

**NOTICE OF MEETING**  
There will be a meeting of the  
**PROGRAM DEVELOPMENT COMMITTEE (PDC)**  
Friday, September 21, 2018 at 9:30am-11:00am  
In Room 209 Assumption Hall (2nd Floor)

**AGENDA**

**Formal Business**

- 1 Approval of Agenda
- 2 Minutes of Meeting of May 14, 2018
- 3 Business Arising from the Minutes
- 4 Outstanding Business

**Item for Information**

5 Reports/New Business

5.1 Mandate of PDC

- 5.1.1 Centre for Teaching and Learning Support for PDC Forms - Learning Outcomes

Dr. Greg Chung-Yan  
Dr. Erika Kustra  
PDC180921-5.1  
PDC180921-5.1.1

**Item for Approval**

- 5.2 Management of PDC Business - PDC Subcommittees

Dr. Greg Chung-Yan  
PDC180921-5.2

- 5.3 Concurrent Second Language Education - (Intercultural Stream) (Form C2)

Dr. Antonio Rossini  
PDC180921-5.3

- \*5.4 Sociology, Anthropology and Anthropology – Minor Program Changes (Form C)

- \*5.4.1 Sociology – New Course Proposal (Form D)

Dr. Tanya Basok  
PDC180921-5.4  
PDC180921-5.4.1

- \*5.5 Music – Minor Program Changes (Form C)

Vincent Georgie  
PDC180921-5.5

**Items for Information**

- \*5.6 Social Justice – Suspension of Admissions

Dr. Marcello Guarini  
PDC180921-5.6

- \*5.7 Music – Summary of Minor Course and Calendar Changes (Form E)

Vincent Georgie  
PDC180921-5.7

- \*5.8 Nursing – Summary of Minor Course and Calendar Changes (Form E)

Dr. Linda Patrick  
PDC180921-5.8

- \*5.9 Sociology, Anthropology and Criminology -Summary of Minor Course and Calendar Changes (Form E)

Dr. Tanya Basok  
PDC180921-5.9

- \*5.10 Liberal Arts and Professional Studies – Learning Outcomes

Dr. Anne Forrest  
PDC180921-5.10

**6 Question Period/Other Business**

**7 Adjournment**

Please carefully review the 'starred' (\*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' item will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (\*) will be deemed approved or received.

**University of Windsor  
Program Development Committee**

**5.1: Mandate of the Program Development Committee**

Item for: **Information**

The Mandate of the Program Development Committee (PDC), as set out in Senate Bylaw 3, is to make "recommendations to Senate with respect to program and curricular development and approval of the University calendar(s)."

Created as a Senate Standing Committee in 1998-99, PDC's primary concern is the development and maintenance of high academic standards and quality programs. To this end, it is charged with the production and presentation to Senate of: University Program Review Reports for academic programs, new program proposals, major program modifications, course additions and course and calendar changes (as outlined in Senate Bylaw 3).

**Institutional Quality Assurance Process (IQAP)**

- The new Quality Assurance Framework is guided by an Institutional Quality Assurance Process (IQAP) approved by Senate, in line with the University's mission and Undergraduate Degree Level Expectations (UDLEs). All graduate and undergraduate programs are reviewed on a cyclical basis. Such reviews provide a retrospective look at, and offer recommendations for the improvement of programs.
- PDC's role in this process is to generate a set of UPR recommendations for the programs under review (consolidating information from the Self-Study, the External Reviewers' Report, and the responses from the AAU Head and the Dean), and to review progress on these recommendations biennially. The initial reports are drafted by a PDC Subcommittee, and are then reviewed and approved by the full PDC.

**Program/Course Changes**

- PDC approves new programs, major program changes; minor changes, which affect program regulations or requirements, and new course proposals. Minor course calendar changes, which do not require new resources or change degree program requirements are approved at the Faculty level and forwarded to PDC for information.
- PDC will continue to support academic program development initiatives including changes such as the growing interest in flexible learning initiatives. The Committee will seek to encourage and be supportive of program innovation and, as much as possible, help facilitate change.
- In June 2010 PDC approved a motion to authorize a small Advisory Group to vet proposals prior to submission to PDC to ensure consistency with University policies, to ensure that clear rationales and learning outcomes are included, and to ensure that there are no logistical issues with regard to course numbering, *etc.*
- The Advisory Group consists of: University Secretariat, representatives from the Registrar's office, representative from Centre for Teaching and Learning to review Learning Outcomes, representatives from Graduate Studies and Quality Assurance Office, and members from PDC who wish to participate.

**Starred Items**

- As per the June 3, 2004 Senate meeting, 'starred' item will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (\*) will be deemed approved or received.

**Excerpt from Senate Bylaw 3:**

**Program Development Committee**

**1.2.1 Program Development Committee**

- 1.2.1.1 Membership, (The total number of members is twenty):
- Provost and Vice-President, Academic (or designate).
  - Dean of Graduate Studies (or designate).
  - Vice-Provost, Teaching and Learning (or designate).
  - twelve regular faculty members, at least half of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
    - one regular faculty member from each of the Faculties of Business Administration, Education, Engineering, Human Kinetics, Law and Nursing.
    - two regular faculty members from the Faculty of Science.
    - three regular faculty members from the Faculty of Arts, Humanities and Social Sciences, at least one of whom shall be selected from Social Science disciplines and one from Arts/Humanities disciplines.
    - one librarian.
  - five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates).
- 1.2.1.2 Terms of Office: two years for faculty and librarian members, one year for students. Terms shall be staggered so that one-half of the regular faculty members are elected each year.
- 1.2.1.3 Terms of Reference: The Committee is responsible for making recommendations to Senate with respect to program and curricular development and approval of the university calendar(s). Specifically, it is responsible for:
- 1.2.1.3.1 formulating and recommending to Senate, objectives, strategies, plans and priorities for program and curriculum development;
  - 1.2.1.3.2 establishing processes for the review and approval of new programs, in accordance with externally mandated requirements;
  - 1.2.1.3.3 reviewing new program proposals and advising Senate whether such proposals are consistent with the university goals, mission statement, and planning priorities, and making recommendations as appropriate;
  - 1.2.1.3.4 assessing the budgetary impact of new program proposals on existing programs, where necessary, and making recommendations as appropriate;
  - 1.2.1.3.5 reviewing and recommending to Senate, through the calendar approval process, program changes and other major curriculum revisions including proposals for addition, consolidation or deletion of undergraduate or graduate courses and programs;
  - 1.2.1.3.6 reviewing proposals for distance learning programs and courses and making recommendations to Senate as appropriate;

- 1.2.1.3.7 reviewing and recommending to Senate proposed academic regulations and policies of individual programs and advising Senate when such regulations deviate from general university policy;
- 1.2.1.3.8 recommending an institutional enrolment management strategy which defines enrolment goals and timetables for individual programs based on relevant data, potential for future growth and resource allocations;
- 1.2.1.3.9 on a reference by Senate, its chair or on its own motion, advising and recommending to Senate the addition, consolidation, or abolition of any unit over which Senate has jurisdiction.

### **E-Votes**

- 1.1.12 With the exception of appointments procedures for limited-term, tenure or tenure-track faculty, or promotion, tenure and renewal procedures, or selection procedures for Deans, Associate Deans and AAU Heads, at the discretion of the Chair of the Committee and where the agenda is composed only of one or two non-controversial matters, business may be conducted by telephone or e-vote, provided that there is no objection by any member as to the procedure or the proposed recommendations concerning the agenda matters. Five calendar days notice shall be given to the Committee of the intent to conduct business by telephone or e-vote. Any objection to the procedure or proposed recommendations must be provided by committee members to the Chair 48 hours after the issuance of notice to conduct business by telephone or e-vote. Where an objection has been lodged by a committee member, the relevant matters shall be removed from the telephone or e-vote and placed on the next in-person meeting agenda. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.
- 1.1.13 Telephone or e-votes may be permitted on matters listed under 1.12 that were thoroughly discussed at a meeting but were not disposed of. A simple majority of votes cast is required to endorse the resolution(s). The results of the telephone or e-vote shall be recorded in the minutes of the next regularly scheduled meeting.

**University of Windsor  
Program Development Committee**

5.1.1: **Centre for Teaching and Learning Support for PDC Form Learning Outcomes**

Item for: **Information**

***An outline for members of the PDC of the considerations CTL employees take into account when advising faculty regarding the development of course and program learning outcomes.***

**Course-level Learning Outcomes**

With regard to advice on a set of learning outcomes for a **course**, CTL will:

- 1) Help faculty navigate the forms by explaining the overall purposes of learning outcomes and pointing out that:
  - a. learning outcomes articulate what successful students should be able to know, do or value upon completion of a course (not what the faculty member intends to cover);
  - b. learning outcomes are intended to provide guidance to students as well as instructors, so clear phrasing, consistent diction, and straightforward grammar should be used to ensure the outcomes communicate clearly;
  - c. the PDC categories reflect the University of Windsor *graduate* attributes, and as such, a **single** course needn't address each and every one of these characteristics (it is helpful to look at the program learning outcomes to see how this course contributes to the program);
  - d. different courses will have different outcomes (even though there may be overlap in some areas);
  - e. the same course with different sections would have the same learning outcomes (though the way it is taught within the sections may vary);
  - f. certain learning outcomes arise logically from the basic purpose of a course so that a research methods course would by its nature include items relating to research and an ethics course ones that relate to responsibility;
  - g. Expectations at higher levels (later-year undergraduate courses, graduate courses) should be higher than they would be at lower levels, and that these expectations should be reflected in the outcomes.
  
