

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Monday, September 23, 2019 at 9:00am-11:00am
In Room 209 Assumption Hall (2nd Floor)

AGENDA**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of May 13, 2019**
- 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 Form Learning Outcomes**

Dr. Greg Chung-Yan
PDC190923-5.1
PDC190923-5.1.1

Item for Approval

- 5.2 Management of PDC Business - PDC Subcommittee**
- 5.3 Revisions to PDC Form E (Learning Outcome section)**
- 5.4 Nursing – New Course Proposal (Form D)**
- 5.5 Education – New Course Proposal (Form D)**
- *5.6 Concurrent Education and Psychology – Minor Program Changes (Form C)**
- 5.7 Modern Languages – Minor Program Changes (Form C)**
- *5.8 English – Minor Program Changes (Form C)**
- 5.9 Law – New Course Proposals (Form D)**

Dr. Greg Chung-Yan
PDC190923-5.2

Dr. Greg Chung-Yan
PDC190923-5.3

Dr. L. Patrick
PDC190923-5.4

Dr. K. Montgomery
PDC190923-5.5

Dr. K. Montgomery
PDC190923-5.6

Dr. A. Rossini
PDC190923-5.7

Dr. J Luft
PDC190923-5.8

Dr. G. Smythe
PDC190923-5.9

Items for Information

***5.10 Law – Summary of Minor Course and Calendar Changes (Form E)**

Dr. G. Smythe
PDC190923-5.10

***5.11 Communication, Media and Film – Summary of Minor Course and Calendar Changes (Form E)**

Dr. J. Frank
PDC190923-5.11

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**

Forwarded by: **Centre for Teaching and Learning**

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://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/primer-on-learning-outcomes.pdf>



Learning Outcomes

What are Learning Outcomes?

Learning outcomes are *statements that indicate what successful students should know, value or be able to do by the end of the course or program.*

They are the assessable ends of education, written from the students' perspective, focused on what students can expect to achieve if they have learned successfully. In order to be assessable, they must specify things that can be observed, that are public, and not activities or states that are internal to students' minds. They can be set at both the program and course level.

Why Care About Learning Outcomes?

Strategic use of learning outcomes in your teaching and course design can result in many potential benefits. A few of these are summarized below:

Better Learning

Learning outcomes can be used to provide guidance for students, so they know what is expected of them, and thus, what they should focus on in-class and at home.

Increased Motivation

Learning outcomes reinforce the belief that there is a point to what is being learned and assessed, leading students to take a deeper approach consistent with trying to *understand* what they are learning, instead of memorizing and regurgitating information on exams.

Better Performance on Assignments and Tests

When students know what they are expected to demonstrate, they are better able to do so.

Focused Teaching

By defining what students are supposed to know, value, and be able to do at the end of a course, you generate questions and clarify your own ideas to guide your teaching.

Strategic Teaching

Once you have created learning outcomes for your course, you can use them to plan lessons that strategically target those outcomes, so that your classes have a greater likelihood of helping students learn what they need to learn.

Strategic Assessment

Outcomes can be used to create strategically-targeted and appropriate assessment methods. Assessments that test whether students have met the learning outcomes are also likely to be consistent with the sorts of teaching methods that help students learn those outcomes.

Attention to Outputs

The use of learning outcomes helps us focus on the outputs of our work, rather than the inputs. We work with the students we have, and focus on how much they have learned.

Meeting Requirements

Program-level learning outcomes are now required for university programs in Ontario; they are increasingly being required by professional accreditation boards globally.

Strategic Design of Programs

Learning outcomes at the course level build towards the overall program learning outcomes. Intentionally laying these out help with the strategic and intentional design of the program.

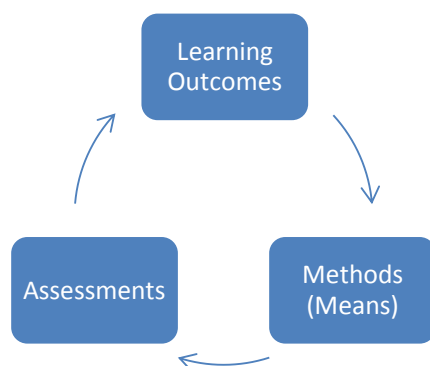
What is the format for Writing Learning Outcomes?

A learning outcome should start with stem, and be completed with an observable action identifying the learning to be demonstrated.

Stem: On successful completion of this course, a student will be able to:

Completion: « Active verb/phrase » + a) Concept/Idea or b) Skill or c) Attitude/Value

Aligning Your Outcomes, Methods, and Assessments



The Three Essentials of Alignment

1. Teaching methods, assessment tasks, and learning outcomes should be aligned, consistent and coherent.
2. Teaching methods should help students develop the ideas, skills and values/attitudes specified in the learning outcomes. *The teaching methods are the means; the learning outcomes are the ends.*
3. Assessment tasks should determine whether, and to what degree, students have achieved the learning outcomes.

Useful Verbs for Use in Learning Outcomes

Here are some active, public and observable verbs that you can use to communicate expectations at each level of Bloom's Revised Taxonomy, which we've adapted and changed to suit our needs. The first column indicates the likely level of complexity (each list starts with the least complex and moves down to the most complex). The second column suggests some verbs associated with each level of complexity. There is some overlap in categories. You don't need to use the verbs we've included; if you know better synonyms, go ahead and use them!

NOTES: Each level subsumes the ones beneath it. So, for instance, an outcome at the level of *application* presupposes that students can *remember* and *comprehend* the relevant information. Although the verbs listed pertain specifically to the cognitive domain, some can be used for the affective domain – and all of them are expressed in performative terms! That's because **cognitive and affective knowledge is often impossible to assess unless it's integrated with some sort of behaviour!**

BLOOM'S REVISED TAXONOMY (Adapted by Potter, 2010)	
Evaluation Using standards, criteria, theories or processes to judge value	Evaluate, argue, verify, assess, test, judge, rank, measure, appraise, select, check, justify, determine, support, defend, criticize, critique, weigh, assess, choose, compare, contrast, decide, estimate, grade, rate, revise, score, coordinate, select, choose, debate, deduce, induce, recommend, monitor, compare, contrast, conclude, discriminate, explain (why), interpret, relate, summarize
Synthesis / Creation Relating items of information to each other, integrating them, and generating something new	Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, discuss, derive, relate, generalize, conclude, produce, arrange, assemble, collect, compose, construct, create, perform, prepare, propose, strategize, compare, contrast, hypothesize, invent, discover, present, write, deduce, induce, bring together, pretend, predict, strategize, modify, improve, set up, adapt, solve, categorize, devise, explain (why), generate, manage, rearrange, reconstruct, relate, reorganize, revise, argue, extend, project
Analysis Distilling and/or organizing information into its components; solving problems	Analyze, estimate, detect, classify, discover, discriminate, explore, distinguish, catalogue, investigate, break down, order, determine, differentiate, dissect, examine, interpret, calculate, categorize, debate, diagram, experiment, question, solve, test, dissect, deconstruct, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, determine evidence/premises and conclusions, appraise, criticize, debate, illustrate, infer, inspect, inventory, select, deduce, induce, argue, balance, moderate, identify, explain (how/why)
Application Using information in new situations	Apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, instruct, compute, use, perform, implement, employ, solve, construct, demonstrate, give examples, illustrate, interpret, investigate, practice, measure, operate, adjust, show, report, paint, draw, collect, dramatize, classify, order, change, write, manipulate, modify, organize, produce, schedule, translate, complete, examine
Comprehension / Interpretation Constructing meaning from information	Translate, extrapolate, convert, interpret, abstract, transform, select, indicate, illustrate, represent, formulate, explain (who/what/when/where/that/how), classify, describe, discuss, express, identify, locate, paraphrase, recognize, report, restate, review, summarize, find, relate, define, clarify, diagram, outline, compare, contrast, derive, arrange, estimate, extend, generalize, give examples, ask, distinguish
Recollection Recalling items of information	Recall, identify, recognize, acquire, distinguish, state, define, name, list, label, reproduce, order, indicate, record, relate, repeat, select, tell, describe, match, locate, report, choose, cite, define, outline, complete, draw, find, give, isolate, pick, put, show

Problem Words/Phrases

Understand	Be aware of	Grasp
Appreciate	Be conscious of	Have a knowledge of
Comprehend	Perceive	Learn
Know	Value	Perceive
See	Apprehend	Get
Accept	Be familiar with	

Ask yourself:

1. Is this outcome public and observable?
2. How will I, and the students, know when this outcome has been achieved?
3. Does the learning outcome follow from the stem (is it a complete sentence)?
4. Is it about the ends not the means (what students will be able to do when they leave the course, not the specific assignments they complete in the course)?

Real – *and Real Bad* – Examples

1. Is it public and observable?

Upon successful completion of this course, you should be able to:

- Appreciate the intricacy of theoretical constructs
- Understand theory
- Think about complex adaptations

2. How will I, and the students, know when the outcome has been achieved? (Is it clear enough for students?)

Upon successful completion of this course, you should be able to:

- simulate a sizeable process
- work effectively in a project team

3. Does it follow the stem and make a complete sentence when read aloud?

Upon successful completion of this course, students will be able to:

- Have done team skills
- Develop an introductory knowledge in bridge building
- Good safe practice

4. Is it about the ends (what students will be able to do when they leave the course) not the means (the specific assignments and lessons they complete in the course)?

