sociology courses in the Other Requirements. Those students identified as being caught in the middle of the change (i.e. had taken 48-101 and not 48-102, or had not taken either course) were contacted and counseled on course selection so that they could make the transition to the new calendar requirements when they became published.

## PROGRAM DEVELOPMENT COMMITTEE

### MINOR PROGRAM CHANGES

#### FORM “C”

Sociology planned to offer 48-110 rather than 48-101 and 48-102 for the 2014/15 year. As such, students entering the program in Fall 2014 were notified about the upcoming program changes and were instructed to take 48-110 and 58-210 as part of their program requirements, even though it did not match the Fall 2014 calendar. They were advised that they would receive instructions for changing to the new calendar requirements when they became published.

If all of the changes to the Sociology and Political Science courses are made in one single step, it will be problematic for students who started in the 2014/15 school year. The new 45-120 course was still in development during 2014, and could not yet be part of the BES program's deliberation regarding changes to the program requirements. As such, students entering the program in Fall 2014 took 45-100 in their first year as part of their Other Requirements. If the new calendar includes the anticipated replacement of 48-101/102 with 48-110 and the addition of 58-210, plus the unexpected replacement of 45-100 with 45-120, they will effectively have to take an additional course in order to fulfill their program requirements.

By making the changes to the Sociology courses and the Areas of Concentration in one step, and making the changes to the Political Science courses in a second step, there will be an undergraduate calendar (Summer 2015) with an intermediate set of program requirements that match the needs of the students entering the program in the 2014/15 school year, plus those upper-year students who were caught in the transition between 48-101/102 and 48-110.

The Fall 2015 calendar will incorporate all of the changes made to the Sociology and Political Science courses. Students entering the program in Fall 2015 will begin on this calendar, fully synchronized with the courses offered by the two departments.

#### 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).*

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

##### C.1.1

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

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

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

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

##### 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*

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

*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*

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

**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 is no change in resource needs from Political Science. The number of BES students who are currently taking 45-100 as part of their program requirements will just shift to 45-120. Both courses are designed for high enrollment.

**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.*

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

**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.)?*

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

**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.*

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

**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.*

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

Our program change just follows the course changes in the Department of Political Science, which have already been approved by PDC.

**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:** No additional resources required.

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

University of Windsor  
Program Development Committee

5.2            **Inter-Faculty - Bachelor of Environmental Studies -- New Course Proposals**

Item for:       **Approval**

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

**58-470    Special Topics in Environmental Studies**  
                  **58-480    Environmental Research/Leadership Experience**

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

**Rationale/Approvals:**

- The proposal has been approved by the Environmental Studies Program Council, the Inter-Faculty Programs Council, the Faculty of Science, and the Faculty of Arts, Humanities and Social Sciences.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** Bachelor of Environmental Studies

**DEPARTMENT/SCHOOL:** N/A

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

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

#### A. NEW COURSE PROFILE

**Course # and Title:** 14-58-470 Special Topics in Environmental 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.*

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

##### 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 hours; see "Student Workload" below				Interaction with supervisor, in person or remotely, as appropriate	See student workload section			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
Permission of instructor and program counselor					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

**NOTE: This new course proposal accompanies Phase 1 of a two-stage set of program changes for the Honours Bachelor of Environmental Studies program. See the accompanying PDC Form C for details.**

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

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

The Environmental Studies Program Committee has identified several areas of focus that will improve the BES program and the students’ experience. The areas of focus have been identified and corroborated via Program Committee discussions, through feedback from students (from individual conversations, mid-program and exit surveys, and a strategic workshop), and more recently, through the report from our external IQAP review. The proposed 58-470 course gives us the ability to address three of these areas: a) more opportunities within the curriculum for independent research and study, experiential learning, and field work in natural environments; b) more opportunities to customize the subject knowledge and skills for individual students, given the great diversity of environmental careers and application areas; and c) more opportunities to tap the pockets of environment-related expertise on campus that cannot be formally accessed via existing courses.

Individual BES students, especially those who are most engaged in their education and their program of study, regularly express strong, focused interest in studying a particular environmental topic or issue in more depth, for which we may have expertise on campus, but no formal course. In some cases this interest can be transformed into a plan that is appropriate for the two-semester 58-499 Environmental Studies Research Project. However, in some cases the planned scope of the project may not be large enough. In other cases, the appropriate focus or learning approach may not be project-oriented, or may not easily be structured to produce deliverables for assessment that are consistent with an independent research project. If a faculty member is willing to supervise a directed study with the student, then 58-470 would be an appropriate means to allow a student to pursue independent study in the topic.

58-470 will give us the ability to pilot new courses when we have the opportunity, before developing them into permanent, formal courses via the PDC New Course proposal process. It also creates an opportunity to host a seminar course should an on-campus faculty member or a scholar visiting the University wish to offer instruction in an advanced topic relevant to their research expertise.

58-470 can also help students take advantage of advanced environment-focused courses or programs elsewhere that are highly relevant to their program focus and enrich their experience, and then apply the experience directly to their Area of Concentration major requirements via transfer credit in cases where we do not have similar courses here.

Adding 58-470 to the Area of Concentration increases the opportunity for students to have environment-focused 400-level courses as part of their Major.

#### **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>
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:
Describe the current state of knowledge in one or more topics in Environmental Studies, in areas including but not limited to: <ul style="list-style-type: none"> <li>• resource management</li> <li>• environmental policy</li> <li>• environmental values</li> <li>• conservation</li> <li>• sustainability</li> <li>• environmental leadership</li> <li>• environmental advocacy</li> </ul> Define current challenges in the selected topics of interest.	A. the acquisition, application and integration of knowledge
Define project problem statements or research questions that address current challenges within selected topics of interest.  Assess information for relevance, summarize and synthesize relevant information, and investigate practical strategies for resolving or managing problems related to the topics of interest.  Design sampling strategies and use field sampling tools and equipment to collect observations and samples for further analysis	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Define a scope of study and develop a work plan.  Analyze problems inherent in the topics of interest.  Propose and evaluate possible solutions to the issues of interest.	C. critical thinking and problem-solving skills
Interpret quantitative and/or qualitative information relevant to the issues of interest.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Communicate the results of inquiry and practical implementation accurately, clearly, and appropriately to diverse audiences.	F. interpersonal and communications skills
Negotiate objectives, work plans, and assessment methods with stakeholders.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Thoroughly research and analyze an independently chosen topic of interest in the field of Environmental Studies.  Explain the personal rationale for and relevance of studying a chosen topic.	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.*

We do not anticipate that this will be a high-enrolment course. Not all students have an interest in, nor the full set of skills to meet the demands of an independent reading or project course. However for those who do, a course like this is often a key element of their undergraduate experience, and can play a pivotal role in satisfying their educational needs (and expectations).

Each year, a small minority of BES students engage in a counseling discussion to seek advice about the possibility of some kind of independent study or other learning opportunity for a topic that: a) is relevant to and appropriate for Environmental Studies; b) is outside the scope of our regular collection of courses; c) relates to the expertise of a faculty member on campus; and d) has a good potential to be defined and scoped to a single-semester course. Most (but not all) of the students who raise the matter demonstrate the drive, initiative, and skills necessary to succeed with this kind of independent study.

Most years, at least one BES student engages in a counseling discussion to learn more about the 58-499 Environmental Studies Research Project course (a year-long, two-credit course) and has a project idea that is appropriate, interesting, and well-formed, but that cannot realistically be expanded to the scope and scale of a two-semester project.

As information has spread among our students by word of mouth that there is a plan to create an independent study course, a few students each semester specifically ask about it when discussing future plans and course selection for their Area of Concentration.