- 2) Explain that learning outcomes express the *assessable* ends of a course, and so
  - a. every proposed learning outcome should be assessed, and any proposed learning outcome that is not being assessed should be removed (the course may have other goals, but if not assessed, they will not be included in the learning outcomes);
  - b. an overly large set of outcomes for a given course could easily become unmanageable;
  - c. those things that cannot be validly or reliably assessed should be removed from the proposed set of learning outcomes;
  - d. those things that are indirectly assessed are likely not being validly assessed -- that is, they may not be assessing the knowledge or skills expressed in the proposed learning outcomes;
  - e. phrasing should be general and plural and should not include reference to the means of assessment.
  
- 3) Call attention to difficulties created by vague, overly broad, unobservable, or ambiguous wording, and provide suggestions to
  - a. make outcomes more concrete, specific, and observable;
  - b. employ verbs and phrasing that go beyond simple acquisition of knowledge;
  - c. include an active verb, and complete the learning outcome stem to make a sentence;
  - d. remove redundant outcomes and indicate when a given outcome is relevant to more than one University of Windsor graduate characteristic.

### **Program-level Learning Outcomes**

With regard to advice on a set of learning outcomes for a **program**, we:

- 1) Inform faculty that program outcomes are intended to articulate higher expectations than most course-level learning outcomes, are intended to be more general, and are intended to be the end-point to which course-level outcomes lead – what students are able to know, do, or value once they complete the program;
- 2) Inform faculty that the same guidelines that apply to course-level learning outcomes apply to program-level learning outcomes (with the caveat expressed in #1 above);
- 3) Encourage careful, rational alignment between program-level and course-level learning outcomes;
- 4) Remind faculty that different programs will have different outcomes (even though there may be overlap in some areas);
- 5) Remind faculty that *sets* of program-level learning outcomes must address each of the University of Windsor graduate characteristics.

Generally, Learning Outcomes will evolve and change over time for a program and course, and so should be periodically reviewed and revised to accurately capture the intended student learning.

For more help on writing effective learning outcomes, please see Potter, MK. “A Primer on Learning Outcomes and the SOLO Taxonomy”: <http://www1.uwindsor.ca/ctl/system/files/PRIMER-on-Learning-Outcomes.pdf>

**University of Windsor  
Program Development Committee**

**5.2: Management of PDC Business - PDC Subcommittee**

Item for: **Approval**

**MOTION: That the membership for the PDC Subcommittee, defined below, be approved.**

**Proposal**

It is proposed that a University Program Review Subcommittee be established to conduct the preliminary review of the various University Program Reviews (UPRs) and status reports submitted to PDC.

This proposal is in response to the increasing volume of PDC business, and the need for a mechanism for more effective and efficient management of PDC time and business.

**Proposed Membership**

**Membership**

Dr. Erika Kustra (Chair)  
Dr. Maureen Sterling  
Ms. Diana Marion  
Dr. Jeremy Worth

**Consultants/In support (as needed):**

University Secretariat  
Associate Vice-President, Academic Affairs  
Planning Office  
Financial Services - Budgets  
Office of Institutional Analysis  
Office of the Provost and Vice-President, Academic

University of Windsor  
Program Development Committee

5.3: **Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education**

Item for: **Approval**

**MOTION:** **That the Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education, be approved.**

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences Council and the Faculty of Education Council.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
COMBINED PROGRAM OR CONCURRENT OFFERING  
(from existing programs)  
FORM C2**

<b>TITLE OF PROGRAM/CERTIFICATE:</b>	<b>Concurrent Honours Modern Languages with Second Language Education (Honours)/Bachelor of Education (Intercultural Stream)</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Department of Languages, Literatures and Cultures/Education</b>
<b>FACULTY(IES):</b>	<b>FAHSS and Education</b>

<b>Proposed combined program or concurrent offering to be effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2019
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**1. RATIONALE**

*Please provide a rationale for the proposed combined program or concurrent offering.*

*NOTE: This form is for Combining programs that are created from two existing standalone programs (e.g., creating a Combined Honours in X and Y, where Honours X and Honours Y are established programs), or for offering two existing programs concurrently. Where one or more of the programs proposed to be combined or run concurrently are not currently established, a PDC Form A – New Program Proposal – is required.*

Statistical evidence suggests that in both the GTA and in the Windsor-Essex area, there exist a substantial number of ELL (English Language Learner) students who need additional support as learners within the English-language system. This number is set to increase quite steadily, as is clear in Statistics Canada 2016 Census data concerning both Windsor and the GTA (see <http://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-csd-eng.cfm?LANG=Eng&GK=CSD&GC=3537039&TOPIC=7> and <http://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-csd-eng.cfm?LANG=Eng&GK=CSD&GC=3520005&TOPIC=7>, which show Windsor's present population to be 27% immigrant, and Toronto's 47%), and in Statistics Canada projections concerning Diversity and Immigration, whereby "[b]ased on the projection scenarios used, immigrants would represent between 24.5% and 30.0% of Canada's population in 2036, compared with 20.7% in 2011. These would be the highest proportions since 1871" (<https://www.statcan.gc.ca/pub/91-551-x/91-551-x2017001-eng.htm>). Enhancing the existing Modern Languages Second Language Education program (by inserting culture course requirements) and combining it with the Education degree (Primary/Junior/Intermediate) will create a desirable new professional Education Specialist's profile for graduates, who will be prepared properly to support non-English-speaking students throughout their demanding, and often daunting, learning and integration journeys.

The Concurrent Modern Languages and Second Language Education BA (Honours)/Bachelor of Education Program will be offered jointly, over six years, by the Languages, Literatures, and Cultures department and the Faculty of Education. The program will prepare individuals to teach at the Primary, Junior or Intermediate levels, with an emphasis on intercultural issues as these relate to second language learners.

Graduates of this program will receive two degrees, and will acquire the skills and knowledge necessary to teach at the Primary-Junior (JK-Grade 6) and Intermediate levels in the English-language school system (Public or Roman Catholic). Graduation from the program will fulfil the requirements to be recommended for certification by the Ontario College of Teachers. The program will offer students the opportunity to begin working towards teaching certification early in their academic careers. Students will be able to qualify for the Honours Bachelor of Arts (Modern Languages and Second Language Education) degree while concurrently studying education and completing practice teaching placements in schools. Practice Teaching will begin in Year One of the program. All students will be required

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to meet with advisors in the Department of Languages, Literatures, and Cultures and in the Faculty of Education, on a regular basis, in order to discuss course selection and academic progress.

**A. Admission Details**

**A.1 Admission Requirements (QAF section 2.1.2)**

*Describe admission requirements for the Combined program or Concurrent offering:*

- *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.*

*Do the admission requirements differ from those of the existing standalone programs? If so, why?*

**APPLICATION AND ADMISSION**

Normally, admission will be to first year only, with a minimum high school (or equivalent) average of 75%. Alternatively, students will be able to apply to transfer into the program with a minimum high school (or equivalent) average of 75%, at the sole discretion of the Associate Dean, Pre-Service. In order to be considered, applicants will need to present six Grade 12 "U" or "M" courses, including Grade 12 "U" English, or equivalent. Admission to this program will be limited.

**A.2 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)**

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

Admission requirements for both degrees will be equivalent to, or higher than, those for stand-alone degrees.

**B. Program Details**

**B.1 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.*

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

***For Combined programs:*** *the degree requirements should be largely the same as those specified for the standalone programs.*

***For Concurrent offerings:*** *generally, the degree requirements for the two programs being offered concurrently should be the same as those specified for the standalone programs.*

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*Through combined programs or concurrent program offerings, students complete two existing programs in an integrated way. If there are changes to the degree programs, these should be minor and supported by a strong rationale. Significant changes will require the submission of a PDC Form B – Major Program Change Form or a PDC Form A – New Program Proposal Form.*

*If there are changes, identify them in BOLD and STRIKETHROUGH.*

**Degree requirements** (include a rationale if different from standalone programs):

**Total courses: B.A. Honours Modern Languages and Second Language Education (Intercultural Stream) 40 course equivalents**

**B.Ed. 20 course equivalents**

B.A. Honours Modern Languages and Second Language Education

*Total course equivalents: Forty*

*Total courses: forty*

(a) 07-120, 07-220, 07-137, 07-237, 07-337, 07-437

(b) 07-320, 07-321, 07-420;

(c) intercultural stream:

(i) 15-260, 15-261, 21-260, 21-261, 23-260, 23-261; 06-120, 08-261; 15-248, 21-248, 23-248;

(ii) 07-4xx (2 semester, 6.0 credit Internship in Intercultural studies – to be developed)

(f) two courses from Social Sciences;

(g) two courses from Arts or Science;

(h) two courses from any area of study, excluding Arts.