Upon successful completion of this course, you should be able to:

- The course includes a group project requiring teamwork and collaboration skills
- Get involved in team works and independent studies through assignments and projects
- Formulate answers to assignment problems
-

Resources

-
- Anderson, L.W. and Krathwohl, D.R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing* (Based on Bloom's Taxonomy).
- John Biggs (1996), "Enhancing Teaching through Constructive Alignment", *Higher Education*, vol 32, no 3, pp. 347-364.
- John Biggs and Catherine Tang (2009). *Teaching for Quality Learning at University: What the Student Does*. 3rd edition. Berkshire, England: Society for Research into Higher Education & Open University Press.
- John Burke (ed) (1995). *Outcomes, Learning and the Curriculum*. London: The Falmer Press.
- Amy Driscoll & Swarup Wood (2007). *Developing Outcomes-based Assessment for Learner-centred Education: A Faculty Introduction*. Sterling, Virginia: Stylus.
- Richard Hall, (2002), "Aligning learning, teaching and assessment using the web: an evaluation of pedagogic approaches", *British Journal of Educational Technology*, vol 33, no 2, pp. 149-158.
- Richard Ladyszewsky (2006), "Aligning assessment, rewards, behaviours and outcomes in group learning tasks", *Enhancing Student Learning: 2006 Evaluations and Assessment Conference*.
- Chris Rust (2002), "The Impact of Assessment on Student Learning: How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices?", *Active Learning in Higher Education*, vol 3, no 2, pp. 145-158.
- Alenoush Saroyan & Cheryl Amundsen (eds) (2004). *Rethinking Teaching in Higher Education*. Sterling, Virginia: Stylus.
- John Shepherd (2005), "Weaving a web of consistency: a case study of implementing constructive alignment", *HERDSA 2005 Conference Proceedings*.

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.

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: Revisions to PDC Form E – Learning Outcomes Section

Item for: **Approval**

MOTION: That the proposed revisions to PDC Form E be approved.

See attached for proposed revisions to PDC Form E.

Proposal:

That areas be required to attach course learning outcomes to a Form E, *only* if the course change necessitates a change to the learning outcomes, or if learning outcomes for the course do not exist, or if they have not been updated in the past five years.

Rationale/Background Information:

- Effective, September 1, 2016 PDC agreed that any changes to courses should be accompanied by learning outcomes (regardless of whether the proposed changes resulted in revisions to the learning outcomes).
- Prior to this, areas revising courses were given the option of indicating whether the revisions changed the learning outcomes; and if so, areas would include the revised learning outcomes. In most cases, areas simply indicated that there were no changes to learning outcomes without really reviewing them particularly as most courses did not have learning outcomes.
- Over the past few years, requiring learning outcomes on a “Form E” has ensured that there are learning outcomes for all existing courses, which was PDC primary goal. It also has encouraged faculty to revise their course learning outcomes if they were not up-to-date.
- Now that many courses have learning outcomes, requiring areas to include these with every course change even if the learning outcomes are not being revised is excessive, particularly where areas are making frequent changes (in one academic year or term) to a course.

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

PROPOSED REVISIONS TO PDC FORM E

Subject: **Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **[AAU(s)/Faculty(ies)]**

Form History *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

Date of Modification	Approval Body Modifying	Reason for Modification

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

ALL SECTIONS OF THIS FORM MUST BE COMPLETED. LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE:

I. THERE ARE NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE IN THE PDC/SENATE RECORD (check the CuMA database at <https://ctl2.uwindsor.ca/cuma>)

OR

II. THERE ARE CHANGES TO THE COURSE LEARNING OUTCOMES

OR

III. IT HAS BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE (check the CuMA database for the date of last submission at <https://ctl2.uwindsor.ca/cuma>)

Confirmation of Consultation with AAUs That Will Be Affected, in Major Ways, by the Changes

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

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)*

These changes require no new resources.

A. Proposed Course Calendar Revisions

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

*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/secretariat/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: CHEM-1001. University Senates —~~Role and Power~~—This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as BIOC 1001.~~) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

[Insert proposed changes]

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?

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

B. Learning Outcomes for the Courses 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~~ and additions/new information with **bolding and underlining**.

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

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.

COURSE NUMBER AND TITLE:		
SELECT ONE OF THE FOLLOWING:		
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma)	<input type="checkbox"/>	Provide learning outcomes for the course by completing the learning outcomes table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/>	Provide learning outcomes for the course by completing the learning outcomes table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma)	<input type="checkbox"/>	Provide learning outcomes for the course by completing the learning outcomes table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input type="checkbox"/>	Learning outcomes need not be submitted. Go to the next course.
		PROVIDE DATE LAST REVIEWED BY PDC/SENATE: <input type="text"/> (check CUMA database at: https://ctl2.uwindsor.ca/cuma)

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

LEARNING OUTCOMES TABLE

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.	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	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.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

5.4 Nursing – New Course Proposal

Item for: **Approval**

MOTION: That the following course addition be approved:[^]
NURS-1310. Pharmacology and Medication Management I

[^]Subject to approval of expenditures required.

Rationale/Approvals

- The change has been approved by the Faculty of Nursing Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Collaborative Honours Bachelor of Science in Nursing
DEPARTMENT(S)/SCHOOL(S):	Faculty of Nursing
FACULTY(IES):	Faculty of Nursing

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2020
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A. NEW COURSE PROFILE

Course # and Title: NURS-1310 Pharmacology and Medication Management I

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.

This is the first in a sequence of two pharmacology courses. This course introduces the learner to the fundamentals of the science of pharmacology and safe medication management. Selected herbal, over-the-counter, and major drug classifications are introduced. (Prerequisite: Successful completion of all year one fall required courses) (Co-requisite: Registration in all courses required for first year Winter semester) (3 Lecture hours per week) 3 credits

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 [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Successful completion of all year one fall required courses	Registration in all courses required for first year winter semester	N/A	N/A	Yes	N/A

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing?	N/A
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B. RATIONALE

This course is a new course and it is not replacing an old course.

B.1 Course Goal(s)

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

The goal of this course is to introduce the learner to the fundamentals of the science of pharmacology and safe medication management as it relates to nursing.

B.2 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 developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Indigenous content, perspective, and materials are not planned for this particular course. However, as a required competency of the BScN program, students must show cultural competence and the Faculty of Nursing has threaded this content throughout the program.

B.3 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> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. -Define and differentiate among key pharmacological terms (e.g., pharmacokinetics, pharmacodynamics, pharmacotherapeutics, pharmacogenetics). -Differentiate among the routes of drug administration and various types of drug preparations. -Describe principles, procedures, technologies, and resources that support safe medication administration, as well as factors that contribute to errors (also applies to C, E). Identify various herbal therapies and their role in health care. (also applies to C). -Identify the need for customization of drug therapy based on individual patient variables including physiologic, psychosocial, genetic, cultural, patient belief system, knowledge base and resources (also applies to C, D, E). -Analyze characteristics of major drug groups and selected individual medications in terms of the following: mechanism(s) of action; drug effects; therapeutic uses; side effects and adverse effects; toxicity and management of overdoses; interactions; and nursing responsibilities related to administration, monitoring, and teaching (also applies to B, C, E, F).	A. the acquisition, application and integration of knowledge
B. -Identify cultural and ethical aspects of drug therapy to ensure culturally safe and ethically based care when administering medications (also applies to A, B, C,).	research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. -Discuss societal issues related to drug use (e.g. cannabis, opioids, alcohol). (also applies to E).	critical thinking and problem-solving skills
D. -Demonstrate accuracy in basic medication calculations. -Describe the principles of therapeutic drug monitoring (also applies to A)	literacy and numeracy skills
E. Identify the acts and laws that govern medication prescribing, dispensing, and administration in Canada.	responsible behaviour to self, others and society
F. -Describe how the nurse educates/prepares patients and their families to manage medications safely (also applies to A, C, E, H) -Describe characteristics of major drug groups and selected individual medications in terms of the following: mechanism(s) of action; drug effects; therapeutic uses; side effects and adverse effects; toxicity and management of overdoses; interactions; and nursing responsibilities related to administration, monitoring, and teaching (also applies to A, B, C, E).	interpersonal and communications skills
G. N/A	teamwork, and personal and group leadership skills
H.	creativity and aesthetic appreciation
I. N/A	the ability and desire for continuous learning

B.4 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
	120	120	120	120	120

B.4.1 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?

There will be no expected change on enrolment.

B.5 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.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
N/A	Tutorials
N/A	Labs
N/A	Practical experience
N/A	Independent Study
3	Reading for the course
N/A	Work for assessment (essays, papers, projects, laboratory work)
N/A	Meeting with others for group work/project assignments
2	Studying for tests/examinations
	Other: <u>[specify]</u>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> How does the student workload for this course compare with other similar courses in the department/program area? </div> <div style="width: 50%;"> The workload in the proposed course will be similar to the workload in other courses within the first year of the program. </div> </div>	

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.

In the BScN program the available Faculty Staff and Resources are as follows: 16 full time faculty (tenured, tenured-track) 4 academic ancillary staff, 7 sessional lectures and limited term, and 10 administrative staff (clinical placement coordinators, I.T. support technician, lab coordinator, Assistant to the Dean, Secretary to the Dean, student success coordinator, clinical therapist, undergraduate secretary, receptionist, and clinical placement secretary. No additional faculty or staff will be required.