As a concrete point of reference, each year between two and five students are enrolled in our 58-499 Environmental Studies Project course from among the 30 to 35 fourth-year students. Considering the frequency of inquiries that would fit 58-470, and given that the time and course-count commitment is smaller and the range of appropriate learning activities is wider for 58-470, and discounting the rate of inquiry versus follow-through plus the possibility of not finding an appropriate and available supervisor, it seems reasonable to expect similar enrolments in 58-470 as in 58-499.

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

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

There will be no noticeable impact on other courses. BES students must take at least eight courses from one Area of Concentration (Resource Management, or Environmental Values and Policy). Each Area of Concentration lists over 20 course options. The small number of students enrolled in 58-470 would free up a few seats distributed across the other Area of Concentration courses.

It is not expected that the availability of 58-470 will decrease the number of students taking 58-499, since the two courses serve different needs with respect to nature of assessed deliverables and scope of project work. There is an excellent chance that many students who opt for a year-long independent research project would also be attracted to independent study in special topics, and may take both 58-470 and 58-499.

# 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.*

#### Structure A:

If the course is structured like a seminar-style course, the breakdown will be more conventional senior-year course: weekly meeting times for instruction and discussions, background reading, and work on assignments, research papers, or reports.

#### Structure B:

If the course is structured like a directed study or small independent project, the exact breakdown of activities will depend on the specific focus and objectives of the particular Special Topic. “Independent Study” is interpreted broadly here to include work for assessment such as a final paper or project report, and practical experience such as field, lab, or computer/analysis work. The time spent per week is also likely to vary through the semester, depending on the stage of the study development or project steps. The time shown is an average.

Average number of hours per week that the student will be expected to devote to:	
<b>A: 2-3</b>	Lectures
	Tutorials
	Labs
	Practical experience
<b>B: 7-8</b>	Independent Study
<b>A: 2-3</b>	Reading for the course
<b>A: 3-4</b>	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
<b>B: 1-2</b>	Other: <u>Meeting with supervisor</u>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> The average weekly time required for both structures is 8-10 hours per week. This is consistent with most senior-year research-oriented, project-oriented, or independent study 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 new course.*

The BES Program Chair will coordinate the course as part of their administrative duties in the same manner as they coordinate the students in the 58-499 Environmental Studies Research Project course. Activities include: counseling students to define and refine a topic; helping identify potential supervisors; ensuring that the supervisor and student have defined and agree to an appropriate objective, work plan, deliverables, and assessment methods; and consulting with the supervisor for a final course grade.

In the case of an independent reading or small project style course, the resources are the same as for 58-499 Environmental Studies Research Project. A faculty member would decide to supervise the individual student, defining the work plan, deliverables, and assessment methods for the course, and advising the student as they progress through their work. The student would become part of the faculty member’s undergraduate supervision

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

workload. The faculty member’s decision to supervise the student would be determined in part by their capacity to add an additional student to their current supervision load.

In the case of a seminar style course on an advanced topic for several students, a faculty member or visiting scholar will be required to teach the course. In that case, though, the instructor’s interest in offering such a course would start the process, and the required workload would be negotiated with the instructor and any appropriate academic unit(s) in advance of the offering.

#### C.1.1

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

In the case of an independent reading or small project style course, a student will be signed in only 58-470 if there is a faculty member with the appropriate expertise and a willingness to supervise the student, arranged in advance of the semester.

It is assumed that in the case of a seminar style course for several students, the faculty member or visiting scholar who is interested in offering the course has expertise in the proposed subject area.

#### 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.*

This course does not specifically rely on adjunct, limited-term, or sessional faculty for delivery. However, if such a faculty member has expertise that matches the student’s proposed topic of study, they could consent to supervise the student if they feel they have the workload capacity to do so.

#### 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.*

The resource implications for this course are the same as for the 58-499 Environmental Studies Research Project course.

The Environmental Studies program has one Sessional Lecturer, and no other formally affiliated faculty. Anyone (other than the Sessional Lecturer) who consents to supervise a BES student for 58-470 would therefore be affiliated with another academic unit. The faculty member’s decision to supervise the student would be determined in part by their capacity to add an additional student to their current supervision load.

Some special topics, especially those focused on field methods, lab methods, or a project, could require equipment, facilities, or other resources. Generally, those resources would be under the control and responsibility of the supervisor or their academic unit. The proposed study would only be allowed to go forward, and the student enrolled in the course, if it were clear in advance that the required resources would be made available to the student.

#### 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.*

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

No new resources are required for 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.)?*

No resources need to be reallocated for this course.

**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 required.

**Staff:** No additional resources required.

**GA/TAs:** No additional resources required.

**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:** No additional resources required.

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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** Bachelor of Environmental Studies

**DEPARTMENT/SCHOOL:** N/A

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

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

#### A. NEW COURSE PROFILE

**Course # and Title:** 14-58-480 Environmental Research/Leadership Experience

#### **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 participate in research and/or leadership training in a field or applied regional, national or international setting, focused on environmental, conservation, and/or sustainability issues. (Pre-requisite: permission of program counselor.) (May be repeated for credit if host program or content changes.)

Several regional, national, and international programs invite students to participate in environmental research or leadership training in environmental settings around the world. Academic credits are granted through a host University, and may be transferred to the University of Windsor via a Letter of Permission, arranged before the program begins. Because enrolment in these programs may be limited, and visa or other immigration documents may be necessary for international programs, students should apply as early as possible. For further information, contact the program counselor.

#### **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	36 hours; see "Student Workload" below				At a location determined by the host program.	See student workload section			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
Permission of program counselor						

**[\*\*\*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

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

#### B. RATIONALE

**NOTE: This new course proposal accompanies Phase 1 of a two-stage set of program changes for the Honours Bachelor of Environmental Studies program. See the accompanying PDC Form C for details.**

##### 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 Environmental Studies Program Committee has identified several areas of focus that will improve the BES program and the students' experience. These areas of focus have been identified and corroborated via Program Committee discussions, through feedback from students (from individual conversations, mid-program and exit surveys, and a strategic workshop), and more recently, through the report from our external IQAP review. The proposed 58-480 course gives us the ability to address three of these areas: a) more opportunities within the curriculum for independent research and study, experiential learning, and field work in natural environments; b) more opportunities to customize the subject knowledge and skills for individual students, given the great diversity of environmental careers and application areas; and c) to tap the expertise and resources of other institutions and organizations that offer formal environmental education programs for University-level credit.

The underlying philosophy of the BES program is that students of the environment (and their future employers) benefit most when their environmental education is put into practice. Accordingly, students are encouraged to select experience-based and project-based courses as part of their program, and to engage in volunteer opportunities within their community. Increasing active student engagement is important to the BES program.

The current budget and human resources for the BES program are very limited for creating new courses, especially those with an immersive, experience-based structure. Other universities, sometimes coupled with non-profit organizations or foundations, have developed some excellent and well-resourced environmental research and/or leadership programs at regional, national, and international scope for course credit. Many of these programs invite students from other universities to participate. Leveraging opportunities made available outside the University is therefore an effective strategy to give our BES students this valuable experience.

As one example, some of our students have taken advantage of these programs in the past, but the mechanism for credit is not well established. In the past, two of our students conducted tropical research in Honduras through Operation Wallacea (<http://www.opwall.com>). They obtained course credits via the affiliated academic program at St. Andrews University (UK), and they were able to transfer the credits via Biology's 03-55-480 Special Topics course. 55-480 allows Biology students to participate in the many courses offered at other universities, including participants in the Ontario Summer Field Courses Program. Unfortunately the 55-480 does not afford Environmental Studies students credit towards their Area of Concentration requirements, even if the learning experience is fully aligned with the BES program's objectives.