(i) 01-150, 01-151;

(j) five courses from any area of study, including Modern Languages;

(k) five courses from any area of study, excluding Modern Languages;

**Courses used to calculate the major average are:**

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

**BACHELOR OF EDUCATION**

*Total course equivalents: Twenty in the Primary/Junior Division ONLY*

**All students are required to complete the requirements of the Bachelor of Arts: Modern Languages and Second Language Education degree program (Honours), in addition to the following Education courses: 80-199, 80-299, 80-399, 80-201 (1.5), 80-202 (1.5), 80-203 (3.0), 80-204 (3.0), 80-206 (1.5), 80-207 (3.0), 80-208 (1.5), 80-209 (1.5), 80-210 (1.5), 80-311 (3.0), 312 (3.0), 80-313 (3.0), 80-314 (3.0), 80-315 (3.0), 316 (3.0), 80-317 (3.0), 318 (3.0), 80-215 (1.5), 80-411 (1.5), 80-412 (1.5), 80-414 (1.5), 80-499**

*Courses used to calculate the Education major average are:* All required Education courses.

**Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if**

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**applicable).** *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]:*

n/a

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

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

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

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

**B.1 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10) For Concurrent Offerings**

*Generally, the degree requirements for the two programs being offered concurrently should be unchanged. Through concurrent program offerings, students complete two existing degree programs in an integrated way. If there are changes to the degree programs, these should be minor and be supported by a strong rationale. Significant changes will require the submission of a Major Program Change Form or New Program Proposal Form.*

**Changes to degree requirements for one or both programs:**

There will be no change to degree requirements. Students in the concurrent offering will follow the intercultural stream of the BA Honours Modern Languages and Second Language Education program. The Intercultural Studies stream, which includes a full-year practicum course, will enable students to better relate to second-language learners. It will create a desirable new professional Education Specialist's profile for graduates, who will be prepared properly to support non-English-speaking students throughout their demanding, and often daunting, learning and integration journeys.

**Rationale for change:**

n/a

**B.1.1 Suggested Program Sequencing**

*Provide suggested program sequencing for each year of the Combined program or Concurrent Offering, 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 Combined program or Concurrent offering. 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).*

*First Year:* Ten courses from the Honours BA in Modern Languages and Second Language Education

*Second Year:* Twelve courses towards the Honours BA in Modern Languages and Second Language Education

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*Third Year:* In the third year, students will take the entire Year 1 of the BEd program, plus two courses towards the Honours BA in Modern Languages and Second Language Education.

*Fourth Year:* Eleven Courses towards the Honours BA in Modern Languages and Second Language Education.

*Fifth Year:* In the fifth year, students will take the entire Year 2 of the BEd program, plus two course towards the Honours BA in Modern Languages and Second Language Education.

*Summer:* Three courses towards the Honours BA in Modern Languages and Second Language Education, at any point in the degree.

**The above sequence follows the sequence for the approved BMus/BEd program. See excerpt:**

*First Year:* Ten courses as per Music Education Calendar.

*Second Year:* Twelve courses as per Music Education Calendar.

*Third Year:* In the third year, students will take the entire Year 1 of the B.Ed. program, and Lessons (consisting of one course from the series 33-347 to 33-369, or 33-371, taken twice [once in each semester]) and Ensemble (consisting of two courses of 33-210, 33-220, or 33-310, taken once in each semester) from Music.

*Fourth Year:* Eleven Courses as per Music Education Calendar.

*Fifth Year:* In the fifth year, students will take the entire Year 2 of the B.Ed. program, and Ensemble (consisting of two courses of 33-210, 33-220, or 33-310, taken once in each semester) from Music.

*Summer:* Students will take three teachable courses in summer term, at any point in the degree

**B.1.2 Standing Required for Continuation in Program**

*Minimum average requirements for continuation in the Combined program or each of the programs in the Concurrent offering.*

*Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate calendars [[www.uwindsor.ca/calendars](http://www.uwindsor.ca/calendars)].*

*Specify standing required for continuation in the experiential learning option or co-op option, where applicable.*

STANDING REQUIRED FOR CONTINUATION IN THE CONCURRENT PROGRAM IS TWOFOLD:

70% major average and 60% cumulative average in the Honours BA in Modern Languages and Second Language Education.

**Standing Required for Continuation in the B.Ed. degree**

70% major average in the Bachelor of Education.

Teacher Candidates, who obtain three or more final grades below a 60-62.9% in any Education course in the program, or one or more final grades of 0-49.9% in any course in the Education program, over the duration of the program, will have failed the Bachelor of Education (BEd) Degree and will not be eligible for recommendation to the Ontario College of Teachers for certification. In all such cases, upon a cumulative academic record as defined above, Teacher Candidates will be required to meet with the Associate Dean Pre-Service immediately to review their academic standing, which may lead to the requirement to withdraw from the program. Teacher Candidates may be provided with an opportunity to return to the Faculty of Education to fulfill outstanding requirements for the completion of the BEd Degree. Conditions of reinstatement are the sole prerogative of the Dean or her/his designate. Teacher candidates must pass the practice teaching course.

**B.1.3 Standing Required for Graduation**

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FORM C2**

*Minimum average requirement to graduate in the Combined program or each of the programs in the Concurrent offering.*

*Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate calendars [www.uwindsor.ca/calendars].*

*Specify the standing required for graduation in the experiential learning option or co-op option, where applicable.*

**STANDING REQUIRED FOR GRADUATION:**

70% major average and 60% cumulative average in the Honours BA in Modern Languages and Second Language Education

70% major average in the Bachelor of Education.

**B.2 For Graduate Program ONLY (QAF sections 2.1.3 and 3; Senate Policy on Co-op Programs):**

**B.2.1 Normal Duration for Completion**

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

n/a

**B.2.2 Program Research Requirements**

*For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the Combined program or Concurrent offering.*

n/a

**B.3 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)**

**COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS**

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

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

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

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

**PROGRAM DEVELOPMENT COMMITTEE  
COMBINED PROGRAM OR CONCURRENT OFFERING  
(from existing programs)  
FORM C2**

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

**BA Honours Modern Languages and Second Language Education**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A. identify learning problems due to different language backgrounds; solve said problems, and provide help for the students transitioning into our school system.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. formulate the best strategies for ELL learners based on current SLE best practices and research.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. tailor each solution on every student situation in the best viable way.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. become aware of languages which are syntactically different from Indo-European ones.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. promote an educated culture of integration and cooperation.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. be aware of cultural backgrounds and their impact on learning modes, pace, and formats.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. become a reference point at the school or Board level for cultural mediation and ESL issues.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. implement new pedagogical solutions when needed.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge

**PROGRAM DEVELOPMENT COMMITTEE  
COMBINED PROGRAM OR CONCURRENT OFFERING  
(from existing programs)  
FORM C2**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
		6. Autonomy and Professional Capacity
I. be inspired by the direct encounter with other cultural background to become more knowledgeable about them.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**Bachelor of Education**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A. Create and maintain inclusive classroom environments that engage and facilitate the learning of all students  Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics  Apply their knowledge of subject-matter in Ministry of Education curriculum documents in the candidate's division (PJ/JI/IS) and curriculum specialization.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Recognize, differentiate among, select, and apply general and subject specific theories and models of teaching and learning	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge

**PROGRAM DEVELOPMENT COMMITTEE  
COMBINED PROGRAM OR CONCURRENT OFFERING  
(from existing programs)  
FORM C2**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>C. Locate, examine, assess, analyze and apply professional literature related to educational practice. Question alternative perceptions such as post-colonial bodies of knowledge. Critically reflect and commit to professional learning to enhance and develop their practice Demonstrate professional aptitude for observation, critique and assessment to improve student learning. Engage in critical perspectives on different theories of assessment. Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities and contexts. Employ strategies to elicit critical and creative thinking and developing problem solving capabilities in students Think critically about issues in education and the role of teachers in society, informed by a sound knowledge of the social, historical, political and cultural foundations of public education</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Apply literacies, ways of knowing, and pedagogical expertise in the context of subject-matter knowledge Communicate fluently and proficiently in both oral and written forms in academic and professional settings</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Employ effective practices and subject expertise to support and develop students' abilities in reading, writing and mathematics including financial literacy Commit to the values of social justice, equity, and diversity in all aspects of their professional roles</p>	<p>E. responsible behaviour to self, others and society</p>	<p>6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Engage and embrace the strengths of English language learners and multi-lingual learners Contribute to the life of the school and community by employing effective approaches to communication and collaboration with stakeholders</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE  
COMBINED PROGRAM OR CONCURRENT OFFERING  
(from existing programs)  
FORM C2**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>Utilize effective curricular, pedagogical, and evaluative tools and practices to promote the educational success of Aboriginal learners Pursue opportunities to advance social responsibility and environmental citizenship Facilitate the civic responsibility of students and the development of citizenship Cultivate and support collaborative and communicative abilities in learners through a variety of approaches</p>		
<p>G. . Apply/integrate educationally appropriate uses of social media and communications technologies Respond to and be responsible to learners, families, colleagues, and communities</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Promote collegiality, cooperation, and professionalism in schools and among teachers in an equity-based context Demonstrate inclusive and collaborative pedagogical praxis that values diversity and prepares students for living in a global, multicultural and equity-informed context Recognize the transformative power of learning for individuals and communities Take responsibility for their own learning and professional growth Utilize classroom research to advance their own professional practice</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Facilitate the application of subject-matter to real-life experience in areas such as career education and financial literacy, and foster life-long learning habits and postsecondary aspirations in students</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

**B.3.1 Program Structure and Regulations Ensure Learning Outcomes Can be Met**

*Describe how the Combined program or Concurrent offering requirements and program structure ensure that the specified learning outcomes can be met by successful students.*

The learning outcomes in the concurrent offering are the same as those in the Honours BA Modern Languages and Second Language Education and the B.Ed.