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.

The Faculty of Nursing has sufficient faculty with expertise in the area of the proposed course, Pharmacology and Medication Management I, who can support the learner in the first year of the BScN 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 new course.

Full-time faculty will be relied upon for the development and delivery of this proposed theory 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.

There will be no resource implications from other campus units for this proposed course.

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.*

There are no anticipated new resources for this proposed course.

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

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.).

No addition, reallocation or cost-savings anticipated.

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

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

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

C.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.*

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

**University of Windsor
Program Development Committee**

5.5: **Education – New Course Proposal**

Item for: **Approval**

MOTION: **That the following course addition be approved: ^**
 EDUC-5211 Mental Health in the Classroom

^Subject to approval of expenditures required.

Rationale/Approvals

- The change has been approved by the Faculty of Education Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Education
DEPARTMENT(S)/SCHOOL(S):	Faculty of Education
FACULTY(IES):	Faculty of Education

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2020
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A. NEW COURSE PROFILE

Course # and Title: EDUC-5211 Mental Health in the Classroom

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.

This course is designed to assist teacher candidates in developing their mental health literacy. It will explore the concepts of mental health, mental illness and the stigma that surrounds it, looking specifically at various mood and anxiety disorders that can affect children and adolescents. It will include discussion of interventions teachers can implement and how to develop student resilience.

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
1.5	18	X				2			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** <i>[provide old course number]</i>
N/A	N/A	N/A		No	

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

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

B. RATIONALE

B.1 Course Goal(s)

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

To develop teacher candidates' mental health literacy and its application to the classroom.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **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> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Articulate the concepts of mental health, mental health problems, mental illness, stigma, well-being, and resilience and how they affect children and youth. Demonstrate knowledge of general characteristics of various mental disorders. Demonstrate a variety of instructional strategies helpful in teaching students struggling with mental health issues. Develop appropriate accommodations and modifications that will help students with mental health issues be successful learners. (Also relevant to C).	A.the acquisition, application and integration of knowledge
Access appropriate resources for knowledge development regarding mental health issues in children and youth and applicable school-based interventions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze case studies of children and youth experiencing mental health challenges and apply appropriate school-based interventions.	C.critical thinking and problem-solving skills
Promote the societal need for mental health awareness and literacy.	D. literacy and numeracy skills
Reflect on the nature of stigma in society towards individuals with mental illness Create a classroom atmosphere that enhances student resilience.	E. responsible behaviour to self, others and society
Incorporate mental health promotion in the classroom and school community.	F. interpersonal and communications skills
Demonstrate a collaborative approach to teaching and working with students having mental health problems and mental illnesses, their parents, and other professionals.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Recognize the ongoing implications of mental health on student success and well-being.	I. the ability and desire for continuous learning

B.3 Demand for Course

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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
	150	200	200	200	200

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?

N/A

B.4 Student Workload

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

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

C. RESOURCES

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

Describe, 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.

Faculty members will be teaching this course at the primary/junior, junior/intermediate, and intermediate/senior levels. Sessional Instructors will be contracted for the course if no faculty member is available in a given year.

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.

The faculty member who designed the course has a background and degrees in special education and psychology, publishing in the field, and has spent a sabbatical year developing knowledge and skills in the area.

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.

Sessional Instructors will be required if no faculty are available.

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

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.).

N/A

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

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

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

C.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.*

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

**University of Windsor
Program Development Committee**

- *5.6 **Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education - Minor Program Change (Form C)**

Item for: **Approval**

MOTION: **That the Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education program be changed according to the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education
DEPARTMENT(S)/SCHOOL(S):	Psychology/Education
FACULTY(IES):	Education

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2020
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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/secretariat/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.*

Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education

SUGGESTED RECOMMENDED COURSE SEQUENCE

FIRST YEAR

Fall Term: five **Psychology General** BA courses: GART-1500 (3.0), PSYC-1150 (3.0), one Arts/Language (3.0), one Language/Science (3.0), one Social Science (3.0)

Winter Term: five **Psychology General** BA courses: GART-1510 (3.0), PSYC-1160 (3.0), one Art/Language (3.0), one Language/Science (3.0), one Social Science (3.0)

SECOND YEAR

ECE Program at St. Clair College

THIRD YEAR

Fall Term: BEd courses: EDUC-5203, EDUC-5201 (1.5), EDUC-5209 (1.5), EDUC-5314 (3.0), EDUC-5215 (1.5), EDUC-5411 (3.0), EDUC-5491 (3.0)

Winter Term: five BA courses: SOSC-2500 (3.0), four 2000-level or 3000-level psychology courses (3.0 each)

In the third year, students will take the entire Year 1 of the BEd program.

FOURTH YEAR

In the fourth year, students will take the entire Year 3 of the Psychology General BA program.*Fall Term:* 5 BA Psychology courses, including two 3000-level Psychology courses

Winter Term: BEd courses: EDUC-5203 cont'd, EDUC-5202 (1.5), EDUC-5208 (1.5), EDUC-5207 (1.5), EDUC-5316 (3.0), EDUC-5312 (3.0), EDUC-5492 (3.0)

FIFTH YEAR

Fall Term: BEd courses: EDUC-5204, EDUC-5210 (1.5), EDUC-5207 cont'd (.75), EDUC-5414 (1.5), EDUC-5315 (1.5), EDUC-5311 (1.5), EDUC-5318 (1.5), EDUC-5317 (1.5), EDUC-5313 (1.5), EDUC-5493 (3.0). Religion course: EDUC-5200 (.75)

Winter Term: BEd courses: EDUC-5204 cont'd, EDUC-5206 (1.5), EDUC-5207 cont'd (.75), EDUC-5315 cont'd (1.5), EDUC-5311 cont'd (1.5), EDUC-5318 cont'd (1.5), EDUC-5317 cont'd (1.5), EDUC-5313 cont'd (1.5). Religion course: EDUC-5200 (.75)

In the fifth year, students will take the entire Year 2 of the BEd program.

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

N/A

B. RATIONALE

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

The majority of Education courses at the Primary Junior level are full-year courses. The original sequencing of Fall Year 3 and Winter Year 4 for these Education courses resulted in a learning gap since the second half of the methodology courses were delivered a full year later. The original sequencing also led to administrative challenges in relation to the submission of grades and hiring of sessional instructors.

B.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 program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Education endeavours to include First Nations, Métis, or Inuit content and perspectives in all courses.

C. RESOURCES

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

Describe, 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.

N/A

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.

N/A

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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.*

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

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

**University of Windsor
Program Development Committee**

5.7: Languages, Literatures, and Cultures - Minor Program Change (Form C)

Item for: **Approval**

MOTION: That the Honours Modern Languages and Second-Language Education program and the Concurrent Modern Languages and Second Language Education (Intercultural Stream)/Bachelor of Education be changed in accordance with the program/course change forms[^].

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

Rationale/Approvals:

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Modern Languages and Second Language Education
DEPARTMENT(S)/SCHOOL(S):	LLC
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2020
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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/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements ABCD-1000, ABCD-~~1001~~, ABCD -1100, ABCD -2000, ABCD -3100, ABCD -4100, plus three additional courses at the **3000-level or 4000-level**.*

Honours Modern Languages and Second-Language Education*

Degree Requirements:

Total courses: forty

(a) INCS-1200, INCS-2200, ~~INCS-1370, INCS-2370, INCS-3370; INCS-4370~~

(b) INCS-3200, INCS-3210, INCS-4200;

(c) Language Stream:

(i) six language training courses in one language option area from the following: GRMN-1020, GRMN-2020, GRMN-3000, GRMN-3010, GRMN-4000, GRMN-4010 or ITLN-1020, ITLN-2020, ITLN-3000, ITLN-3010, ITLN-4000, ITLN-4010 or SPAN-1020, SPAN-2020, SPAN-3000, SPAN-3010, SPAN-4000, SPAN-4010 (The level of required courses depends on a placement test. The 3000-level language training courses are compulsory for all students)**

(ii) two of the following culture and civilization courses in the chosen language option area: GRMN-2600 and GRMN-2610; or ITLN-2600 and ITLN-2610; or SPAN-2600 and SPAN-2610;

(iii) three additional courses from: INCS-2020, INCS-2030, INCS-2350, GRMN-2480, GRMN-2600, GRMN-2610, ITLN-2480, ITLN-2600, ITLN-2610, ITLN-3560, SPAN-2480, SPAN-2600, SPAN-2610

(iv) INCS-1370, INCS-2370, INCS-3370; INCS-4370

OR

(d) Intercultural stream: GRMN-2600, GRMN-2610, ITLN-2600, ITLN-2610, SPAN-2600, SPAN-2610; JWST-1200, ARAB-2610; GRMN-2480, ITLN-2480, SPAN-2480; INCS-4990, **plus GRMN-1020 and GRMN-2020 or ITLN-1020 and ITLN-2020 or SPAN-1020 and SPAN-2020**

[...]

Concurrent Honours Modern Languages and Second Language Education (Intercultural Stream)/BEd program.