Furthermore, no equivalent mechanism is available for immersive environmental experience courses/programs that are not Biology-focused. Last year, one of our students conducted arctic research through the Juneau Icefield Research Program (<http://juneauicefield.com>). He obtained course credits via the affiliated academic program at the University of Alaska, but was only able to transfer the credits as generic upper-year courses.

As another example, BES students are expressing interest in the Redfish School of Change (<http://www.schoolofchange.ca>), with course credits granted through the University of Victoria. This excellent program teaches students a program of leadership skills and strategies for environmental sustainability advocacy while exploring the diverse ecologies of the Pacific Coast land and waters by kayak and on foot. This course would not meet equivalency for 55-480, and no other suitable equivalent exists in the University calendar, yet this is a

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

prime example of developing the integrative, inter-disciplinary skills and perspectives that are at the core of an Environmental Studies program.

The proposed 58-480 course will play a similar role in the Environmental Studies program as 55-480 does in the Biology program. 58-480 will act as the appropriate course assignment to grant Environmental Studies students credit directly towards their Area of Concentration for these relevant, program-focused learning opportunities.

Another BES student is currently preparing to participate in the academic stream of the International Student Volunteers Program (<http://www.isvolunteers.org/destination/costa-rica/academic-credit>), which follows an alternate structure. Like the programs above, participating students follow a standard curriculum and set of learning activities; prepare assigned deliverables to meet program specifications; and are assessed by project leaders in the program using a common set of evaluation criteria. However, unlike the programs above where a partner institution assigns a course credit that may be transferred, in this structure course credit is coordinated by the student’s program advisor and assigned by the student’s home institution. In this case, the proposed 58-480 would be the appropriate course assignment.

This proposed course will provide the mechanism for BES students to take advantage of these valuable – and in some cases, life-transforming – experiences as part of their U Windsor degree. As a secondary benefit to the program, we can promote their stories in order to differentiate the experience in our program from other Environmental Studies programs in Ontario, and improve the attractiveness of the program.

In order to recognize the role these immersive programs play in enriching and integrating the knowledge and skills students are building in the Environmental Studies program, this course will appear on both Area of Concentration lists (Resource Management, and Environmental Values and Policy) (see accompanying PDC Form C). This recognizes the core value of these experiences within our curriculum, since the course will become an option to directly fulfill program requirements rather than simply being an elective course. It can also create greater incentive for students to consider including such experiences as part of their education.

#### **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**

*This is a sentence completion exercise.*

At the end of this course, the successful student will know and be able to:

#### **Characteristics of a University of Windsor Graduate**

A U of Windsor graduate will have the ability to demonstrate:



**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:
Practically implement knowledge related to one or more issues in Environmental Studies, in areas including but not limited to: <ul style="list-style-type: none"> <li>• resource management</li> <li>• environmental policy</li> <li>• environmental values</li> <li>• conservation</li> <li>• sustainability</li> <li>• environmental leadership</li> <li>• environmental advocacy</li> </ul>	B. the acquisition, application and integration of knowledge
Define problems within the issues of interest that are relevant to the focus, aims and scope of the host program.  Assess information for relevance, apply or analyze selected information appropriately, and investigate practical strategies for resolving or managing problems related to the defined issues of interest.  Design sampling strategies and use field sampling tools and equipment to collect observations and samples for further analysis.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze problems inherent in the issues of interest, within the focus, aims and scope of the host program.  Propose and evaluate possible solutions to the issues of interest.	C. critical thinking and problem-solving skills
Interpret quantitative and/or qualitative information relevant to the issues of interest.	D. literacy and numeracy skills
Identify and apply strategies to ensure the safety of all group members in potentially dangerous environments.	E. responsible behaviour to self, others and society
Communicate the results of inquiry and practical implementation accurately, clearly, and appropriately to diverse audiences.	F. interpersonal and communications skills
Appraise the social and cultural context of unfamiliar, often international, groups.  Identify and apply appropriate social, communication, and behavioural norms for multi-disciplinary and multi-cultural groups.	G. teamwork, and personal and group leadership skills
Recognize and describe the unique characteristics of unfamiliar geographic regions or cultures.  Explain how the unique characteristics are accommodated in the proposed solutions to the issues of interest.	H. creativity and aesthetic appreciation
Explain the personal rationale for and relevance of studying a chosen topic.	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.*

We do not anticipate that this will be a high-enrolment course, but it will be a pivotal experience for those who do. It is a “mechanism” course that only some of our students will use to take advantage of special programs offered elsewhere. The programs tend to involve a large personal commitment (some courses are 8 or more weeks, and sometimes in rugged conditions), and can be quite expensive. The enrollment increase is based on: a) some enrollment growth in the BES program; and b) slowly increasing adoption of the mechanism as students are encouraged to pursue special opportunities, and students learn more about participating students’ experiences.

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

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

There will be no noticeable impact on enrolments in existing courses. A few senior BES students will take advantage of this mechanism to participate in special programs hosted by other Universities and programs. The number of Area of Concentration (AoC) courses a student would take at UWindsor would be reduced accordingly. AoC courses are not specific to the Environmental Studies program, but rather are part of other programs on campus, and enrollment in those courses comes from several programs. Spread over all of the AoC courses (there are more than 20 on each list), the impact on any particular course would be nil.

#### 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
	Tutorials
	Labs
4-6	Practical experience
1-2	Independent Study
	Reading for the course
2-4	Work for assessment (essays, papers, projects, laboratory work)
1-3	Meeting with others for group work/project assignments
	Studying for tests/examinations
<b>See below</b>	Other: <u>[specify]</u>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
<p>The specific workload entirely depends upon the nature of the specific program, hence the variation in the ranges above. Most programs occur outside of the normal Fall and Winter semester schedule. The time and intensity is highly variable: it may be an intensive two or three week course, or it may be spread over six to eight weeks or more, combined with other non-course-work experience (travel, volunteering, etc.)</p>	

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

Only programs that have an academically assessed course credit component, which is designed, approved and administered by a host University, will be considered for use in this course. The ‘host’ course will be assessed based on its course-credit equivalency. Accordingly, the course-related workload will be consistent with other three credit-hour courses at the University of Windsor. The average time, relative to a regular one-semester course, is expected to be 8-10 hours per week. This is consistent with most senior-year research-oriented or project-oriented 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 new course.*

When a student is interested in pursuing an opportunity, the BES Program Chair will evaluate the program and determine its suitability and relevance to the Environmental Studies program, counsel the student regarding administrative procedures, and coordinate with the Registrar’s Office to secure a Letter of Permission. These tasks are all in the scope of the Program Chair’s current duties, and are already being carried out. No additional resource burden is required.

The course itself is taught and administered by staff from the host University and/or the organizing program, and no additional teaching or other resources are required at the University of Windsor.

##### C.1.1

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

As described above, the BES Program Chair will coordinate the academic/administrative process when needed. These tasks are all in the scope of the Program Chair’s duties, and are already being carried out, e.g. coordinating senior research projects, advising and arranging Letters of Permission for students in special circumstances, etc. All other expertise comes from the host program.

##### 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.*

This course does not rely on adjunct, limited-term, or sessional faculty. The course is taught and administered by staff from the host University and/or the organizing program, and no additional teaching resources are required at the University of Windsor.

##### 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.*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

We would rely on the Registrar’s Office to help secure the Letter of Permission and process the transcript from the host University after the course is complete. This is part of the Office’s normal activities. No other resources are required from other campus units.

#### 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 for 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.)?*

No resources need to be reallocated for this course.