**PROGRAM DEVELOPMENT COMMITTEE  
COMBINED PROGRAM OR CONCURRENT OFFERING  
(from existing programs)  
FORM C2**

**B.3.2 Mode of Delivery (QAF section 2.1.5)**

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

The SLE courses (07-320 and 07-321), the Practicum observation component (07-420), and the teaching practices of the Faculty of Education are crucial to the building of this new professional profile.

**B.3.3 MONITORING AND EVALUATION (QAF section 2.1.6)**

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

In the placements arranged by the Faculty of Education as well as in the teaching observation practices acquired in 07-321 and 07-420 the students will encounter scenarios which are like those they will have to confront in their working environment.

In addition to the existing courses, the simulation of teaching and the placements arranged by the Faculty of Education will give the measure of a student's performance.

**B.3.3.1 Plan for Documenting and Demonstrating Student Performance Consistent with Learning Outcomes**

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

Meetings with Academic advisors in which results coming from SLE courses as well as Faculty of Education placements are carefully assessed.

**C.1 Student Workload**

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

Expected Workload per 3.0 Course Credit/Week	Average Time <i>per week</i> the Student is Expected to Devote to Each Component Over the Course of the Combined Program or Concurrent offering
Lectures	BA= 15 hours B.Ed. = 15 hours
Tutorials	B.Ed. = Professional Learning Series Workshops (2)
Practical experience	
Service or experiential learning	Practice Teaching Days (80-499) = 40-45 per semester
Independent study	
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	
Studying for tests/examinations	In the BA 3 hours
Other: <i>[specify]</i>	In the BA 1 hour of reflection on teaching
<b>Compare the student workload for the Combined program or Concurrent offering with the workload for the existing program and other similar programs in the AAU:</b>	

**PROGRAM DEVELOPMENT COMMITTEE  
COMBINED PROGRAM OR CONCURRENT OFFERING  
(from existing programs)  
FORM C2**

It will be the same, plus additional practice teaching in Year I, II and IV.

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

Adequate faculty and staff resources are in place.

**C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Articulation agreement/Degree Completion Program**

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

This will be the same as our current programs. For the B.Ed., at least half the courses are taught by sessional or LTA.

**C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)**

*Given the expected influx of students, explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the Combined program or Concurrent offering.*

n/a

**C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)**

*Given the expected influx of students and where appropriate to the Combined program or Concurrent offering, 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 (Ministry sections 3 and 4)**

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

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

The same resources as exist for non-concurrent students are available.

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

*Describe the reliance of the proposed Combined program or Concurrent offering 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; Ministry section 4)**

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

**PROGRAM DEVELOPMENT COMMITTEE  
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(from existing programs)  
FORM C2**

n/a

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

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the Combined program or Concurrent offering. (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 Combined program or Concurrent offering.*

<b>Faculty:</b>	n/a
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	n/a

**C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments**

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

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

University of Windsor  
Program Development Committee

**\*5.4**            **Sociology, Anthropology and Criminology – Minor Program Changes (Form C)**

**Item For:**        **Approval**

**MOTION:**        **That the changes to the Sociology, Anthropology and Criminology programs be approved, according to the program/course change forms\*.**

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

**Rationale/Approvals**

- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

University policy states that students may follow the academic rules and program regulations set out in the calendar of the term in which they were first admitted to a program or any subsequent calendar. In light of this, students already in the program must be permitted to complete the degree requirements according to the calendar of the term in which they enrolled (or any subsequent calendar). If courses are no longer available, appropriate substitutes must be made.

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Combined Honours in Sociology and Criminology, Honours Criminology, Minor in Forensic and Cultural Anthropology, Honours Anthropology, Minor in Anthropology</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Sociology, Anthropology and Criminology</b>
<b>FACULTY(IES):</b>	<b>Faculty of Arts, Humanities and Social Sciences</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2019
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#### 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: Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.

#### Combined Honours in Sociology and Criminology

*Degree Requirements: 40*

- (a) 48-110 (strongly recommended) or 48-100, 48-220, 48-260, 48-262, 48-290, 48-291, and 48-308 or 48-390\*
  - (b) 48-356 or 48-373 or 48-391
  - (c) four of 48-204, 48-205, 48-213, 48-214, 48-215, 48-227, 48-228, 48-240, 48-251, 48-301, 48-305, 48-306, 48-323, 48-327, 48-329, 48-333, ~~48-336~~ **48-315**, 48-338, 48-339, 48-340, 48-341, 48-350, 48-351, 48-352, 48-353, 48-354
- [...]

#### Honours Criminology

*Degree Requirements:*

*Total courses: forty*

- (a) 48-110 (recommended) or 48-100, 48-291, 48-290, 48-260, 48-262, 48-308, 48-390;
  - (b) two of 48-220, 48-204, 48-205, 48-213, 48-214, 48-215, 48-227, 48-228, 48-240, 48-251, 48-301, 48-305, 48-306, 48-323, 48-327, 48-329, 48-333, ~~48-336~~ **48-315**, 48-338, 48-339, 48-340, 48-341, 48-350, 48-351, 48-352, 48-353, 48-354
- [...]

#### Minor in Forensic and Cultural Anthropology

*Required:* 48-213; 48-215; 48-323, 48-338; 48-415; and one of 48-214, ~~48-336~~ **48-315**, 48-340, 48-354.

#### Honours Anthropology

*Degree Requirements*

*Total courses: forty*

- (a) 48-111, 48-112, 48-213, 48-390, 48-356, 48-415
- (b) One of 48-214 or 48-215

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

(c) Four additional courses from the following: 48-323,48-330,~~48-336~~ **48-315**,48-339,48-340,48-352,48-375  
[....]

**Minor in Anthropology**

*Required:* six courses, including 48-110 or 48-100; 48-220; 48-213 or 48-215; and three of 48-323, ~~48-336~~ **48-315**, 48-338, 48-339, 48-356 or 48-391, 48-412, 48-415.

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

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

**B. RATIONALE**

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

The department of Sociology, Anthropology and Criminology is deleting the course 48-336 “Health, Illness and Bodies” from the degree requirements and replacing it with a new course entitled 48-315 “On Death and Dying” is being

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

There are sufficient resources to support the program change.

**C.1.1 Faculty Expertise in Support of the Revised Program**

*Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.*

There are sufficient expertise to support the program change

**C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program**

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

N/A

**C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)**

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

N/A

**C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)**

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

N/A

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

**C.2 Other Available Resources (Ministry sections 3 and 4)**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

N/A

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

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.*

N/A

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

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

N/A

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

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the 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.*

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

**C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments**

*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.*

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

University of Windsor  
Program Development Committee

\*5.4.1            **Sociology, Anthropology and Criminology – New Course Proposal (Form D)**

Item for:        **Approval**

**MOTION:    That the following course addition be made:\***  
                 **SACR-3150/48-315. On Death and Dying**

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

**Rationale/Approvals:**

- The proposal has been approved by the Department of Sociology, Anthropology and Criminology and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- *See attached.*

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

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Honours BA in Sociology, General BA in Sociology, Combined Honours in Criminology and Sociology, Combined Honours in Sociology, Minor in Sociology
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Sociology, Anthropology & Criminology
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]:	Fall 2019
<i>*(subject to timely and clear submission)</i>	

**A. NEW COURSE PROFILE**

**Course # and Title: SACR-3150/48-315. On Death and Dying**

**A.1 Calendar Description**

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

A critical exploration of topics related to the sociology and anthropology of death and dying. Topics covered may include: historical and cross-cultural perspectives on dying and death; memorial and commemoration; palliative care and medical aid in dying; death and popular culture; genocide and mass deaths; the construction and medicalization of death; and death statistics (pre-requisites 48-220 and semester 5 or higher standing).

**A.2 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	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36	3				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
02-48-220 and semester 5 or higher standing					

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

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

## NEW COURSE PROPOSALS

### FORM D

#### B. RATIONALE

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

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

With the social changes and crises occurring around the world (e.g., North America’s aging society; the increasing diversity of societies; the legalization of medical aid in dying; humanitarian crises resulting in mass deaths; etc.) and our region becoming a retirement destination, it is important to expand the scope of course options for students in our program of study. The proposed course would be a timely and relevant addition to our program of study, yet still fit within the broad base of courses we offer that deal with issues tied to diversity, social policy and social justice.