Total courses: forty

(a) INCS-1200, INCS-2200, ~~INCS-1370, INCS-2370, INCS-3370; INCS-4370~~

(b) INCS-3200, INCS-3210, INCS-4200;

(d) Intercultural stream: GRMN-2600, GRMN-2610, ITLN-2600, ITLN-2610, SPAN-2600, SPAN-2610; JWST-1200, ARAB-2610; GRMN-2480, ITLN-2480, SPAN-2480; INCS-4990 **plus GRMN-1020 and GRMN-2020 or ITLN-1020 and ITLN-2020 or SPAN-1020 and SPAN-2020**

(e) two courses from Social Sciences;

(f) two courses from Arts or Science;

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

(h) GART-1500, GART-1510;

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

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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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

N/A

B. RATIONALE

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

The Modern Languages Faculty Members feel that, given the nature of this stream, an intense literary theory training would be an unnecessary requirement, whereas some training in another language would certainly reinforce the second language acquisition component of the degree.

B.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 program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The Department is waiting for the implementation of an Ojibwe course which would be more desirable since the language in question is non-Indoeuropean.

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.

No changes to faculty and staff 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.

No 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

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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.*

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

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

University of Windsor
Program Development Committee

*5.8 English -- Minor Program Change (Form C)

Item for: **Approval**

MOTION: That the General English, Honours English, Honours English and Creative Writing, Combined Honours English, Combined Honours English and Creative Writing programs be changed in accordance with the program/course change forms, and that the changes be applied retroactively to September 1, 2019.[^]

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Department of English and the Faculty of Arts, Humanities and Social Sciences Coordinating Council.
- The changes are minor, provide more options to students, and should be implemented at the same time as the launch of the new curriculum to avoid confusion for students or the need to have them change calendars.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	General English, Honours English, Honours English and Creative Writing, Combined Honours English, Combined Honours English and Creative Writing
DEPARTMENT(S)/SCHOOL(S):	English (approved on May 10, 2019)
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 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/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: ABCD-1000, ABCD-~~1001~~, ABCD -1100, ABCD -2000, ABCD -3100, ABCD -4100, plus three additional courses at the **3000-level or 4000-level**.

General English

- (a) ENGL-1002, ENGL-1003, and ENGL-1004;
- (b) one of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
- (c) one of ENGL-2110, ENGL-2120, or ENGL-2130;
- (d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
- (e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
- (f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
- (g) any four ENGL courses at 3000-level **or 4000-level**;
- [...]

Note: Five (5) 1000-level English courses may count toward the **degree major**.

*****These changes will also be made to the General English portion of the Concurrent English/BEd program.*****

Honours English

- (a) ENGL-1002, ENGL-1003, and ENGL-1004;
- (b) two of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
- (c) two of ENGL-2110, ENGL-2120, or ENGL-2130;
- (d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
- (e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
- (f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
- (g) any eight ENGL courses at 3000-level **or 4000-level**;
- [...]

Note: Five (5) 1000-level English courses may count toward the **degree major**.

Honours English and Creative Writing

- (a) ENGL-1002, ENGL-1003, and ENGL-1004;
- (b) two of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
- (c) one of ENGL-2110, ENGL-2120, or ENGL-2130;
- (d) one of ENGL-2210, ENGL-2220, or ENGL-2230;

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

- (e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
- (f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
- (g) any five ENGL courses at 3000-level **or 4000-level;**
- [...]

*Note: Five (5) 1000-level English courses may count toward the **degree major.***

Combined Honours English

- (a) ENGL-1002, ENGL-1003, and ENGL-1004;
- (b) two of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
- (c) two of ENGL-2110, ENGL-2120, or ENGL-2130;
- (d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
- (e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
- (f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
- (g) any six ENGL courses at 3000-level **or 4000-level;**
- [...]

*Note: Five (5) 1000-level English courses may count toward the **degree major.***

Combined Honours English and Creative Writing

- (a) ENGL-1002, ENGL-1003, and ENGL-1004;
- (b) two of ENGL-2010, ENGL-2020, ENGL-2030, or ENGL-2040;
- (c) one of ENGL-2110, ENGL-2120, or ENGL-2130;
- (d) one of ENGL-2210, ENGL-2220, or ENGL-2230;
- (e) one of ENGL-2310, ENGL-2320, or ENGL-2330;
- (f) one of ENGL-2410, ENGL-2420, or ENGL-2430;
- (g) any three ENGL courses at 3000-level **or 4000-level;**
- [...]

*Note: Five (5) 1000-level English courses may count toward the **degree major.***

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).

This provides students with the flexibility and opportunity to take more 4000-level courses, which include practica that have been moved from the 3000 to 4000 level in the new curriculum

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

The intent was always to follow the university policy of a maximum of fourteen (14) 1000-level courses (from any area of study) counting toward the degree. For the major, English is restricting the 1000-level courses to five. If the student complete more 1000-level English courses, they may count towards the degree but not the major.

B.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 program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

This change does not involve Indigenous course materials.

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.

N/A

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.

N/A

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

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:

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

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

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.*

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

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

**University of Windsor
Program Development Committee**

5.8: Law – New Course Proposal

Item for: Approval

MOTION: That the following courses addition be approved: ^

LAWG- 5984. Windsor Review of Legal and Social Issue – Editorial Board Member

LAWG- 5985. Windsor Review of Legal and Social Issue – Editor-in-Chief

LAWG- 5989. Law of Migrant Work

LAWG-5987. Entertainment Law

^Subject to approval of expenditures required.

Rationale/Approvals

- The change has been approved by the Faculty of Law
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

A. NEW COURSE PROFILE

Course # and Title: LAWG- 5984: Windsor Review of Legal and Social Issue – Editorial Board Member

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.

This course provides credit to students who are selected as Editorial Board Members of the Windsor Review of Legal and Social Issues (WRLSI), a student-run academic legal journal housed at Windsor Law.

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 Individual review, meetings, small group work	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
6*	72				x				x

**Students receive 3 credits per semester, but they're allotted the 6 credits at the end of the year (not each semester).*

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
N/A	N/A	N/A	N/A	No	08-98-892

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course provides credit to students who are selected as Editorial Board Members of the Windsor Review of Legal and Social Issues (WRLSI), a student-run academic legal journal housed at Windsor Law. Editorial Board Members are the senior members of the Review. They, along with the Editor-in-Chief (who is enrolled in a separate course), constitute the Editorial Board of WRLSI. The Review's mission is to utilize law as a vehicle for social change. Its mandate is to promote an analytical, practical, and empirical approach to the study of law, incorporating the perspectives of multiple disciplines.

Each Editorial Board member is in charge of a particular area of responsibility, such as accounting, articles editing, solicitation, etc. Their main job is to plan and supervise the process of publishing at least one issue of the Review each year. Each Editorial Board member supervises the work of a team of junior and senior editorial assistants, who work with the Review on a voluntary (non-credit) basis, under the ultimate authority of the Editor-in-Chief. The selection

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

of Editorial Board members is made by the Review's Faculty Advisor and Editor-in-Chief at the end of the academic year for the next academic year.

B.2 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 developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

In keeping with the Review's mandate, the Windsor Review of Legal and Social Issues is committed to approaching legal scholarship by Indigenous peoples, and/or about Indigenous Nations and their Legal Systems from the context and perspectives of Indigenous peoples themselves, and that, where so desired by the author, the evaluation of such scholarship is best accomplished by members of the Nations themselves. We are currently in the process of adding this commitment to our official mandate, and to develop training materials for new Editorial Executive Board members (the students in this course) about what such a commitment requires.

B.3 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
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
Develop and execute a detailed workplan that sets out individual tasks within an area of responsibility, set within the context of the overall workings of a project. Execute the individual tasks set out in the workplan in an accurate and timely manner. Identify the priorities and needs of different aspects of the legal academic publication process. Identify and explain the role of legal scholarship in the work of legal academics and in the legal profession more generally. Assess the extent to which legal scholarship is in conformity with the McGill Guide requirements for legal scholarship. Engage in an informed debate about the quality of legal scholarship. Identify central questions of scholarly debate in different areas of law Self-assess personal successes and challenges experienced in their Editorial Board role, and provide suggestions to future occupants of the role about methods of improving the role's operation.	A. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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>
B. Locate sources cited in legal articles from online legal research databases and in print publications.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Recognize and resolve the unpredictable problems that may arise in the academic publication process.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Identify and follow industry standards of ethics in the legal academic publication world.	E. responsible behaviour to self, others and society
F. Communicate effectively, appropriately and professionally with interlocutors in different roles and of varying levels of seniority and expertise. Provide instruction and direction to senior and junior editorial assistants under their supervision in a mature, professional and constructive manner.	F. interpersonal and communications skills
G. Work collaboratively with other members of the Executive Editorial Board. Lead, delegate and follow as required in a semi-collaborative, semi-hierarchical setting. Effectively lead educational workshops and provide one-on-one instruction to junior and senior associates under their supervision. Supervise, assist, and correct the work of junior and senior associates under their supervision.	G. teamwork, and personal and group leadership skills
H. Engage in an informed debate about the quality and originality of legal scholarship, through exposure to the evaluations of peer reviewers, conversation with the Faculty Advisor, and amongst Board members.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

B.4 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
	4	4	4	4	4

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

B.4.1 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? N/A – we have deleted many courses that are no longer offered.

B.5 Student Workload

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

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

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.

There are sufficient Faculty and Staff resources to support the course.

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 sufficient Faculty and Staff resources to support the course.

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.

N/A

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.