#### 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 required.

**Staff:** No additional resources required.

**GA/TAs:** No additional resources required.

##### 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 services required.

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

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

University of Windsor  
Program Advisory Group

\*5.3            **Engineering - New Course Proposals**

Item for:       **Approval**

**MOTION:**       **That the following course additions be made\*:**  
                      **94-472. Flight Dynamics and Control of Unmanned Aerial Vehicles**

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

**Rationale/Approvals:**

- The new course proposal has been approved by the Faculty of Engineering Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** Bachelor of Applied Science in Mechanical Engineering with Aerospace Option

**DEPARTMENT/SCHOOL:** Mechanical, Automotive and Materials Engineering

**FACULTY:** Engineering

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

## A. NEW COURSE PROFILE

**Course # and Title:** 94-472, Flight Dynamics and Control of Unmanned Aerial Vehicles

### 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.*

Flight dynamics modelling for fixed-wing aircraft and rotorcraft. Low-Reynolds number considerations applicable to unmanned aerial vehicles (UAVs). Control theory and state-space control schemes. State-space controller design for UAVs. Lab(s) involving control of virtual and/or physical UAV models. (Pre-requisites: 94-370 and 94-471)

### 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
4.0	5.0	X	X			3.0		2.0	

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
06-94-370, 06-94-471					X	06-94-472++

++ this course, Flight Worthiness, has not yet been offered to students to the program. The course, Flight Dynamics and Control of Unmanned Aerial Vehicles, better fits the Aerospace Program and will be offered S15.

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

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

Yes

## B. RATIONALE

### B.1 Course Goal(s)

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

The purpose of this course is to provide an introduction to key aerodynamic and control concepts relevant to unmanned aerial vehicles (UAVs). As an innovative technology in the aerospace sector, UAVs and their applications are still actively developing. There are significant career opportunities in this area, and this course aims to provide students with sufficient background to be able to seize such opportunities. Within the scope of the Aerospace

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

Option in the Mechanical Engineering program, this course supports the unique goal of the Option to prepare students trained mostly in mechanical engineering for careers or graduate programs in the aerospace sector.

## 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. (1) construct models for the dynamics of fixed-wing aircraft and rotorcraft; (2) develop state-space linearized equations of motion suitable for control schemes.	A. 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. (3) select and apply appropriate control schemes to unmanned aerial vehicles (UAVs).	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. (4) clearly use written and visual communication to describe approach, methodology, results, and analysis for the development of control scheme for UAVs.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	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
	15	30	40	40	40

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

Negligible.

## 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:

3.0	Lectures
	Tutorials
2.0	Labs
	Practical experience
	Independent Study
1.5	Reading for the course
3.0	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
0.5	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?** Workload aims to be similar to other courses in the Aerospace Option and the Mechanical Engineering program as a whole.

## 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.*

Teaching: faculty member Dr. Jeff Defoe

Graduate assistants: available based on course enrollment



# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

Lab equipment: virtual (flight/controller simulator) available (for current year's offering), future years may use physical UAVs or simplified rotorcraft systems for labs.

#### C.1.1

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

Dr. Jeff Defoe has sufficient background to develop and teach this course. His background includes a minor in Controls during his PhD in Air-Breathing Propulsion in the department of Aeronautics and Astronautics at MIT. He is familiar with aerial vehicle flight dynamics and control schemes from course taken in the minor and is able to translate this knowledge into a senior undergraduate-level 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.*

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.*

The Aerospace option start-up funds are available for the purchase of any additional equipment required for 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.)?*

Teaching load for Jeff Defoe altered to accommodate this course with no increase in teaching load.

#### 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:** Depends on enrollment. None expected to be required for 2015 offering.

#### 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

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

**Space and Facilities:** Space required for lab equipment (computers for now). It may be possible to locate these in the existing Engineering computer lab.

**Equipment (and Maintenance):** None. Computers needed already acquired.

**University of Windsor  
Program Development Committee**

**\*5.4 Liberal Arts Diploma (Bridging) Program – Minor Program Changes**

Item for: **Approval**

**MOTION: That the Liberal Arts Diploma (Bridging) Program be deleted. \***

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

**Rationale/Approvals:**

- The proposal has been approved by the FAHSS Coordinating Council.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** Liberal Arts Diploma (Bridging) Program

**DEPARTMENT/SCHOOL:** N/A

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

**Proposed change(s) effective as of** [Fall, Winter, Spring]: May 1, 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.

Although the following was stated in the original agreement:

***15)** This Agreement will come into effect on May 1, 2009, for a period of six years, and may be renewed upon mutual agreement. The Agreement may be terminated by either partner provided a minimum of two academic years of written notice is provided to the other party.*

Both program representatives at St. Clair College and the University of Windsor consent that the agreement should be removed from the calendar and cancelled immediately. Please see attached emails from Brock and St. Clair College.

~~**10) Liberal Arts Diploma (Bridging) Program:** This agreement will provide students interested in pursuing an education in the Arts and Social Sciences the opportunity to complete a 40-credit university degree at the University of Windsor by using advanced standing (transfer credits) from the Liberal Arts diploma program at St. Clair College.~~

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

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

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

The agreement will be cancelled. It is up for renewal on May 1, 2015

#### B. RATIONALE

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

1) The Liberal Arts Diploma (Bridging) Program agreement is replaced by the the following multilateral agreement:

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM “C”

**3) General Arts and Science Diploma and Liberal Arts and Science Diploma programs (Two Year Diploma):** Graduates of General Arts and Science diploma programs, Liberal Arts and Science diploma programs, and equivalent diploma programs may receive transfer credit for up to ten courses. Transfer credit is awarded for approved courses with a minimum grade of B (3.0). Refer to the Faculty of Arts, Humanities and Social Sciences for current approved course lists. General Arts and Science degree.

2) The program is being cancelled with the recommendation of the Coordinator for the Liberal Arts and Science program at St. Clair College. St. Clair students found that taking a course at UWindsor while still being enrolled at the college was cost prohibitive. The director of the Liberal Arts and Science program at St. Clair has also expressed that students found the agreement confusing and the application process overly complex.

3) The agreement causes students to petition for course credit at the point of admission and then in year

3. Students desire a more transparent agreement where credit transfer is agreed upon before entering the program.

4. Brock University does not currently advertise the bridging agreement.

#### 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

##### 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

# 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.*

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.*

There will be no new 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.)?*

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

**University of Windsor  
Program Development Committee**

**\*5.5 Agreements/Programs for Child Youth Worker Graduates – Title Change**

Item for: **Approval**

**MOTION:** That articulation agreements and degree completion programs for Child and Youth Worker (CYW) diploma graduates be renamed to Child and Youth Care (CYC) in accordance with the submitted program/course change forms.\*

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

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Arts, Humanities and Social Science Coordinating Council.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** Child and Youth Care (formerly Child and Youth Worker)

**DEPARTMENT/SCHOOL:** Social Work, Psychology, and Disability Studies

**FACULTY:** FAHSS

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

#### 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.

Wherever Child and Youth Worker or CYW are mentioned in relation to credit transfer the following changes should be made: Child and Youth Care (formerly Child and Youth Worker); CYC (formerly CYW)

#### 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).*

On November 7, 2014 TCU requested that all Child and Youth Worker programs be renamed to Child and Youth Care. Ben Osemeke, Senior Policy Advisor, Program Standards and Evaluation) communicated the following by email on February 5, 2015:

*The stakeholders proposed the change [Child and Youth Worker to Child and Youth Care] during the consultations leading to the update of the standard. They proposed the change because they felt that the title was too restrictive and does not address the increased professionalism in the field and desire for alignment with other post-secondary studies in child and youth care, and that it is not consistent with current national and international nomenclatures in the field.*

#### 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



# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

*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

#### 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.*

None.