##### 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. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<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 describe different notions and main issues related to social perspectives on death and dying.	A. the acquisition, application and integration of knowledge
B. Apply concepts, theories, and methods to address life course issues, particularly those tied to end of life.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the main concepts and theories employed in the study of sociology of death and dying.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely and organize and coherently present evidence related to issues tied to the sociological study of death and dying.	D. literacy and numeracy skills
E. Employ notions of human dignity, respect, personal and civil rights to reflect critically on personal choices and social policies pertaining to end of life issues.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form related to death and dying, supporting positions with theoretical arguments and empirical evidence.	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>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
I. Link core concepts developed (e.g., such as human dignity, personal rights, and end of life social policies) to broader life experiences.	I. the ability and desire for continuous learning

**B.3 Demand for Course**

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

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	40	50	50	50	50

**B.3.1 Impact of New Course on Enrolment in Existing Courses**

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

It is not expected to impact enrollment in other courses as it will not add to the number of courses offered per semester.

**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.*

<b>Average number of hours per week that the student will be expected to devote to:</b>	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
2	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work) & final exam
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i> There will be a partnered assignment that will require the pairs to meet for 2-3 hours across 3-4 weeks of the semester. The amount depends on how much work they choose to devote to the project. There will also be in-class small group work and discussion.
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b>	
It is the same as the other third year courses I teach.	

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

One faculty member and one graduate assistant from the Department of Sociology, Anthropology & Criminology.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM D

#### C.1.1 Faculty Expertise in Support of the Revised Program

*Provide an assessment of faculty expertise available and committed to actively support the new course. Please do not name specific individuals.*

There are several faculty who could teach this course based on their knowledge, research and experience in the area of health and illness.

#### C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

A tenured professor in the department has committed to developing and teaching in this course.

#### C.2 Resource Implications for Other Campus Units (Ministry 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; Ministry section 4)

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

N/A

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

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

We are deleting 48-336 (Health, Illness and Bodies) from the degree requirements and replacing it with 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.*

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

#### C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*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.*

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

University of Windsor  
Program Development Committee

**\*5.5 Music – Minor Program Changes (Form C)**

**Item For: Approval**

**MOTION: That the changes to the Music program regulations be approved, according to the program/course change forms\*.**

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

**Rationale/Approvals**

- The proposed changes have been approved by the School of Creative Arts and the Faculty of Arts, Humanities and Social Sciences Council
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Music
<b>DEPARTMENT(S)/SCHOOL(S):</b>	SoCA - MUSIC
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2019
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#### 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:*  
Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the 300-level or 400-level.

#### MUSIC PROGRAM REGULATIONS

- 1) Advanced Standing Examinations: Upon admission to a Music program a student may petition to write advanced standing examinations in 32-112, 32-113, 32-212, 32-213, 32-222, 32-223, 32-322, 32-323, and 33-111.
- 2) Program Approval: B.Mus., B.A. Combined Four-Year Honours students must have their programs approved by an advisor prior to registration. All applications for graduation will be subject to approval and such approval will be granted only when the academic program completed is identical with that previously approved by the academic advisor in consultation with the student.
- 3) Keyboard Proficiency Requirement: Keyboard skill is a valuable tool for learning in all aspects of music, and ~~is also an important asset for all careers in music.~~ Students in the B.Mus. program are required to demonstrate this skill by meeting ~~the a~~ keyboard proficiency requirement ~~set by Music~~. The requirement includes playing scales, chords, and arpeggios; sight reading a four-part chorale; and playing a prepared composition of approximately Grade 6 Conservatory level. The requirement must be met before students in the B.Mus program register for any Music course beyond their second term. Instruction is offered in the lab portion of Theory I and II (32-112 and 32-113).
- 4) ~~Concert/Recital Viewing Attendance~~ Policy: Attendance at a significant number of live musical performances will enrich students' musical experience and ~~thus enhance and contribute to the potential for~~ applied musical and academic success. Therefore, a ~~Recital Attendance~~ **Concert/Recital Viewing Requirement** Policy ~~has been developed~~ **is included in all applied lessons syllabi**, embracing outside music events in addition to recitals and special events offered internally. This policy applies to all full-time students in the B.Mus programs during each year of registration. Details for the current academic year (i.e., number of concerts and other events to be attended) are announced during the first week of classes in September.

#### AREAS OF STUDY

Requirements for programs in Music make reference to the following groups of courses:

##### *Areas of Study-Academic*

*History and Literature (Musicology):* ~~32-116, 32-126, 32-127, 32-227, 32-236, 32-246, 32-247, 32-317, 32-326, 32-327, 32-346, 32-426, 32-436, 32-437, 32-447, 32-494.~~

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

*Theory and Composition:* 32-102, 32-112, 32-113, 32-212, 32-213, 32-222, 32-223, 32-232, 32-322, 32-323, 32-332, 32-342, 32-412, ~~32-413~~, 32-432,

*Methods and Pedagogy (Music Education):* 32-239, 32-248, 32-249, 32-255, 32-269, 32-279, 32-285, 32-458, 32-459, 32-484, 32-485.

*Areas of Study-Performance*

*Performance Studies:* 33-111, 33-213

*Ensembles:* 33-210, 33-220, ~~33-230~~, 33-240, ~~33-260~~, 33-270, 33-310, ~~33-330~~.

*Performance Instruction - For Music Students in Professional-degree programs (Bachelor of Music) **Bachelor of Music programs (Comprehensive, Music Education, or 5 Year Concurrent Bachelor of Music/Music Education)**.*

The following courses offer performance instruction either as a 3.00 credit hour course (1-hour lesson a week) ~~or 1.50 credit hour course (half hour lesson a week)~~. Course requirements include a fifteen-minute examination before a faculty jury at the end of each term of study, as well as the attainment of ~~the an appropriate Level of Achievement~~ level of achievement. ~~When required, a major recital may substitute for the jury examination.~~ Students should consult the Music Office **SoCA Performance Area Coordinator** for specific details regarding curricula for these examinations.

These courses are available to Bachelor of Music students with the approval of a program advisor in **SoCA** Music. These students will elect their major instrument at the time of their admission.

Students in **classical/concert private lessons** who have completed four semesters of study in courses 33-347 – 33-369 ~~and/or 33-317 – 33-339~~ may complete their degree requirements in private lesson study by enrolling in courses 33-371 ~~or 33-341~~ (Jazz/Pop). Students may also be required to audition for courses 33-371 ~~and 33-341~~ prior to completing four semesters of study in courses 33-347 – 33-369 ~~and/or 33-317 – 33-339~~. Please contact the Music Office **SoCA Performance Area Coordinator** for details regarding regulations and registration. **Students may audition for BMus program in either classical/concert or jazz/pop idioms.**

Performance courses are intended to be taken in consecutive semesters. Any interruption in study must be followed by an audition for re-entry into the performance course sequence. The audition will be scheduled in consultation with the Performance Area Chair **Coordinator** at the beginning of the semester.

**Students registered in applied lessons courses who auditioned for BMus programs by DVD, Skype, or FaceTime may be required to perform a confirming audition during the first week of classes.**

Private instruction courses may be repeated for credit.

3.00 Credit Course	<del>1.50 Credit Course</del>	Instrument
33-347	<del>33-317</del>	Voice
33-348	<del>33-318</del>	Piano
33-349	<del>33-319</del>	Organ
33-351	<del>33-321</del>	Harpichord
33-352	<del>33-322</del>	Flute
33-353	<del>33-323</del>	Oboe
33-354	<del>33-324</del>	Clarinet
33-355	<del>33-325</del>	Saxophone
33-356	<del>33-326</del>	Bassoon

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

33-357	<del>33-327</del>	French Horn
33-358	<del>33-328</del>	Trumpet
33-359	<del>33-329</del>	Trombone
33-361	<del>33-331</del>	Euphonium
33-362	<del>33-332</del>	Tuba
33-363	<del>33-333</del>	Violin
33-364	<del>33-334</del>	Viola
33-365	<del>33-335</del>	Cello
33-366	<del>33-336</del>	Double Bass
33-367	<del>33-337</del>	Percussion
33-368	<del>33-338</del>	Harp
33-369	<del>33-339</del>	Classical Guitar
33-371	<del>33-341</del>	Applied Jazz/Pop

Performance Instruction - For Music Students in Non-professional degree programs (BA in Music or Combined BA in Music) and for non-Music Students

The following courses offer **weekly** performance instruction ~~within the format of~~ **and participation in** a group master class. As part of this course, students ~~may take optional~~ weekly private lessons for which there is a private lesson fee. Course requirements include a performance examination before a faculty jury at the end of each term of study, as well as the achievement of the appropriate Level of Achievement. Students should consult the Music Office for specific details regarding curricula for these examinations.

It is the responsibility of the student to arrange for a qualifying audition by contacting the Music Office **or Performance Area Coordinator** no later than the end of the first week of classes. Students who fail to do so will relinquish their right to attend such classes and must complete the normal procedure for dropping a course as outlined on the Student Information System. The audition for entry to these courses is equivalent to that for the 33-300 performance series. Private instruction courses are intended to be taken in consecutive semesters. Any interruption in study must be followed by an audition for re-entry in to the performance course sequence. The audition will be scheduled in consultation with the Performance Area **Coordinator Chair** at the beginning of the semester.