This course has been taught for many years under the course code of 08-98-892 . The Faculty of Law is requesting a permanent course code because they are consolidating all positions.

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

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.).

N/A.

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

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

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

C.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.*

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

A. NEW COURSE PROFILE

Course # and Title:

LAWG- 5985 Windsor Review of Legal and Social Issue – Editor-in-Chief

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.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 [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
8*	96				x				96

**The student receives 4 credit per semester but they are allotted at the end of the year.*

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
N/A	N/A	N/A	N/A	No	08-98-892

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

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

B. RATIONALE

B.1 Course Goal(s)

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

This course provides credit to the student who is selected as the Editor-in-Chief of the Windsor Review of Legal and Social Issues (WRLSI), a student-run academic legal journal housed at Windsor Law. The Review's mission is to utilize law as a vehicle for social change. Its mandate is to promote an analytical, practical, and empirical approach to the study of law, incorporating the perspectives of multiple disciplines.

WRLSI is run by an Editorial Board, which is composed of a number of Editorial Board members that are each allotted an area of responsibility, such as finances, article editing, solicitations, etc. Editorial Board members are the senior members of the Review. Their primary job is to plan and supervise the process of publishing at least one issue of the Review each year. Each Editorial Board Member has a particular area of responsibility and supervises the work of a team of junior and senior editorial assistant student non-credit volunteers. All members of the Editorial Board, other than the Editor-in-Chief, receive 6 credits for this work through LAWG- 5984.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

The course proposed here provides 8 credits to the Editor-in-Chief because of the additional work and responsibility they undertake, compared to the other Editorial Board members. Whereas the other Editorial Board members have their own areas of responsibility, the Editor-in-Chief works intensely with each Editorial Board member in their area of responsibility, shares the work of supervising their volunteers, and has a host of their own areas of responsibility. In other words, the Editor-in-Chief participates in *all* of the work done by each Editorial Board member, and has their own work to do. It is for this reason that the Editor-in-Chief receives additional credit and is the subject of a separate course. The selection of Editorial Board members is made by the Review's Faculty Advisor and the existing Editor-in-Chief at the end of the academic year, for the following hear.

B.2 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 developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

In keeping with the Review's mandate, the Windsor Review of Legal and Social Issues is committed to approaching legal scholarship by Indigenous peoples, and/or about Indigenous Nations and their Legal Systems from the context and perspectives of Indigenous peoples themselves, and that, where so desired by the author, the evaluation of such scholarship is best accomplished by members of the Nations themselves. We are currently in the process of adding this commitment to our official mandate, and to develop training materials for new Editorial Executive Board members (the students in this course) about what such a commitment requires.

B.3 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
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
Develop and execute a detailed workplan that sets out individual tasks within an area of responsibility, set within the context of the overall workings of a project. Identify the priorities and needs of different aspects of the legal academic publication process. Become familiar with the role of scholarship in legal academia. Assess the extent to which legal scholarship is in conformity with the McGill Guide requirements for legal scholarship. Engage in an informed debate about the quality of legal scholarship, through exposure to the evaluations of peer reviewers, conversation with the Faculty Advisor, and amongst Board members. Identify central questions of scholarly debate in different areas of law.	B. the acquisition, application and integration of knowledge

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Self-assess personal successes and challenges experienced in their role, and provide suggestions to future occupants of the role about methods of improving the role's operation.	
B. Locate sources cited in legal articles from online legal research databases and in print publications.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Recognize and resolve the unpredictable problems that may arise in the academic publication process.	C. critical thinking and problem-solving skills
D. N/A	D. literacy and numeracy skills
E. Identify and follow industry standards of ethics in the legal academic publication world.	E. responsible behaviour to self, others and society
F. Communicate effectively, appropriately and professionally with interlocutors in different roles and of varying levels of seniority and expertise. Provide instruction and direction to Editorial Board members, senior and junior editorial assistants under their supervision in a mature, professional and constructive manner.	F. interpersonal and communications skills
G. Work collaboratively with other members of the Executive Editorial Board. Lead and delegate, as required of an organization's leader. Effectively lead educational workshops and create training materials on different aspects of the academic legal publishing process.	G. teamwork, and personal and group leadership skills
H. Engage in an informed debate about the quality and originality of legal scholarship, through exposure to the evaluations of peer reviewers, conversation with the Faculty Advisor, and amongst Board members.	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

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

B.4.1 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?

There will be no impact on the enrolment of existing courses. The Faculty of Law has deleted many courses that are no longer offered.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

B.5 Student Workload

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

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

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.

There are sufficient Faculty and Staff resources to support the course.

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 sufficient Faculty and Staff resources to support the course.

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.

N/A

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.

This course has been taught for many years under the course code of 08-98-892 . The Faculty of Law is requesting a permanent course code because they are consolidating all positions.

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.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D

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.).

N/A.

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

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

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

C.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.*

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

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

A. NEW COURSE PROFILE

Course # and Title: LAWG- 5989. Law of Migrant Work

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.

This course will provide substantive knowledge and experiential learning on Migrant Work Law. Migrant workers, as a racialized and marginalized group, face numerous forms of exclusion and discrimination that impedes their access to justice. Moreover, the legal regime that affects migrant workers functions at the complex intersection of immigration law, international bilateral agreements, employment law, workers compensation law, human rights law, health law, among others. The course will consist of two components: a) a clinic day held every 2-4 weeks (where students will attend the LFO-funded mobile summary advice clinic for migrant workers, undertake legal and policy research on migrant worker issues, and assist in the operation and development of the clinic); and b) in-class seminar on the non-clinic weeks (where the students will learn substantive law and issues that affect migrant workers).

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 [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
4	48					4			8

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
N/A					

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

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

B. RATIONALE

B.1 Course Goal(s)

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

Essex County hires a significant number of migrant workers to work in the agricultural sector. The Law Foundation of Ontario has recognized the deficit in access to justice to this group and has provided a grant to Justicia for Migrant Workers and University of Windsor Faculty of Law to administer a biweekly mobile legal clinic in 2019 and 2020 (Sep-Dec 2019 and May-Dec 2020) to provide outreach and summary representation to migrant workers in Essex county. The clinic offers a timely and excellent opportunity for students to gain experience representing and advocating for a disadvantaged group while learning substantive law in several legal areas. As such, the course will provide an important and novel avenue for students to get a holistic understanding of access to justice and poverty law. The course offers an innovative pedagogical approach that will combine active learning from students through creative outreach and legal representation outside the classroom with an in-class seminar experience where the students will

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

learn how different areas of law intersect to produce legal marginalization, the policy and social environment around labour and immigration, and strategies on representing and advocating for migrant workers.

B.2 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 developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The seminar will address the issue of temporary labour migration in agriculture in the context of displacement of Indigenous populations.

B.3 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. Apply and Explain the doctrinal concepts of migrant work law such as inadmissibility, removal, temporary immigration, employment standards act, workers compensation.	C. the acquisition, application and integration of knowledge
B. Demonstrate knowledge through research papers and memos of the historical, political and social underpinnings that have informed the law and evaluate current debates on temporary labour immigration in Canada and the world.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Integrate critical, ethical, and social justice perspectives on migrant work law and integrate it in their analysis and practice.	C. critical thinking and problem-solving skills
D. Engage in legal advocacy with knowledge of the key challenges faced by advocates for migrant workers.	D. literacy and numeracy skills
E. Demonstrate understanding of the essential ways in which labour migration affects Canadian society and an appreciation of the need to maintain continuous learning in this field through presentations in class and at the clinic. Represent workers and migrants with an understanding of precarious work and the extent to which law is responsible for exacerbating the impact of trauma caused by precarity and migration	E. responsible behaviour to self, others and society
F. Critique the nature and availability of justice for migrant workers and consider ways to improve the legal system and engage in effective advocacy.	F. interpersonal and communications skills
G. Work alongside lawyers, disadvantaged populations, and grassroots advocates and participate in strategic advocacy.	G. teamwork, and personal and group leadership skills

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. Advocate for and represent effectively racialized, disadvantaged clients. Adapt to the various roles of a lawyer when representing vulnerable populations. Work in a clinical setting with appreciation of the practical aspects of running a legal clinic.	H. creativity and aesthetic appreciation
I. Prepare Legal Education material and Rights workshops.	I. the ability and desire for continuous learning

B.4 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
	10	10	10	10	10

B.4.1 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?

N/A

B.5 Student Workload

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

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

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.

The Faculty has a full-time faculty member on staff to teach this course. The project is supported by an external grant.

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 is sufficient faculty expertise to support the new course.

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.

N/A

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.*

The initial launch of the course will be supported by funding from an external grant. However, continued offering of the course is not reliant on external funding. Given that the organization that the course collaborates with will continue to exist and will continue to engage in legal activities and migrant work outreach and rights education, the course can provide the experiential component independent of the LFO-funded (or any other funded) project.

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.).

N/A

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

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

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

C.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.*

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

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

Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

A. NEW COURSE PROFILE

Course # and Title: LAWG-5987. Entertainment Law

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.