#### 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)

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM “C”

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:** 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

\*5.6        **Liberal Arts and Professional Studies – Minor Program Changes**

Item for:    **Approval**

**MOTION:**    That degree requirements for the General Liberal Arts and Professional Studies Degree Completion Program for Lambton College General Arts and Science University (GASU) transfer students and for the General Liberal Arts and Professional Studies program 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 aculty of Arts Humanities and Social Sciences Coordinating Council.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** General Liberal Arts and Professional Studies Degree Completion Program (for Lambton College General Arts and Science University (GASU) transfer students; General Liberal Arts and Professional Studies

**DEPARTMENT/SCHOOL:** FAHSS

**FACULTY:** FAHSS

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

#### 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.

**General Liberal Arts and Professional Studies Degree Completion Program (for Lambton College General Arts and Science University (GASU) transfer students**

*Total courses:* 20.

At least 16 courses must be at the 200 level or above, and 4 of these must be at the 300 level or above. No more than ~~6~~ **eight** courses may be taken in any one area.

and

**General Liberal Arts and Professional Studies**

Total courses: thirty, at least sixteen of which must be at the 200 level or above, and at least four of which must be at the 300 level or above. Students may take no more than ~~six~~ **eight** courses in any single subject area.

#### 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).*

Allowing students to complete up to eight courses in any one area will provide students more access to the certificate programs at the Faculty of Arts Humanities and Social Sciences. \*Certificates in Border Management and International Trade, Arts Management, Public Administration, Public Relations, Work and Employment Issues (General Stream), and Applied Information Technology require 8 courses from one subject area. The certificate in

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

North American Studies requires 7 courses in one subject area. The certificate in Women's Studies has cross-listed courses and this will mitigate having too many courses in one subject area.

#### 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 departments will be negatively affected. Admission Officers may see a reduction in individual course credit evaluation.

##### C.1.1

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

The College University Transfer Pathways specialist in collaboration with the Registrars Office can monitor the progress of GAS diploma graduates and recommend any updates to admission requirements where appropriate.

##### 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 to the delivery of the program.

##### 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:*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

- 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 additional resources 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.

None.

#### 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.

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

\*5.7        **Dramatic Art and Communication, Media and Film – Minor Program Changes**

Item for:    **Approval**

**MOTION:**    **That degree requirements for the BA Honours in Drama and Communication, Media and Film 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 AAU Council, and the FAHSS Coordinating Council.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** BA, Honours Drama and Communication, Media and Film

**DEPARTMENT/SCHOOL:** School of Dramatic Art and Department of Communication, Media and Film

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

**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 Arts (Honours Drama and Communication, Media, and Film )**

*Total courses:* forty.

*Major requirements - Dramatic Art:* sixteen courses, including 24-100 and 24-200, 24-421, plus one course from each of groups A, B, and C; and ten additional Dramatic Art courses as chosen in consultation with a Dramatic Art program advisor.

*Major requirements - Communication, Media, and Film:* sixteen courses including 40-101, 40-234, 40-275, plus one of ~~40-201~~, 40-225, ~~40-243~~, **40-334** or 40-375, plus twelve additional courses, at least three of which must be at the 300 or 400 level, and at least two of those must be at the 400 level. **(40-398, 40-399, 40-498 and 40-499 do not count as fulfilling the 300 and 400 level requirements)**; only one of 40-489 or 40-495 may be used to satisfy the 400 level requirement.

*Other requirements:*

(a) 01-150, 01-151;

(b) two courses from Languages or Science;

**(c) three additional options, excluding Dramatic Art and Communication, Media and Film;**

**(d) one course at the 300 level or above from any area of study, including Dramatic art and Communication Media and Film.**

~~(e) English 26-122 and 26-123, or two options as recommended by a Dramatic Art program advisor;~~

~~(d) one additional option, excluding Dramatic Art and Communication, Media, and Film;~~

~~(e) one course at the 300 level or above from any area of study, including Dramatic Art and Communication, Media, and Film.~~

**NOTE:** With the permission of the Department Head, up to two courses not offered or not cross-listed by the Department of Communication, Media, and Film may be used to satisfy the Major requirement for Honours Communication, Media, and Film degrees, provided a significant portion of the course content covers topics from communication, media, or film.

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

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



# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

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

N/A

#### B. RATIONALE

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

The Department of Communication, Media and Film made minor changes to its requirements for Combined Honours Programs; these were approved by Senate and went into effect in Winter 2015. However, these changes were not reflected in the documents pertaining to the BA, Honours Drama and Communication, Media and Film Program. Additionally, upon review CMF and Drama agreed that some of the other requirements for this program should be revised.

#### 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

##### 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

# 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.*

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:** 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

\*5.8        **Visual Arts and Communication, Media and Film – Minor Program Changes**

Item for:    **Approval**

**MOTION:**    **That degree requirements for the BA Honours in Visual Arts and Communication, Media and Film 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 AAU Council, and the FAHSS Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

**TITLE OF PROGRAM/CERTIFICATE:** BA Honours in Visual Arts and Communication, Media and Film

**DEPARTMENT/SCHOOL:** Communication, Media and Film

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

**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.

#### **BA Honours in Visual Arts and Communication, Media, and Film**

*Total courses:* forty.

*Major Requirements-Visual Arts:* seventeen courses, consisting of 27-105, 27-106, 27-107, plus ten other studio courses numbered 27-203 through 27-390 (at least four courses must be at the 300 level), plus 28-150, 28-214, and 28-215.

*Major requirements-Communication, Media, and Film:* ~~sixteen courses including 40-101, 40-234, 40-275, plus one of 40-225, 40-243, 40-375, plus twelve additional courses, at least three of which must be at the 300 or 400 level, and at least two of those must be at the 400 level; only one of 40-489 or 40-495 may be used to satisfy the 400 level requirement.~~ **sixteen courses including 40-101, 40-234, 40-275, plus one of 40-201, 40-225, 40-243, 40-334 or 40-375, plus twelve additional courses, at least three of which must be at the 300 or 400 level, and at least two of those must be at the 400 level. (40-398, 40-399, 40-498 and 40-499 do not count as fulfilling the 300 and 400 level requirements; only one of 40-489 or 40-495 may be used to satisfy the 400 level requirement.**

*Other requirements:*

(a) 01-150, 01-151;

(b) two courses from Languages or Science;

(c) three courses from any area of study, excluding Visual Arts and Communication, Media and Film.

**NOTE:** With the permission of the Department Head, up to two courses not offered or not cross-listed by the Department of Communication, Media, and Film may be used to satisfy the Major requirement for Honours Communication, Media, and Film degrees, provided a significant portion of the course content covers topics from communication, media, or film.

#### 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**.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM "C"

N/A

#### B. RATIONALE

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

The Department of Communication, Media and Film made minor changes to its requirements for Combined Honours Programs; these were approved by Senate and went into effect in Winter 2015. However, these changes were not reflected in the documents pertaining to the BA, Honours Visual Arts and Communication, Media and Film 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).*

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

##### 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*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM “C”

*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:** 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

\*5.9: **Business - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Odette School of Business**

**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.*

<u>_X_</u>	The changes below, minor and largely editorial, will be made to the <b>Undergraduate Calendar</b> . These changes required no new resources.
<u>   </u>	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]:	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
73-202			X				
74-234			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**. 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**

**73-202. Business Data Analysis**

Statistical inference in a business environment. Topics include one population inferences, two population inferences, analysis of variance, Chi-Square tests, linear regression and correlation. (Prerequisites: 75-100, **73-100** and 62-194 (or equivalent). *This course was formerly numbered 73-102. Although this course can be taken to upgrade grades in 73-102, students cannot receive credit for both 73-202 and 73-102.*)

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

#### 74-234. Consumer Behaviour

An analysis of consumer and buyer behaviour and their implications for marketing decisions. The course examines theories of, and research in, consumer behaviour through cases and group projects. (Prerequisite: ~~74-232~~ **74-131**.) This course was formerly numbered 74-334. Although this course can be taken to upgrade grades in 74-334, students cannot receive credit for both 74-234 and 74-334.