Bachelor of Music ~~or Bachelor of Music Therapy~~ students may also opt to take Performance Instruction courses in any secondary instrument/voice of their choice, classical or jazz/pop. These courses involve the 33-200 performance series and may be taken in addition to, not in replacement for the required 33-300 performance series. The courses may not be taken by Bachelor of Music or Bachelor of Music Therapy students to meet the specific degree requirements in Performance Studies.

Applied instruction courses may be repeated for credit.

3.00 Credit Course	Instrument
33-247	Voice
33-248	Piano
33-249	Organ
33-251	Harpsichord

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

33-252	Flute
33-253	Oboe
33-254	Clarinet
33-255	Saxophone
33-256	Bassoon
33-257	French Horn
33-258	Trumpet
33-259	Trombone
33-261	Euphonium
33-262	Tuba
33-263	Violin
33-264	Viola
33-265	Cello
33-266	Double Bass
33-267	Percussion
33-268	Harp
33-269	Guitar
33-271	Applied Jazz/Pop

**For 200 level lessons, the student may select section 01 for an hour private lesson course or section 05 for a 30 minute lesson course. Cost recovery fees are attached to 200 level lessons courses.**

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

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

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

**B. RATIONALE**

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

These changes streamline the program in a way that makes the registration process for applied music courses more student friendly and easier to understand. By eliminating the half credit lessons courses (that were previously paired with the recital course to equal a full credit), we can now make the credited capstone recital courses (33-393 and 33-493) full credit courses.

The deleted courses are from programs that no longer exist, such as the BMus (Performance) stream and the Bachelor of Music Therapy degree.

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

The changes do not affect existing resources.

**C.1.1 Faculty Expertise in Support of the Revised Program**

*Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.*

The revisions are primarily course deletions that simplify the existing course offerings and eliminate courses from no longer extant programs. Music faculty in performance, music education, ensemble directors, and music academics actively support the program.

**C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program**

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

The revisions require no additional faculty resources. Applied music performance lessons courses utilize Special Instructors that are paid hourly for their teaching.

**C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)**

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

N/A

**C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)**

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

N/A

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

**C.2 Other Available Resources (Ministry sections 3 and 4)**

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

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

N/A

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

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

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

N/A

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

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

N/A

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

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the 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.*

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

**C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments**

*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.*

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

**University of Windsor  
Program Development Committee**

\*5.6: **Combined Social Justice Program – Suspension of Admissions**

Item for: **Information**

Admissions have been suspended to the Combined Social Justice program. The combined program peaked at 18 majors. Maintaining the program would require us to devote precious resources to low-enrolling courses, resources that are needed by larger programs with both more majors and larger average class sizes. In short, the financial situation of the Faculty does not allow us to support as many low-enrolment programs as we were once able to support.

Marcello Guarini, Ph.D.  
Dean, Faculty of Arts, Humanities, and Social Sciences

**University of Windsor  
Program Development Committee**

\*5.7: **Music - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **School of Creative Arts**

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

Please specify to which calendar [ <i>Undergraduate or Graduate</i> ] the changes will be made. Include the effective date* [ <i>Fall, Winter, Spring, 20XX</i> ]. *( <i>subject to timely and clear submission</i> )  These changes require no new resources.	Winter 2019
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**PART B – Proposed Course Calendar Revisions**

<p><i>Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (<a href="http://www.uwindsor.ca/calendars">www.uwindsor.ca/calendars</a>) and clearly marking deletions with strikethrough (<del>strikethrough</del>) and additions/new information with <u>bolding and underlining</u>.</i></p> <p><i>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 (<del>strikethrough</del>) and additions/new information with <u>bolding and underlining</u>.</i></p> <p><i>Example: 03-101. University Senates – <del>Role and Power</del> This course explores the history, role, and power of Senates in Canadian universities. (<del>Also offered as 04-101.</del>) (Prerequisite: 03-100.) <del>2 lecture hours and 1 tutorial hour per week</del> <u>3 lecture hours/week</u></i></p>
---

~~32-236. Performance Literature I~~

~~Survey of the literature written for the student's major instrument.~~

~~32-330. Theories of Music Therapy~~

~~Study of psychotherapy theories and their relationship to various models of music therapy interventions. Investigation of current research and clinical practice methods. (Prerequisite: 32-120 or consent of the instructor.)~~

~~32-331. Creative Improvisation in Music Therapy~~

~~An examination of improvisational methods of music therapy. Through an experiential process, students explore the therapeutic benefit of music as it relates to sound patterns, movement, drama, and art. Piano improvisation techniques included. (Prerequisites: 32-121 and 32-322.)~~

~~32-340. Field Practice I~~

~~Supervised observation and practice in selected clinical settings. Assessment, intervention, and evaluation according to appropriate music therapy goals within the given population. (Prerequisites: 32-121, and 32-331.) (Normally 1 lecture hour and 6-8 practical hours a week.) (1.50 credit hour course.) (Open to Music Therapy students only.)~~

~~32-341. Field Practice II~~

~~Continuation of 32-340, which is prerequisite. (1.50 credit hour course.)~~

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM E

#### ~~32-440. Field Practice III~~

~~Supervised practice in selected clinical settings for the purpose of further concentration within a given setting. The design, implementation, and evaluation of music therapy treatment programs. (Prerequisite: 32-341.) (1 lecture hour and 6 to 8 practical hours a week.) (1.50 credit hour course.)~~

#### ~~32-441. Field Practice IV~~

~~Continuation of 32-440, which is prerequisite. (1.50 credit hour course.)~~

#### ~~32-490. Internship in Music Therapy Professional Practice~~

~~1000 hours of music therapy practice in a selected clinical setting, including fifty hours of supervision by a CAMT- or AMTA-accredited supervisor and a minimum of 300 direct client contact hours. Offered on a pass/non-pass basis. (Prerequisite: Completion of all other course requirements for the Bachelor of Music Therapy) (3.0 credits over two terms).~~

#### *MUSIC PERFORMANCE STUDIES*

All students registered in Performance Study courses (except 33-270) may be required to perform a confirming audition during the first week of classes. For courses in Performance Instruction, see "Areas of Study Performance".

#### ~~33-230. University Orchestra~~

~~Performance of works from the orchestral repertoire. (Normally 4 hours a week.) (May be repeated for credit.) (1.50 credit hour course.)~~

#### ~~33-260. Community Orchestra~~

~~Rehearsals one evening a week; normally one concert given each term. (May be repeated for credit.) (1.50 credit hour course.)~~

#### ~~33-393. Third Year Recital **Recital I**~~

~~Public presentation of a recital of ~~one hour~~ approximately **forty minutes** in playing time on the student's major instrument. Repertoire performed must show a variety of styles and time periods. (Prerequisite: permission of the applied lessons instructor and Performance Area Coordinator) (1.50 credit hour course).~~

#### ~~33-493. Graduation Recital **Recital II**~~

~~Same as 33-393, which is prerequisite. (Prerequisite: permission of the instructor) (1.50 credit hour course.)~~  
~~Public presentation of a recital of one hour in playing time on the student's major instrument. Repertoire performed must show a variety of styles and time periods. (Prerequisite: permission of the instructor 33-393)~~

#### ~~33-495. Graduation Recital~~

~~Public presentation of a recital of at least forty minutes in playing time on the student's major instrument. Repertoire performed must show a variety of styles and periods. (Prerequisite: permission of the instructor) (1.50 credit hour course.)~~

# PROGRAM DEVELOPMENT COMMITTEE

## SUMMARY OF COURSE AND CALENDAR CHANGES

### FORM E

Part C – Learning Outcomes for EACH Course Listed Above

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

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.*

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

*Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.*

**COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

COURSE NUMBER AND TITLE:	33-393. <del>Third-Year Recital</del> <b><u>Recital I</u></b>
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Learn and prepare music at an intermediate to advanced level of contrasting musical style and time periods.	A. the acquisition, application and integration of knowledge
B. Define and examine appropriate musical interpretation on the basis of musical narrative, analysis of musical materials, technical requirements, and historical performance practice. [Also relevant to H.]	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Examine a variety of music analysis models, performance practice perspectives, and playing techniques. [Also relevant to H.]  Demonstrate an awareness of musical performance goals. [Also relevant to H.]	C. critical thinking and problem-solving skills
D. Identify and analyze musical nomenclature as well as components of form, harmony, melody, rhythm, and meter.	D. literacy and numeracy skills
E. Conduct autonomous and self-directed interpretation of assigned musical repertoire.	E. responsible behaviour to self, others and society
F. Conduct professional communication with concert operation staff, and associated faculty.	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE**  
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
G. Conduct professional and musical interaction with collaborating musicians and studio faculty.	G. teamwork, and personal and group leadership skills
H. See B, C.	H. creativity and aesthetic appreciation
I. Assess the ethical value of presenting and preserving musical repertoire.  Accurately self-assess one's abilities, achievements, and work habits.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	33-493. <del>Graduation Recital</del> <b>Recital II</b>
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Prepare and present a public performance consisting of approximately 60 minutes of advanced to professional level music of contrasting musical style and time periods.	A. the acquisition, application and integration of knowledge
B. Examine, evaluate, and implement appropriate musical interpretation on the basis of musical narrative, analysis of musical materials, technical requirements, and historical performance practice. [Also relevant to H.]	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Examine and evaluate a variety of music analysis models, performance practice perspectives and playing techniques. [Also relevant to H.]  Implement and assess musical performance goals. [Also relevant to H.]	C. critical thinking and problem-solving skills
D. Analyze, evaluate, and apply musical nomenclature as well as components of form, harmony, melody, rhythm, and meter.	D. literacy and numeracy skills
E. Conduct autonomous and self-directed learning and interpretation of assigned musical repertoire.	E. responsible behaviour to self, others and society
F. Conduct professional interaction and communication with concert operation staff, and associated faculty.	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE  
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<p>Course Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>G. Conduct professional musical interaction with collaborating musicians and studio faculty.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. See B, C.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Assess the ethical value of presenting and preserving musical repertoire.</p> <p>Accurately self-assess one's abilities, achievements, and work habits.</p>	<p>I. the ability and desire for continuous learning</p>