This course examines the commercial dimensions, regulation and governance of Entertainment law. Through a review of intersecting legal issues rooted in corporate-commercial law, contract law, intellectual property rights, employment law, corporate finance, and race and gender components, this course will be 'issue oriented'. In addition, this course will be taught from a cross-border perspective with various international components. Students will examine the acquisition and distribution of rights through technical, creative, personal service and commercial contracts within the entertainment industry. (Prerequisite: LAWG-5877)

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 [please specify]	Lecture	Lab/ Tutorial	Online	Co-op/ practicum/ experiential learning
3	36					3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
LAWG-5877					

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

Will students be able to obtain credit for the new course and the course(s) that it is replacing? No

B. RATIONALE

B.1 Course Goal(s)

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

The course is designed to create a critical, highly sophisticated and analytic think space for students who are interested in gaining an in-depth view in entertainment and media related legal perspectives.

B.2 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 developing this course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

The Seminar will address Indigenous art and entertainment perspectives within the national and international entertainment and media policy approaches.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

B.3 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
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Analyze disputes in entertainment law and policy	D. the acquisition, application and integration of knowledge
B. Apply transactional approaches in designing specific stakeholder contractual issues.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply the law to entertainment law cases	C. critical thinking and problem-solving skills
D. Examine jurisprudential outcomes and analysis around contract formation in entertainment law	D. literacy and numeracy skills
E. . Draft contracts to address management and administration issues in the entertainment business	E. responsible behaviour to self, others and society
F. N/A	F. Application and Integration of Knowledge
G N/A	G. teamwork, and personal and group leadership skills, research skills and analysis , critical thinking
H.N/A	H. creativity and aesthetic appreciation
I. N/A	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

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

B.4.1 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? N/A – we have deleted many courses that are no longer offered.

N/A

B.5 Student Workload

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

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

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.

This course will be taught by a current faculty member. No new resources are required.

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.

This course will be taught by a current faculty member.

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.

None.

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:

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

faculty teaching, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.

None.

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

None.

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.).

None.

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

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

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

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

**University of Windsor
Program Development Committee**

***5.10 Law - Summary of Minor Course and Calendar Changes**

Item for: **Information**

Forwarded by: **Faculty of Law**

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

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. <i>*(subject to timely and clear submission)</i> These changes require no new resources.	Winter 2020
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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/secretariat/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***

LAWG-5859 International Business Transactions

This seminar **studies private law aspects of international economic transactions and government regulation affecting Canadian businesses, including small and medium-sized firms as well as large companies. Topics include international sales contracts, payment mechanisms, f.o.b. and c.i.f. trade terms, transportation law, border security, Canadian customs and anti-dumping law, international investment law, Canadian foreign investment review, international arbitration, government procurement review, and Canadian and international controls on corrupt practices. (3 credits)** examines major legal aspects of modes of doing business abroad, from the perspective of the Canadian business entities dealing in Canada. The seminar will commence by looking at the generality of international business transactions and the role of Canadian counsel vis-à-vis Canadian and foreign clients. It will proceed to an examination of international sale of goods, transactions in their private law, public law and international law aspects, including the terms of f.o.b. and c.i.f. sales; export and import controls, Canadian customs and anti-dumping duties and the work of the Export Development Corporation; and the impact of the General Agreement on Tariffs and Trade GATT. Consideration will be given to the exporter entering into agency and distributorship agreements abroad and transfers of industrial technology. Direct investment through branches, wholly controlled subsidiaries and joint ventures are examined; this involves discussion of the liability of parent business entities, antitrust and foreign investment controls including Canada's FIRA and international regulation. Basic issues in the taxation of transnational business operations will be covered; however, the detailed study of such taxation is left to the Advanced Taxation seminar. 3 credits No prerequisites. Recommended: Public International Law, Commercial Law Sales, Conflict of Laws

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?

There is no meaningful content related to Indigenous peoples in Canada. However, Windsor Law has a mandatory first year course in Indigenous Legal Orders and a robust set of upper year offerings in this area.

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

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.

COURSE NUMBER AND TITLE:	LAWG-5859. International Business Transactions Last Updated: March 08, 2019 Sa190308-5.5.3
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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. Identify rules of Canadian Law relating to cross-border business transactions.	A. the acquisition, application and integration of knowledge
B. Define problems in the law of cross-border business transactions, retrieve and evaluate relevant information in primary and secondary legal sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Use legal analysis to develop and assess arguments relating to the Canadian law of cross-border business transactions.	C. critical thinking and problem-solving skills
D. Explain complex statutes, treaties, legal decisions and other legal material.	D. literacy and numeracy skills
E. Act in a manner consistent with civility and ethical professional behavior, including cultural competency.	E. responsible behaviour to self, others and society
F. Communicate effectively orally and in writing to a law school audience.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Apply existing law to real and complex legal problems, with a view to identifying potential reforms in the advancement of social goals.	H. creativity and aesthetic appreciation
I Recognize the dynamic nature of Canadian law relating to cross-border business transactions.	I. the ability and desire for continuous learning

**University of Windsor
Program Development Committee**

***5.11: Communication, Media and Film - Summary of Minor Course and Calendar Changes**
(Clarification Only – Not a new submission)

Item for: **Information**

Forwarded by: **FAHSS**

CLARIFICATION OF APRIL 29, 2019 PDC FORM E SUBMISSION – APPROVED BY CMF COUNCIL AND SOCA COUNCIL (where appropriate – See course descriptions in red). NO CHANGES TO LEARNING OUTCOMES FROM APRIL 2019 (see document PDC190429-5.16 for Learning Outcomes). FOR CROSS-LISTED COURSES, THE CHANGES WILL BE MADE TO CNMA.

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. <i>*(subject to timely and clear submission) These changes require no new resources.</i>	Winter 2020
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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/secretariat/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**

COMMUNICATION, MEDIA, AND FILM: COURSES

~~Communication Studies CMAF-1010 is required of all majors and is to be taken in the first year. For non-majors, this course is recommended prior to taking even those upper-level Communication, Media, and Film courses for which no specific prerequisites are listed. This introductory study of the media and its operations, within a rich context of history, theory, and cultural policy, is designed to enhance media literacy.~~

~~Students may register in upper-level courses if specific prerequisites are met, or with consent of the instructor or program advisor.~~

Not all courses listed will necessarily be offered each year. All courses are three hours per week (3.00 credit hours) unless otherwise indicated.

CMAF-1010 (Introduction to Media and Society) is a prerequisite for all 2000-, 3000- and 4000-level courses in Communication, Media and Film. Some courses require additional prerequisites, as noted in the course descriptions.

CMAF-1010. Introduction to Media and Society

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

An overview of major themes, concepts and issues that inform the field of Canadian communication studies. Topics may include: the political, economic, historical, and cultural contexts of communication; new media; policy issues and concerns; representation; the role of media in the social construction of reality and the broad interaction between media and society. (~~2 lecture hours and 1 tutorial hour per week~~) (**3 lecture hours or 2 lecture hours and 1 tutorial hour per week**)

CMAF-1130. Introduction to Media Design and Production II

Building on skills learned in CMAF-1120, this course offers an introduction to the fundamentals of film and video production. In-class workshops and experiential learning exercises provide students with skills in production planning and audio-visual design including cinematography, lighting, sound recording, editing and digital content deliverables. Combining both studio and field based learning, students will scriptwrite, shoot and edit basic projects. (2 lecture **hours and** 1 laboratory hour per week) (Prerequisite: CNMA-1120/CMAF-1120). (Also offered as CNMA-1130)

CMAF-1400. Introduction to Film Studies

Cinematic appreciation is studied through one or more of the following methods, ~~at the instructor's discretion~~: an examination of great films, specific actors, auteurs, film genres or movements. Films may be critically studied within their cultural, historical, political and socio-economic context. (~~2 hour lecture~~ **hours and** ~~2 hours-screening~~ **hours** per week).

CMAF-2000. Critical Digital Literacies

~~This course provides competencies in digital media literacy including a critical exploration of on-line behaviours and practices, evaluation of on-line information sources and use of a variety of platforms to disseminate knowledge. Topics may include: 'selfies' and the Web's 'visual turn'; children's/youth culture in a digital age; video games and simulated violence; cultural, ethical and legal ramifications of social media.~~

CMAF-2030. New Media and Social Movements

This course charts the history and contemporary manifestations of the role of new media technologies in the formation of ~~such~~ social movements. A variety of activists, advocacy groups and social movements have used new/social media technologies and platforms to coordinate and organize their activities, to intervene in the public sphere and to document, share and shape their own narratives. Topics may include: mainstream media frames and social movements, social control and mass-mediated social movements, social media and political organizing, user-generated content, and Web 2.0. (Prerequisite: CMAF-1010 ~~and at least semester 3 standing~~)

CMAF-2090. Fundamentals of Sound Technology

This course introduces students to the principles of sound technology and message design appropriate for a variety of contexts. Students will apply relevant design, vocal and sound theory in conceptualizing and producing effective sound messages using contemporary technologies and software. (Prerequisites: ~~CNMA-1120/CMAF-1120~~ **CMAF-1010 and CNMA-1130/CMAF-1130**) (2 lecture **hours and** 1 laboratory hour per week) (Also offered as CNMA-2090)

CMAF-2100. Speech Communication to Inform

A beginning course designed to help the student to develop poise and confidence in communicating information. (~~Two~~ **2** lecture **hours** and ~~one~~ **1** laboratory hours per week.) (Not available on an Audit basis.) (**Prerequisite: CMAF-1010**) (Also offered as DRAM-2100)