#### Rationale:

- 73-100 was meant to be listed as a pre-requisite, but there were students in earlier calendars who did not require the course, and the majority of students for which the above is true, should be far enough along in their programs to have completed 73-202.
- Eliminating the 74-232 pre-requisite will lead to an increase in enrolment; and the material in 74-232 was not deemed necessary for this course.

#### Bachelor of Commerce Program for University Graduates

##### RECOMMENDED SEQUENCE

##### First Term

41-110, 62-194, 71-100, 75-100, ~~74-131~~ **73-100**

##### Second Term

41-111, 70-151, 71-243, ~~73-100~~ **74-131**, 73-202

##### Third Term

70-255, 71-240, 72-270, 73-213, 73-220

##### Fourth Term

71-300, 72-271, 73-331, 75-397, One other Business courses

##### Fifth Term

75-498, Three other Business courses. (Consult a faculty advisor).

#### 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**

\*5.10                      **Biological Sciences - Summary of Minor Course and Calendar Changes**

Item for:                      **Information**

Forwarded by:              **Faculty of Science**

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

**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
55-210				X			
55-340					X		
55-450					X		
55-468			X			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**.*

*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**

#### 55-210. Ecology

Introduction to the fundamental concepts of ecology including factors affecting species distribution, reproductive strategies, population growth and regulation, species interactions, and community level organization and energetics. (Prerequisites: 55-140 and 55-141.) (3 lecture, ~~23~~ laboratory/discussion hours a week.)

#### ~~55-340. Biology of Fishes~~ **Fishes and Fisheries**

The fishes are the most diverse, the oldest, and the most abundant group of vertebrates on earth. This course surveys their evolution, their phylogenetic relationships, and their morphological, physiological, behavioural, and ecological adaptations to life in virtually every aquatic environment on earth. The laboratory includes units on gross anatomy of a typical actinopterygian fish, identification of local fauna, study of age and growth, and other selected topics. (Prerequisites: 55-210, 55-211, 55-213.) (3 lecture, 3 laboratory hours a week, ~~1 field trip.~~) (Students cannot receive credit for both 55-440 and 55-340.)

#### 55-450. Evolutionary Endocrinology

This course will examine the molecular, cellular and organismal processes underlying the functioning of the major vertebrate endocrine systems. Topics will include overviews of the major vertebrate endocrine systems (e.g., reproductive, stress, metabolic, developmental etc.) by integrating recent medical-, field- and laboratory-based experimental research to explore the role of endocrine systems in our lives. The evolutionary role of hormones will be emphasized throughout as a means for medical health practitioners and environmental biologists to appreciate how and why complex endocrine systems are impacted by human-induced changes in the environment. (Prerequisite: 55-210 or consent of instructor) (3 lecture hours, 1 tutorial hour a week)

#### ~~55-468.~~ **55-368. Plant Ecology**

Evolutionary and community aspects of plant interactions with other organisms and the physical environment. The course deals with plant demography at different levels: individual, population, community, and ecosystem. (Prerequisite: **55-208 and** 55-210.) (3 lecture, 3 laboratory hours a week.)

#### Rationale:

- 55-210. This course has had a 3-hour weekly laboratory period for years. This is a correction to the calendar.
- 55-340: This course is being renamed to better identify the course content and increase student interest in taking the course. There is one field trip during the course but it occurs during the regular 3-hour lab period (so does not need to be identified). There are no plans to change the course content at this time.
- 55-450: The name change better identifies the course content of this course, as well as increasing student interest in taking the course. The course content will not change.
- 55-368: Since this course requires only 200 level course pre-requisites, this course is being renumbered to a 300 level course. The addition of 55-208 Plants and Society as a pre-requisite will encourage higher level learning of plant concepts in this course.

#### Part D

*Please indicate with an “X”.*

**Will the proposed changes result in changes to the learning outcomes of the course(s)?**

<input style="width: 100%;" 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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**PROGRAM DEVELOPMENT COMMITTEE  
SUMMARY OF COURSE AND CALENDAR CHANGES  
FORM "E"**

_x_	No.

University of Windsor  
Program Development Committee

\*5.11                      **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
40-240			X				
40-241			X				
40-443			X				
40-489		X	X				
40-490		X	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**. 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****

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

#### 40-240. Cinema History I (Pre-War)

The course charts the early history of the cinema from its inception to World War II: film shorts at the turn of the century, the silent film era, the introduction of sound, and the decline of the studio system. Films are examined as technical, industrial, commercial, artistic, and, most importantly, as historical artifacts. Industry, audience, and the development of cinematic language are viewed within an international framework and their local cultural context. ~~(Prerequisite: 40-101)~~

#### 40-241. Cinema History II (Post-War)

The course examines films from the post-War period to the present: the heyday of the classical Hollywood narrative and challenges to its dominance from European neo-realism and the avant-garde film movement are considered. Films are viewed as influenced by and reflective of social upheaval of the sixties, as well as their consolidation within distinct but mutually influencing categories of mainstream and alternative cinema. An important consideration is how films can either paper over or expose social fractures along the lines of gender, race, sexuality, and nationalism. ~~(Prerequisite: 40-101)~~

#### 40-443. Advanced Film Theory and Criticism

This seminar course examines the changing theoretical and critical approaches to film, including issues in the production and reception of film, such as realism, adaptation, convention, signification, and culture. (Prerequisites: ~~One of 40-240 or~~ and 40-241, ~~and 40-343~~)

#### 40-489. Selected Topics in Media Production

An advanced exploration of selected topics related to production processes ~~in print, audio and/or visual media across a variety of media platforms. The course may be offered as a regular class. For tutorials (available only to four-year Honours students), project proposals must be approved, prior to registration, by the Undergraduate Advisor and Head in Communication, Media and Film. (Prerequisite: successful completion of the appropriate upper-level production courses.)~~ For individual projects (available only to four-year Honours students in Communication, Media and Film or four-year Honours students in Combined Programs with Communication, Media and Film), proposals must be submitted on appropriate forms and approved, prior to registration, by the Undergraduate Advisor and Head in Communication, Media and Film. This course may be offered as a regular class. (Prerequisites: Portfolio Review and a 70% average in Communication, Media and Film Honours or Combined Honours Programs) (Normally, 40-489 or 40-495 may be taken no more than a total of 2 times combined.)

#### 40-490. Selected Topics in Communication/Media Studies

An advanced seminar that explores selected topics in the field of Communication/Media Studies. Topics and prerequisites may vary depending on the focus of the course. (Prerequisites: ~~will vary; generally~~ will normally ~~will~~ require at least Semester 6 standing or permission of instructor.) (May be repeated for credit if the topics are different).