**University of Windsor  
Program Development Committee**

\*5.8:           **Nursing - Summary of Minor Course and Calendar Changes**

Item for:       **Information**

Forwarded by: **Faculty of Nursing**

<p><b>Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX].</b>  <i>*(subject to timely and clear submission)</i></p> <p><b>These changes require no new resources.</b></p>	<p>Winter 2018</p>
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**A. Proposed Course Calendar Revisions**

*Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar ([www.uwindsor.ca/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**

**63-580. Selected Readings in Nursing**

Intended for students with a special interest in and knowledge of a specialty area in nursing. To explore theory and research related to **an area of interest in nursing** ~~human responses and adaptations to alterations in health, or health promotion and illness prevention with selected client populations.~~ (To be taken only with permission of the School.)

**A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this/these course(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

The Faculty of Nursing has considered and included Indigenous content and perspectives within the selected readings in nursing course sections. Indigenous Peoples are an important area within nursing. Nursing currently has a Selected Readings course 11-63-580-29 called ‘Confronting Ethical Issues/Nursing Practice’. This graduate Selected Readings course includes readings, guest speakers and other learning materials related specifically to Indigenous Peoples.

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**B. Learning Outcomes for EACH Course Listed Above**

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

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.**

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

**COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

<b>COURSE NUMBER AND TITLE:</b>	<b>63-580. Selected Readings in Nursing</b>
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Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze and critique the historical and social context of health, with a view to strengthening client populations' enablement and voice.	A. the acquisition, application and integration of knowledge
B. Locate and review relevant literature to explore theory and research within a selected area of nursing.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify, debate and engage in informed and critical discussions about a speciality area in nursing and its relationships to lifestyle issues (e.g. determinants of health) that are local, regional, national and international.	C. critical thinking and problem-solving skills
D. Select and apply appropriate analysis and evaluate research findings and their implications to a speciality area in nursing.	D. literacy and numeracy skills
E. Articulate how the social determinants of health impact on the well-being of selected client populations in both verbal and written formats in a concise, comprehensive and scholarly manner.	E. responsible behaviour to self, others and society
F. See E.	F. interpersonal and communications skills

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<p>Course Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>G. Collaborate respectfully as a leader or follower in multidisciplinary teams, working together to promote safe nursing care.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Identify and recommend innovative and creative solutions to address complex issues, within nursing.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Critically reflect upon and evaluate personal knowledge and practice skills in nursing with selected client populations.</p>	<p>I. the ability and desire for continuous learning</p>

University of Windsor  
Program Development Committee

\*5.9                    **Sociology, Anthropology, 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.**

<p>Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. *(subject to timely and clear submission)</p> <p>These changes require no new resources.</p>	<p>Winter 2019</p>
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**PART B – Proposed Course Calendar Revisions**

<p><i>Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (<a href="http://www.uwindsor.ca/calendars">www.uwindsor.ca/calendars</a>) and clearly marking deletions with strikethrough (<del>strikethrough</del>) and additions/new information with <b>bolding and underlining</b>.</i></p> <p><i>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 (<del>strikethrough</del>) and additions/new information with <b>bolding and underlining</b>.</i></p> <p><b>Example: 03-101. University Senates – <del>Role and Power</del></b> This course explores the history, role, and power of Senates in Canadian universities. (Also offered as <del>04-101.</del>) (Prerequisite: 03-100.) <del>2 lecture hours and 1 tutorial hour per week</del> <b>3 lecture hours/week</b></p>
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**~~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. (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. (Prerequisites: 48-227 or 38-101 and semester 5 or higher standing).~~

**~~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. (Prerequisites: 48-326; 48-391 or 48-356; 48-390 (or 48-355), 48-308 and semester 7 or higher standing, or consent of instructor.)~~

**~~48-336. Healing, Illness and Bodies~~**

~~A survey of the social, cultural and political dimensions of health, drawing on both anthropological and sociological perspectives. The course provides a global perspective to address multiple issues in the study of health and illness,~~

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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. (Prerequisites: 48-291 or 48-213, and semester 5 or higher standing.)

#### **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 provide oral and written reports on their experience during the term. (Prerequisites: 48-391 or 48-356 or 48-373; 48-390 (or 48-355), 48-308 and semester 7 or higher standing.) (Course enrollment is limited and a letter of application is required.)

#### **48-323. 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 events that occurred around the time of death. (Prerequisite or Corequisite: 48-215, and semester 5 3 or higher standing, or consent of instructor.)

#### **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 or 48-356 or 48-373; 48-390 (or 48-355), or 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 or 48-356 or 48-373; 48-390 (or 48-355), or 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 or 48-356 or 48-373; 48-390 (or 48-355), or 48-308 and semester 7 or higher standing, or consent of instructor.)

#### **48-412. 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 or Corequisite: 48-323, 48-391/302 or 48-356 or 48-373; 48-390/310 (or 48-355), 48-308 and semester 7 5 or higher standing, 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. (Prerequisites: 48-391 or 48-356 or 48-373; 48-390 (or 48-355), or 48-308 and semester 7 or higher standing, or consent of instructor.)

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#### **48-419. Engaged Scholars and Public Life**

Contemporary approaches to “real world” problems, political struggles, and social debates. Questions about the role of anthropologists, sociologists and other scholars (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 or 48-356 or 48-373; 48-390 ~~(or 48-355)~~, or 48-308 and semester 7 or higher standing, or consent of instructor.)

#### **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 intersectionality. (Prerequisites: 48-240; 48-391 or 48-356 or 48-373; 48-390 ~~(or 48-355)~~, or 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 or 48-356; 48-390 ~~(or 48-355)~~; and semester 7 or higher standing and permission of the instructor).

#### **48-429. Advanced Seminar in Family Studies**

Discussion of major themes in family theory, which may include explanations for family forms, functioning, processes and structure. (Prerequisites 48-204, 48-391 or 48-356 or 48-373; 48-390 ~~(or 48-355)~~, or 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, 48-391/302 or 48-373 or 48-356; 48-390, or 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 or 48-373 or 48-356; 48-390, or 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 or 48-373 or 48-356; 48-390, or 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.)

#### **48-465. 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 or 48-

# PROGRAM DEVELOPMENT COMMITTEE

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373 or 48-356; 48-390, or 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.)

**48-491. 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 or 48-373 or **48-356**; 48-390, or 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.)

**Part C – Learning Outcomes for EACH Course Listed Above**

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

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

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

*Where there are changes to the learning outcomes, please clearly mark deletions with **strikethrough** (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

**COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

<b>COURSE NUMBER AND TITLE:</b>	<b>02-48-323 Forensic Anthropology</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe, and apply key concepts about human variation.	A. the acquisition, application and integration of knowledge
B. Evaluate methods used in the discipline of forensic anthropology and identify their strengths and weaknesses.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on social relations and/or social structures to develop an understanding of how patterns of human variation have been socially constructed to exploit marginalized groups.	C. critical thinking and problem-solving skills
D. Construct and organize arguments clearly and concisely from empirical data collected.	D. literacy and numeracy skills

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
E. Make strong arguments supporting positions with forensic arguments and empirical evidence, while remaining respectful of other perspectives	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written form to present evidence coherently. (also relevant to D, E)	F. interpersonal and communications skills
G. Collaborate with peers to build mutually beneficial strategies for acquiring and sharing knowledge in a practical context.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

<b>COURSE NUMBER AND TITLE:</b>	<b>48-403 Advanced Seminar in Culture and Ideology</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. At an advanced level, understand and apply the concepts of ‘culture’ and ‘ideology’ within a wide variety of contexts. For example: political economy, cultural studies, science, and other social domains.	A. the acquisition, application and integration of knowledge
B. Become familiar with the relevant literatures and intellectual traditions of cultural and ideological studies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically apply acquired knowledge (See B. above) to the course’s substantive subject matter in order to explicate social issues.	C. critical thinking and problem-solving skills
D. Demonstrate acquired technical language of ideological and cultural studies.	D. literacy and numeracy skills
E. Using critiques of ideology and culture, assess relevant social action from an ethical and knowledge-based perspective.	E. responsible behaviour to self, others and society

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Demonstrate an ongoing curiosity about the place of culture and ideology in contemporary life.	I. the ability and desire for continuous learning