CMAF-2130. Podcasting and Internet Media

This course introduces students to the craft of production for the Internet, specifically in the form of video and audio podcasts. Students will acquire skills in a variety of software applications to produce and circulate podcasts. Emphasis will also be placed on the creation of quality content through the examination of niche audiences and current practices in digital media production and distribution. (Pre-requisites: CMAF-1010 and **CNMA-1130/CMAF-1130** ~~CMAF-1120~~.) (2 lecture hours and 1 laboratory hour per week)

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

CMAF-2150. Experimental Film and Video

This course examines experimental processes in film, video and sound and provides a technical and critical foundation in each medium. Focus will be given to the basic events and artists central to the historical development of this genre as well as its contemporary practitioners. Based on screenings and various exercises, students will craft projects that explore the potential of these artistic forms in challenging the norms and conventions of mainstream cultural production. (Prerequisites: ~~CNMA-1120/CMAF-1120 or CNMA-1130/CMAF-1130~~) (Prerequisites: ~~as of Fall 2018: CMAF-1010 and~~ CNMA-1130/CMAF-1130) (Also offered as CNMA-2150) (2 lecture hours and 1 laboratory hour per week)

CMAF-2200 Screenwriting Fundamentals

This course introduces students to the craft of screenwriting with an emphasis on core concepts such as structure, character development, plot, theme, tone and dialogue. Through a variety of writing exercises and assignments students will develop the skills necessary to translate visual and story ideas into written format. (Prerequisites: CMAF-1010 and CNMA-1130/CMAF-1130 ~~CNMA-1120/CMAF-1120~~) (Also offered as CNMA-2200) (2 lecture hours and 1 laboratory hour per week).

CMAF-2210. The Art of Photo-blogging

In this course, students will develop and design photography-based blog projects that combine effective research and writing skills with the creative use of image capture as a tool for visual communication. Students will learn photographic techniques and image editing software as well as communication strategies, applicable Canadian copyright laws, web analytics and search engine optimization. (Prerequisites: CMAF-1010 and CNMA-1130/CMAF-1130 ~~CMAF-1120~~.) (2 lecture hours and 1 laboratory hour per week)

CMAF-2250. Media Literacy

A critical exploration of how the media contribute to the social construction of reality. Students will develop the skills and conceptual frameworks necessary to interpret and investigate the contemporary media environment with a particular focus on examples derived from Canadian informational/news sources and popular culture. Topics may include: media coverage of social and political issues, political economy of media/culture industries, media and democracy, media representation and stereotypes. (Prerequisite: CMAF-1010)

CMAF-2310. Film Production

In this project-based course, students pitch project ideas that are then selected based on merit and work in teams to research, write, shoot and edit productions targeted to specific external screening venues. A variety of techniques are explored appropriate for fiction, non-fiction, experimental, etc., genres. (Prerequisites: CMAF-1010 and CNMA-1130/CMAF-1130.) (2 lecture hours and 1 laboratory hour per week) (Also offered as CNMA-2310) (Credit may not be obtained for both CNMA-2310/CMAF-2310 and CMAF-2190 ~~40-219~~.)

CMAF-2320. Documentary

In this project-based course, students will work in groups to write proposals, scripts and storyboards while also familiarizing themselves with the terminology, aesthetics, mechanics and equipment associated with producing, lighting, shooting and editing for studio and location-based documentary projects. (Prerequisites: CMAF-1010 and CNMA-1130/CMAF-1130.) (1.5 lecture hours and 1.5 laboratory hours per week) (Also offered as CNMA-2320) (Credit may not be obtained for both CMAF-2180 ~~40-218~~ and CNMA-2320/CMAF-2320.)

CMAF-2400. Cinema History I (Pre-War)

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

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

(Prerequisite: CMAF-1010)

CMAF-2410. Cinema History II (Post-War)

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

(Prerequisite: CMAF-1010)

CMAF-2430. Media Aesthetics

The course provides a basic set of principles and tools to understand the formal qualities of visual signification and the broader contours of visual culture. Students learn aesthetic and technical terms, rules, conventions, and social assumptions used to construct meaning through sound, images, or graphics in stills, film, television and the web. The course offers a grounding useful for both producers and consumers of visual images. (Prerequisite: CMAF-1010 or CMAF-1120).

CMAF-2530. Introductory Photography

This introductory course in film and chemical photographic processes provides an opportunity for students to explore techniques and concepts within the medium of photography. Students will learn the basic technical skills of operating cameras, processing film, and making black and white prints, through a series of concerns specific to photography. (Prerequisite: CMAF-1010 and 40-110 /CMAF-1120 and Communication, Media and Film Major; students must have a 35mm adjustable film camera to complete this course.) (Also offered as Visual Arts VSAR-2530.) (Lab fees may apply.)

CMAF-2600. Fundamentals of Writing for Media

This course provides grounding in the theory and practice of writing, editing and preparing textual materials for print, broadcast, public relations, new/social media and web contexts. Through practical assignments and lab exercises, students develop effective research, information-gathering, writing and editing skills. Topics may include: the impact and implications of technological change and media convergence, libel and copyright laws/policies and ethical practices in the digital age, public relations and strategic communications for non-profit groups and community organizations. (Prerequisites: CMAF-1010 and at least 3rd semester standing) (2 lecture hours and 1 laboratory hour per week)

CMAF-2720. Theory of Message Design

An exploration of theories affecting message analysis and communication. Topics include persuasion, ethics, perception, attention, memory, and message analysis. Students will learn how to recognize formal features of messages and how to apply theory to practical message design situations. (Prerequisite: CMAF-1010. Recommended: prior completion of a first-year Psychology course.)

CMAF-2900. Special Topics in Communication, Media and Film

Seminar on a selected topic in communication. Content will vary with instructor. (Prerequisites: CMAF-1010 and four additional courses in Communication, Media and Film, including courses as specified by the instructor.) Special Topics courses will be offered occasionally to meet a demonstrated academic/disciplinary need that cannot be satisfied by regular course offerings. (Prerequisite: CMAF-1010) (May be repeated **once** for credit if the topics differ.) (Prerequisite: CMAF-1010.)

CMAF-3010. Digital Technologies and Everyday Life

This course surveys critical theories of technology with a focus on how evolving and emerging communication/digital technologies are received and adapted and how they shape practices in various institutional contexts and in everyday life. Topics may include: representations of technology, technologies and the

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

organization/perception of space and time, privacy/surveillance, gender, labour, the environment and technology. (Prerequisites: ~~CMAF-2010 or CMAF-2750.~~)

CMAF-3090. Field and Studio Sound Recording

An overview of the theoretical and practical aspects of audio including frequency range, khz, bits and file formats in accordance with industry standards. Students will learn advanced techniques and principles of sound mixing for various production contexts. (Prerequisite: CNMA-2090/CMAF-2090 and CNMA/CMAF-2320) (Also offered as CNMA-3090) (2 lecture hours and 1 laboratory hour per week) (Credit may not be obtained ~~credit~~ for both CNMA-3090/CMAF-3090 and CMAF-318040-318.)

CMAF-3100. Cinematography

This course focuses on cinematic visuals using various cameras as tools. Students will explore the theory and craft of motion picture cinematography. This course will provide students with the opportunity to shoot several film assignments, engage in critical discussion, conduct peer reviews of each other's work, and screen their productions. (Prerequisites: ~~40-219 or CNMA-3210/ 40-321~~) (Prerequisites: **CMAF-1010 and CNMA-2320/CMAF-2320** ~~as of Fall 2019: CNMA-2310/CMAF-2310~~) (Also offered as CNMA-3100).

CMAF-3100. Cinematography

This course focuses on cinematic visuals using various cameras as tools. Students will explore the theory and craft of motion picture cinematography. This course will provide students with the opportunity to shoot several film assignments, engage in critical discussion, conduct peer reviews of each other's work, and screen their productions. (Prerequisites: ~~CNMA-1010~~ **CNMA-2310/CMAF-2310** and CNMA-2320/CMAF-2320) (Also offered as CNMA-3100).

CMAF-3140. Studio and Location Lighting for Film and Video

This course examines the aesthetics, techniques and technology of lighting and its role in storytelling and meaning-making processes. Through hands-on exercises with lighting instruments and systems, students will develop skills in professional and creative applications of lighting in both location and studio environments. (Prerequisites: ~~40-218 or CNMA-2320/CMAF-2320, or 40-219 or CNMA-2310/CMAF-2310~~) (Prerequisites ~~as of Fall 2019: CNMA-2320/CMAF-2320 or CNMA-2310/CMAF-2310~~) (Also offered as CNMA-3140) (2 lecture hours and 1 laboratory hour per week)

CMAF-3140. Studio and Location Lighting for Film and Video

This course examines the aesthetics, techniques and technology of lighting and its role in storytelling and meaning-making processes. Through hands-on exercises with lighting instruments and systems, students will develop skills in professional and creative applications of lighting in both location and studio environments. (Prerequisites: **CNMA-2310/CMAF-2310 and** CNMA-2320/CMAF-2320) (Also offered as CNMA-3140) (2 lecture hours and 1 laboratory hour per week)