#### Part D

*Please indicate with an “X”.*

**Will the proposed changes result in changes to the learning outcomes of the course(s)?**

__X__	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) For courses 40-489 and 40-490.
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___	No.
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# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

#### LEARNING OUTCOMES FORM

**COURSE NUMBER AND TITLE: 02-40-489 Selected Topics in Media Production**

*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 the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Integrate and apply advanced design principles in the creation of media content for delivery across various platforms  Demonstrate advanced levels of technical proficiency at all stages of the production process (pre-production, production and post-production)	A. the acquisition, application and integration of knowledge
B. Formulate relevant communication strategies based on in-depth research of target audiences and in order to achieve desired effects/audience perceptions (see also A and C)	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. Prepare, edit and revise written scripts for original media projects (non-fiction, promotional, community-oriented) (see also A and H)	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of the 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. Compare aesthetic strategies and their applicability in specific contexts and in relation to differing modes of delivery (see also A and C)	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

#### LEARNING OUTCOMES FORM

#### COURSE NUMBER AND TITLE: 02- 40-490. Selected Topics in Communication/Media Studies

*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 the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Prepare and deliver informative and probing seminar presentations that address key concepts, theories and/or theorists covered in the course (see also B)  Explain and interpret complex concepts clearly in written and/or oral formats (see also C)  Construct persuasive arguments to support conclusions drawn from research and critical analysis of course materials and extant scholarship in the discipline (see also B and C)	A. the acquisition, application and integration of knowledge

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

<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 the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
B. Formulate and propose a focused research paper topic relevant to themes explored in the course (see also A)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. (See A)	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. N/A	E. responsible behaviour to self, others and society
F. N/A	F. interpersonal and communications skills
G. N/A	G. teamwork, and personal and group leadership skills
H. N/A	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning



University of Windsor  
Program Development Committee

**\*5.12 Computer Science - Summary of Minor Course and Calendar Changes**

Item for: Information

Forwarded by: Faculty of Science

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

**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]:

Winter 2016

**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
60-254		x					
60-280		x		x	x		
60-480					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**.*

*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**

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

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM "E"

#### 60-254. Data Structures and Algorithms

An introduction to the programming and ~~time-complexity~~ analysis of **linear and non-linear** internal (main store) **data structures and associated algorithms** and ~~external data structures~~. Topics include **the formal notion of an algorithm, elementary time and space complexity**; linear lists, ~~(such as~~ stacks, queues, linked structures.); **non-linear lists** (trees, binary trees); **recursion**; sorting techniques, ~~including~~ **(such as** heap sort, quick sort, merge sort, shell sort.); searching techniques ~~including~~ **(such as** binary search, binary search trees, red-black trees, hashing.); ~~algorithm design paradigms like~~ **(such as** divide-and-conquer, dynamic programming, greedy **algorithms**); and **applications**. ~~, external sorting, B-trees.~~ (Prerequisite: 60-100 and 60-141) (3 lecture, 1.5 laboratory hours a week; plus unsupervised study and work on individual assignments.)

#### 60-280. ~~Software Development~~ Practicum

This is a software development course to advance the students' programming skills and to introduce basic software engineering concepts and techniques through practice. **Topics for advancing programming skills to be covered include event-driven programming and advanced GUI design, concurrent programming techniques, reflection and inter-process communication. Basic software engineering topics include requirements analysis and design, medium sized project management, and automated software engineering tool development.** (Prerequisite: 60-212.) **(3 lecture hours, 1.5 laboratory hours a week.)**

#### 60-480. ~~Practicum:~~ Selected Topics in Software Engineering

This course intends to connect emerging technologies with the student's theoretical background in Computer Science related to Software Engineering concepts and techniques. Selected application domains include protocol security, web systems and distributed object systems and the theories involved include graph theory, set theory, automata and compiler theory. (Prerequisite: 60-311, 60-322 and 60-330.) (Restricted to Computer Science Students).

#### Rationale:

- **60-254:** The course description and learning outcomes have been revised to reflect the material covered. More emphasis is placed on problem solving and intuitive understanding of the theory rather than rigorous proof at this stage.
- **60-280:** This course has always been offered together with lectures and labs. The course title and description are made more representative and informative of the contents taught in the course. The following contact hour information is also added. "(3 lecture hours, 1.5 laboratory hours a week.)".
- **60-480:** The title of the course is changed to delete practicum to be more reflective of the nature of the course content and its delivery.

#### Part D

<i>Please indicate with an "X".</i>	
<b>Will the proposed changes result in changes to the learning outcomes of the course(s)?</b>	
_X_	Yes. <b>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) )</b>
___	No.

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

#### LEARNING OUTCOMES FORM

**COURSE NUMBER AND TITLE: 60-254. Data Structures and Algorithms**

Course Learning Outcomes (see <a href="#">Appendix A</a> for more on learning outcomes)	Characteristics of a University of Windsor Graduate
At the end of the 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 and explain the notion of an algorithm</li> <li>• Explain what is meant by an efficient algorithm</li> <li>• Define and explain (on an intuitive level) the time and space complexity of an algorithm</li> </ul>	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> <li>• Analyze a problem and draw upon appropriate tools to solve real problems</li> <li>• Formulate ways of solving problems</li> <li>• Use algorithms learned in lectures to solve interesting problems in lab sessions</li> <li>• Apply concepts and choose appropriate techniques to specific problem domains</li> </ul>	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> <li>• Design improved algorithms</li> <li>• Differentiate between elegant and inelegant algorithms</li> <li>• Appreciate ingenious ways of solving problems</li> </ul>	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor  
Program Development Committee

\*5.13                      Economics - Summary of Minor Course and Calendar Changes

Item for:                      Information

Forwarded by:              *Faculty of Science*

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

**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
41-385			X				
41-111		X	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**.*

*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**

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

[Insert proposed changes]

#### 03-41-385. Public Sector Economics: Expenditure

Theory of the role of government in the economy; public expenditure theories and practice; public choice and government decision-making; government grants. ~~(Prerequisites: 41-222.)~~ **(Prerequisite: 41-221.)**

#### 03-41-111. Introduction to Economics II

~~Building upon microeconomics.~~ This course is an introduction to macroeconomics. The emphasis is upon measuring and explaining what determines economic aggregates such as the total national product (GDP) and the level of prices and employment. The role of money and financial institutions, the impact of international trade and the policy options available to governments for coping with inflation and unemployment are discussed in detail. ~~(Prerequisite: 41-110.)~~

#### Rationale:

- 41-385 - Content of this course has evolved over time but the learning outcomes have not changed. 41-222 is not required as a prerequisite. Previously professors permitted students to register in the class without having completed 41-222.
- 41-111 - Content of this course has evolved over time but the learning outcomes have not changed. 41-110 is not required as a prerequisite. Previously professors have signed students into 41-111 without having completed 41-110.

#### Part D

<b><i>Please indicate with an “X”.</i></b>	
<b>Will the proposed changes result in changes to the learning outcomes of the course(s)?</b>	
___	Yes. <b>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) )</b>
_X_	No.

**University of Windsor  
Program Development Committee**

5.14:                    **Engineering – Summary of Minor Course and Calendar Changes**

Item for:                **Information**

Forwarded by:        **Faculty of Engineering (Civil and Environmental Engineering)**

**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.*

<input checked="" type="checkbox"/>	The changes below, minor and largely editorial, will be made to the <b>Undergraduate Calendar</b> . These changes required no new resources.
<input type="checkbox"/>	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? [include semester and year]:</b>	Summer 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
93-482			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**.*

*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***

### 93-482 Hydrogeological Engineering

Fundamental physics and properties of groundwater flow in porous geologic material; anisotropy, heterogeneity. Introduction to the theory of groundwater flow; groundwater flow equations and patterns, recharge and discharge, flow nets, aquifer pumping, two-phase flow and well hydraulics. Aquifer development and management. Introduction to chemical hydrogeology and non-aqueous phase liquids, Wellhead protection. Numerical modeling concepts. (Prerequisites: ~~87-353~~ 87-351 and 87-471, or consent of instructor.) (3 lecture, 2 laboratory hours a week.)