<b>COURSE NUMBER AND TITLE:</b>	<b>48-405 Advanced Seminar in Social Theory</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, critically assess the analytical and explanatory power of competing theoretical systems, persuasively explicate and develop key concepts and questions in theoretical systems, and critically synthesize theories to persuasively address recurring questions and debates in social theory.	A. the acquisition, application and integration of knowledge
B. Evaluate academic ideas and research by scholars in social theory and identify strengths and limitations of theoretical and methodological approaches discussed in the course.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on culture, social relations and/or social structures to develop a broader and deeper understanding of social change, power, causality, social dynamics and underlying suppositions in social science theory.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely and organize and present material coherently, rigorously applying sound scholarly practices in the process.	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to theoretical,	E. responsible behaviour to self, others and society

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<p><b>Course Learning Outcomes</b>  <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>methodological and social problems. Demonstrate respectful dialogue and engagement with a diversity of views, orally in class and in writing.</p>	
<p>F. Express ideas clearly and persuasively in written and oral form and discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Collaborate with peers to build on discussions and debates relating to social problems and theoretical issues. Learn and apply collaboration skills to design and implement group projects.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Compellingly express orally during class discussions, in presentations, and essays, the extent to which theoretical work involves creative activity (e.g., creating new concepts by using synthetic reasoning, questions, models, and argument styles) and involves the relative mastery of rhetorical and explicative arts.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Navigate and judiciously select appropriate academic materials in an area of contemporary social theory of the student's choosing. (also relevant to B)</p>	<p>I. the ability and desire for continuous learning</p>

<b>COURSE NUMBER AND TITLE:</b>	<b>02-48-408 Advanced Seminar in Feminism</b>
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<p><b>Course Learning Outcomes</b>  <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Reproduce, identify, distinguish, and summarize key feminist ideas and arguments.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Propose and defend the usefulness and relevance of feminist theories in specific situations and issues and discuss supporting evidence.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Distinguish, identify, synthesize and evaluate different feminist concepts (differences, constructions of women, women's subjectivities, resistance, essentialism, praxis, social change and agency) in relation to concrete everyday problems and issues.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Write papers or make oral arguments that use a feminist framework to analyze an everyday issue. (also relevant to F)</p>	<p>D. literacy and numeracy skills</p>

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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
E. Articulate and adopt a feminist lens to evaluate self and others in relation to feminist goals.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Be self-reflexive, responsive and be open to different and emerging perspectives and ideas.	I. the ability and desire for continuous learning

<b>COURSE NUMBER AND TITLE:</b>	<b>02-48-412 Human Skeletal Variation</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe, integrate and apply key concepts, biocultural theories and methods relevant to understanding human variation.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of anthropology and identify strengths and limitations of approaches discussed in the course.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on social relations and/or social structures to develop deeper understanding of how patterns of human variation have been socially constructed to exploit marginalized groups.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely and organize and present evidence coherently.	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to social problems.	E. responsible behaviour to self, others and society

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

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. Express ideas clearly and persuasively in written and oral form and discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives. (also relevant to D, E)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Comprehend how knowledge is constructed by dissecting required readings within a historical context, which can serve as the foundation for a better understanding of scholarly and popular information at the intersection of the natural and social sciences.	I. the ability and desire for continuous learning

<b>COURSE NUMBER AND TITLE:</b> <b>48-415</b>	<b>48-415: Culture, Power and Globalization</b>
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<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of the course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to social science disciplines of globalization and their relationship to social/cultural practices.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of sociology and anthropology and identify strengths and limitations of concepts and methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on culture, social relations and/or social structures to develop a broader and deeper understanding of globalization.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely and organize and present evidence coherently.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society

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

<p><b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>F. Express ideas clearly and persuasively in written and oral form and discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

**University of Windsor  
Program Development Committee**

**\*5.10 Liberal and Professional Studies (General) – Learning Outcomes**

**Item For: Information**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A. Apply foundational concepts and ideas to formulate evidence-based solutions to problems in chosen disciplines. Also applies to C.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. Identify appropriate sources and gather, analyze, evaluate and employ information/data relevant to key issues in chosen disciplines.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C Evaluate solutions to issues/problems and justify the approach taken. Also applies to F.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Compose persuasive arguments in a range of formats (e.g., essays, presentations, report). Also applies to F, G.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Identify the need for more information before deciding on a course of action. Also applies to B, D.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. See C, D above.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Work effectively with others to develop solutions to problems in chosen disciplines.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Identify stakeholders and account for their different points of view. Also applies to E.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
I Revise own point of view when confronted with additional information.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

April 2018

**University of Windsor  
Program Development Committee**

**5.11: University Program Reviews – Update from Chemistry and Biochemistry and LLC**

Item for: **Information**

*Please see below for updates provided from Chemistry and Biochemistry, and from LLC and on their progress with respect to specific recommendations that were due prior to their next reporting cycle.*

**Chemistry and Biochemistry:**

**Recommendation 2:** That the Department continue working with the Dean and central administration to correct deficiencies in the aging building, particularly those with imminent health and safety concerns. (Examples include malfunctioning fume hoods, missing eye wash and emergency shower equipment).

**Agents:** Department Head, Dean of Science

**Completion by:** Fall 2017

**Actions taken 2016 and 2017:**

The Department is working with the Dean and with the central administration to ensure that the deficiencies in the aging building will be addressed. Some of these issues will be mitigated with the introduction of new facilities in Spring 2018, but most of the Department will remain in Essex Hall so continued work, planning, and financial commitments are required.

**PDC Comments:**

Given that this recommendation relates to health and safety concerns, the Department is asked to provide a more detailed report on its efforts, working with the Dean and central administration, to address these issues and, in particular, the remedies, if any, that have been put in place for addressing malfunctioning fume hoods, missing eye wash and emergency shower equipment, and other deficiencies that have imminent and serious health and safety risks. Please submit this more detailed report to PDC by May 1, 2018.

**Status:**  ahead of target     on target     behind target     recommendation satisfied.

**Actions taken by May 2018:**

Our Department's Health and Safety committee has initiated a series of regular inspections and a network of safety representatives from each research lab in order to continually assess and address safety concerns. Working with Health and Safety, we have now obtained proper eye-wash stations for all labs and have confirmed that all the showers are in working condition. There are plans for significant renovation of some of the lab spaces once groups have been moved to the new lab facilities and the provision and availability of appropriate and functional safety is always paramount. This will be an ongoing effort that continually requires support from the Faculty and central administration.

**Recommendation 3:** That the Department work with the Dean to develop a plan to proactively address maintenance and repair costs of major equipment.

**Agents:** Department Head, Dean of Science

**Completion by:** Fall 2017

**Actions taken 2016 and 2017:**

The implementation of the new budgeting system has altered the plans of the Department and the Faculty in regard to addressing the costs of major equipment and facilities repair. New strategies and plans must be developed.

**PDC Comments:**

The Department is asked to submit its plan for proactively addressing maintenance and repair costs of major equipment by May 1, 2018, as such a plan would also incorporate equipment for which delayed renewal could or has led to health and safety concerns.

See also comments under Recommendation 2.

**Status:**    *ahead of target*         *on target*        X   *behind target*         *recommendation satisfied*.

**Actions taken by May 2018:**

Equipment repair will always be a concern of the Department. To this end, the Department's Facilities and Planning committee has set up a mechanism to use some of the resources generated by our course-based Master's programs to pay for some repairs. We have also secured funding and commitments for additional funding from the Faculty of Science to repair additional equipment and we will continue to work with the Faculty, the VPRI and the central administration in order to establish long-term plans for equipment renewal and repair.

**Languages, Literature, Culture (LLC):**

**Recommendation 7:** That the Department produce a plan to improve course availability, to address the concern raised by students that it is difficult to satisfy degree requirements in a timely manner, particularly in the Modern Languages programs.

**Agents:** Department Head, faculty members, Dean of FAHSS

**Completion by:** Fall 2017

**Actions taken 2016 and 2017:**

The Modern Languages Program, having been hit very hard by shrinking 101 cohorts is at this time in no position to guarantee a long-term sustainability of its offered degrees, and is consequently investigating the possibility to restore a three-year General Degree or to radically revamp one of its degrees in synergy with the Faculty of Education, which would radically solve any issue pertaining to Recommendation 7.

**PDC Comments:**

PDC appreciates the concerns raised by the area regarding viability of its programs, in light of shrinking first-year enrolments and encourages the area to pursue initiatives to increase recruitment and retention.

PDC reminds the area that this particular recommendation speaks to improving course availability. Because of the potential impact to students on their time to completion, PDC directs the area to provide an update on this recommendation by Fall 2018.

**Status:**    *ahead of target*         *on target*        x   *behind target*         *recommendation satisfied*.

**Actions taken by Fall 2018:**

The Area is in the process of creating a Concurrent degree with the Faculty of Education (approved at both Faculties' FCC level). Such degree promises to be very attractive, especially for the GTA and Windsor areas, at least in view of Marketing considerations. This might lead on an increment in stipends and facilitate course offerings. At the same time, the three Faculty Members working in Modern Languages have also taken upon themselves the task of offering Directed Reading courses whenever needed by students, and they intend to continue this practice for as long as it is necessary.