#### Part D

*Please indicate with an "X".*

**Will the proposed changes result in changes to the learning outcomes of the course(s)?**

X__	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.

#### LEARNING OUTCOMES FORM

##### COURSE NUMBER AND TITLE: 93-482 Hydrogeological Engineering

*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 93-482 Hydrogeological Engineering</b>  <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Define hydrogeological problems. Interpret hydrogeological field data. Identify the driving mechanisms for groundwater flow and contaminant transport. Identify sources and types of pollutants. Calculate and convert units of concentration	A. the acquisition, application and integration of knowledge
B. Solve mass and energy balance problems as applied to groundwater flow and contaminant transport. Analyze pumping test data for simple cases. Apply basic concepts for elementary level real-life hydrogeological problems.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Research and synthesize hydrogeological information and prepare hydrogeological reports.	C. critical thinking and problem-solving skills
D. Prepare design outline for groundwater investigations.	D. literacy and numeracy skills
E. Set up and run groundwater flow models (using MODFLOW or equivalent) for simple cases.	E. responsible behaviour to self, others and society
F. Students will complete a group project on a topic pertinent to their discipline.	F. interpersonal and communications skills
G. Students (in groups) are to prepare a research report for term project.	G. teamwork, and personal and group leadership skills
H. Understand the process of setting environmental standards as applicable to groundwater. Recall basic Acts and Regulations regarding groundwater in Ontario/Canada.	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

University of Windsor  
Program Development Committee

\*5.15: FAHSS - 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.

<b>When will these proposed change(s) be effective?</b> [include semester and year]:	Spring 2015
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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
01-150		X			X		
01-151		X			X		
01-110	X	X	X	X	X	01-210	X
02-110	X	X	X	X	X	02-210	X

*\*If the deleted course was a required course in any program, the proposed deletion must be presented on a PDC Form C. This course is not required course for any program.*

**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**.*

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

**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 \**

#### 01-150. Foundations of Academic Writing I **Effective Writing I**

~~A basic course designed to develop~~ **A foundational course aimed at developing** effective writing skills for communicating ideas in academic and other contexts. Topics ~~will~~ **may** include: ~~grammar, paragraph writing conventions, academic learning, and critical thinking;~~ the audience; the writing process; conventions of different paragraph prose forms. This course is structured as an on-line course (Not Distance Education), and is not an ESL course. ~~There will be on-campus mid-term and final exams.~~ **This is a hybrid course.**

#### 01-151. Foundations of Academic Writing II **Effective Writing II**

~~A basic writing course designed as a follow-up to 01-150. This course aims to develop and refine effective~~ **A continuation of 01-150 aimed at developing and refining** writing skills for communicating ideas in academic and other contexts. Topics ~~will~~ **may** include a cursory review of grammar; writing processes; and conventions of different prose forms in various scholarly disciplines **grammar, essay writing conventions, research skills, scholarly citations, editing and revising, academic learning, and critical thinking.** The main content of the course is paragraph and essay writing, basic research skills, and forms of scholarly citation. This course is structured as an on-line course (Not Distance Education). ~~There will be on-campus midterm and final exams.~~ **This is a hybrid course.** (Prerequisite: 01-150.)

#### ~~01-110.~~ **01-210** Ways of Knowing – **Selected Topics**

~~This course investigates a topic through the lens of a variety of perspectives representing the range of learning at the university~~ **explores the various ways that knowledge is created, shared, stored, retrieved and used in diverse environments.** Students will see the way specific viewpoints, for example from the arts, sciences, or social sciences, provide very different insights into our world. **Students will connect with modernized, historical, and day-to-day examples of ways to manage knowledge.** ~~This course combines classroom instruction with a workshop component in which students will develop the skills of inquiry to explore the world around them. They will have the opportunity to work with senior student mentors and a variety of community and university resources. The topic for each year will be announced in advance and might include:~~ **an introduction to knowledge management; survey of research methods in the arts, humanities, and social sciences; leadership; diffusion of innovations; collaborative knowledge, and human and online networks.** ~~space, time and place; identity and voice; isolation and community; or creativity and invention.~~ (Restricted to students **with a minimum of second semester standing.** in Semesters 1 and 2 of programs in the Faculty of Arts and Social Sciences.) (Also offered as 01-110 **02-210.**) (3 lecture hours a week.; a 3.0 credit course) **(May be repeated for credit if the topics are different)**

#### ~~02-110.~~ **02-210** Ways of Knowing – **Selected Topics**

~~This course investigates a topic through the lens of a variety of perspectives representing the range of learning at the university~~ **explores the various ways that knowledge is created, shared, stored, retrieved and used in diverse environments.** Students will see the way specific viewpoints, for example from the arts, sciences, or social sciences, provide very different insights into our world. **Students will connect with modernized, historical, and day-to-day examples of ways to manage knowledge.** ~~This course combines classroom instruction with a workshop component in which students will develop the skills of inquiry to explore the world around them. They will have the opportunity to work with senior student mentors and a variety of community and university resources. The topic for each year will be announced in advance and might include:~~ **an introduction to knowledge management; survey of research methods in the arts, humanities, and social sciences; leadership; diffusion of innovations; collaborative knowledge, and human and online networks.** ~~space, time and place; identity and voice; isolation and community; or creativity and invention.~~ (Restricted to students **with a minimum of second semester standing.** in Semesters 1 and 2 of programs in the Faculty of Arts and Social Sciences.) (Also offered as 01-110 **01-210.**) (3 lecture hours a week.; a 3.0 credit course) **(May be repeated for credit if the topics are different)**

# PROGRAM DEVELOPMENT COMMITTEE SUMMARY OF COURSE AND CALENDAR CHANGES FORM “E”

## Part D

<i>Please indicate with an “X”.</i>	
<b>Will the proposed changes result in changes to the learning outcomes of the course(s)?</b> There are currently no learning outcomes listed in the course	
X	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) Learning Outcomes for 01-210/02-110 Ways of Knowing – Selected Topics
	No.

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM “E”

#### LEARNING OUTCOMES FORM

**COURSE NUMBER AND TITLE: 01-210/02-110 Ways of Knowing – Selected Topics**

<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 the course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Use, identify, and evaluate digital commons, digital collaborations, organizations, and communities of practice as a means to manage knowledge.	A. the acquisition, application and integration of knowledge
B. Examine and estimate the effects of creating/sharing new knowledge and innovations within various environments.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Propose solutions to case studies that relate to knowledge management topics.	C. critical thinking and problem-solving skills
D. Evaluate and rank the quality of various knowledge management strategies employed by organizations and individuals; Apply media literacy and the various methods for vetting knowledge in a variety of contexts and professions; Locate resources for evaluating the size of human and/or online networks and organizations relevant to knowledge management; Identify and report on the knowledge systems and collaborations used to run auctions in a variety of international contexts. (also relevant to section B).	D. literacy and numeracy skills
E. Schedule group work periods to meet deadlines; Recognize ethical dilemmas and employ strategies to resolve them;	E. responsible behaviour to self, others and society
F. demonstrate clear communication strategies when contributing to discussions, both orally and in writing.	F. interpersonal and communications skills
G. Evaluate, organize, assign and manage tasks and timelines for small group projects.	G. teamwork, and personal and group leadership skills
H. Develop and present custom knowledge management solutions for a variety of environments and audiences.	H. creativity and aesthetic appreciation
I. Effectively contribute and learn from various knowledge management environments (industrial, not-for-profit, and online).	I. the ability and desire for continuous learning