CMAF-3170. Directing the Screen Performance

This course provides practical knowledge about techniques and methods in directing actors for the screen. Through in-class exercises, workshops and scene studies, students will learn about the art of acting from both performance and directorial perspectives and develop an appreciation of the collaborative relationship between actors and directors. Directing processes will be rigorously analyzed in order to develop a critical approach to direction and the relationship of performance to technical visual/screen languages. Student-directors will become familiar with casting, rehearsal and shooting protocols and gain insight into the demands the camera makes on actors. (Prerequisite: **CNMA/CMAF-2320** ~~40-219 or CNMA-2310/CMAF-2310~~) (Prerequisite ~~as of Fall 2019: CNMA-2310/CMAF-2310~~) (Also offered as CNMA-3170)

CMAF-3170. Directing the Screen Performance

This course provides practical knowledge about techniques and methods in directing actors for the screen. Through in-class exercises, workshops and scene studies, students will learn about the art of acting from both performance

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

and directorial perspectives and develop an appreciation of the collaborative relationship between actors and directors. Directing processes will be rigorously analyzed in order to develop a critical approach to direction and the relationship of performance to technical visual/screen languages. Student-directors will become familiar with casting, rehearsal and shooting protocols and gain insight into the demands the camera makes on actors. (Prerequisites: CNMA-2310/CMAF-2310 and CNMA-2320/CMAF-2320) (Also offered as CNMA-3170)

CMAF-3200. Intermediate Screenwriting

This course builds on skills acquired in CNMA-2200. Students will write scripts that will be work shopped throughout the semester in order to develop and refine writing and storytelling skills. Writing assignments, discussion, peer review, pitch presentations and analysis of texts via screenings and readings will inform the students' work and understanding of the form. (Prerequisite: CNMA/CMAF-2320 40-219 ~~and~~ CNMA-2200/CMAF-2200) ~~(Prerequisites as of Fall 2019: CNMA-2200/CMAF-2200)~~ (Also offered as CNMA-3200).

CMAF-3230. Production Planning and Development

This course provides a foundation in pre-production and planning processes including the development of location agreements, production schedules and budgets. Students will also learn how to assemble representative portfolios of their creative work, advance their pitching skills, write effective grant proposals and identify funding sources for independent film/video projects in the Canadian context. (Prerequisite: ~~40-218 or 40-219 or~~ CNMA-2320/CMAF-2320 ~~or CNMA-2310/CMAF-2310~~) ~~(Prerequisite as of Fall 2019: CNMA-2320/CMAF-2320 or CNMA-2310/CMAF-2310)~~ (Also offered as CNMA-3230)

CMAF-3230. Production Planning and Development

This course provides a foundation in pre-production and planning processes including the development of location agreements, production schedules and budgets. Students will also learn how to assemble representative portfolios of their creative work, advance their pitching skills, write effective grant proposals and identify funding sources for independent film/video projects in the Canadian context. (Prerequisites: CNMA-2310/CMAF-2310 and CNMA-2320/CMAF-2320) (Also offered as CNMA-3230).

CMAF-3270. Digital Video Editing and Post-Production

This course provides an examination of the historical, aesthetic and theoretical aspects of editing and post-production. Through screenings, workshops, praxis-based pedagogical approaches and group assignments, students will explore various editing styles and acquire advanced editing skills in accordance with industry standard software. (Prerequisite: CNMA/CMAF-2320 40-219 ~~or CNMA-2310/CMAF-2310~~) ~~(Prerequisite as of Fall 2019: CNMA-2310/CMAF-2310)~~ (2 lecture hours and 1 laboratory hour per week) (Also offered as CNMA-3270)

CMAF-3270. Digital Video Editing and Post-Production

This course provides an examination of the historical, aesthetic and theoretical aspects of editing and post-production. Through screenings, workshops, praxis-based pedagogical approaches and group assignments, students will explore various editing styles and acquire advanced editing skills in accordance with industry standard software. (Prerequisites: CNMA-2310/CMAF-2310 and CNMA-2320/CMAF-2320) (2 lecture hours and 1 laboratory hour per week) (Also offered as CNMA-3270)

CMAF-3300. Motion Picture Technologies

An in-depth study of techniques for creating 3D film production, special effects, aerial cinematography and robotic cinema imagery. Students will expand their creative visual approach and technical practice in field and film studios. (Prerequisite: CNMA/CMAF-2320 40-219 ~~or CNMA-2310/CMAF-2310~~) ~~(Prerequisite as of Fall 2019: CNMA-2310/CMAF-2310)~~ (2 ~~lecture~~ hours and 1 ~~laboratory~~ hour ~~pera~~ per week). (Also offered as CNMA-3300).

CMAF-3300. Motion Picture Technologies

An in-depth study of techniques for creating 3D film production, special effects, aerial cinematography and robotic cinema imagery. Students will expand their creative visual approach and technical practice in field and

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

film studios. (Prerequisites: CNMA-2310/CMAF-2310 and CNMA-2320/CMAF-2320) (2 lecture hours and 1 laboratory hour per week). (Also offered as CNMA-3300).

CMAF-3310. Intermediate Film Production

This course continues the creative approach to and technical practice of independent film production initiated in CNMA-2310/CMAF-2310. Students will expand their experience and knowledge of theoretical and practical filmmaking in both field and studio settings. (Prerequisite: CNMA/CMAF-2320~~40-219 or CNMA-2310/CMAF-2310.~~) ~~(Prerequisite as of Fall 2019: CNMA-2310/CMAF-2310)~~ (Also offered as CNMA-3310) (2 lecture hours and 1 laboratory hour per week)

CMAF-3310. Intermediate Film Production

This course continues the creative approach to and technical practice of independent film production initiated in CNMA-2310/CMAF-2310. Students will expand their experience and knowledge of theoretical and practical filmmaking in both field and studio settings. (Prerequisites: CNMA-2310/CMAF-2310 and CNMA-2320/CMAF-2320 (Also offered as CNMA-3310) (2 lecture hours and 1 laboratory hour per week)

CMAF-3320. Intermediate Documentary

This course examines theories, techniques and styles of modern documentary as well as other non-fiction forms such as the photo-essay. Students may investigate different sub-genres of the documentary approach and create projects that explore specific personal, social and/or community/campus related issues. Readings and in-class screenings will focus on the theory and practice of documentary for social change. (Prerequisite: 40-218 or CNMA-2320/CMAF-2320.) ~~(Prerequisite as of Fall 2019: CNMA-2320/CMAF-2320)~~ (Also offered as CNMA-3320) (1.5 lecture hours and 1.5 laboratory hours per a week) (Credit may not be obtained for both CMAF-3320 and 40-319).

CMAF-3500. Scriptwriting for Visual Media

~~This course explores the theory and craft of writing for visual media. With a focus on developing and applying concepts of visual storytelling and writing for production, students will generate original scripts for a variety of fiction and non-fiction genres and media platforms. Through writing assignments and analysis of texts via screenings and readings, emphasis will be placed on different script formats, storyline development, dialogue, theme, character arc and aesthetics. (Pre-requisites: CMAF-2310 or CMAF-2600 and at least 5th semester standing) (2 lecture hours and 1 hour lab)~~

CMAF-3600-2610. Public Relations, Media and Society

This course examines the historical and contemporary role and influence of the public relations industry on media discourses and the shaping of public opinion. Students will critically explore the emergence of the PR industry; the art of "spin" and the engineering of consent; corporate and government PR; and the symbiotic relationship between PR and informational media. (Prerequisites: CMAF-1010 ~~and at least 5th semester standing~~)

CMAF-3610. Public Relations Today: Issues and Practices

This course explores the contemporary world of public relations. Through case studies and in-class exercises, students will assess a variety of strategies and techniques and apply them in the planning and execution of public relations campaigns deliverable across a variety of platforms. Topics may include: PR in the social media age; media relations, journalism and PR; PR and ethical considerations. (Prerequisite: CMAF-2610)

CMAF-3640. Media, Technology and the Environment

This course explores the relationship between media practices, representations, communication technologies and the environment. Topics may include: media constructions of the environment; mainstream and alternative media coverage of environmental movements and issues; environmental impact of communication practices, technological advancements and consumer culture; environmental themes in advertisements, corporate greenwashing. (Prerequisite: CMAF-1010 and CMAF-2750)

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

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CMAF-3810/2820. Advertising in Historical and Cultural Context

This course contextualizes advertising and branding within the history of capitalism and contemporary consumer culture. The course draws upon approaches from Marxism, sociology, feminism, and other critical perspectives. Topics may include: the historical rise of consumer culture, advertising's reciprocal and structural relationship with media, controversial advertising categories, issues of representation and meaning and the ideological dimensions of advertising and branding. (Prerequisites: CMAF-1010 and at least 5th semester standing)

CMAF-3820. Advertising in the New Media Era: Contemporary Issues and Practices

This course considers how "new media" formations including Internet, streaming, mobile, social, and user-generated media have altered the advertising industry and advertising practices. Topics may include: advertising's structural influence over new media technologies and platforms, new media audiences/users/influencers, guerrilla marketing, advertising strategy, regulation and policy. Students will learn advertising skills and techniques required to propose, plan, and execute campaigns in the new/social media environment. (Pre-requisite: CMAF- 2820).

CMAF-3830 Children and the Mediated Marketplace

This course offers a critical approach to the study of children's media, advertising, and consumer culture. Topics may include: issues of ideology and representation in children's media and consumer culture, the social construction of childhood by market forces, and the impact of internet and mobile technology on the evolving nature of childhood. (Prerequisite: CMAF-1010 and/or CMAF-2250. ~~and at least Semester 5 standing~~)

CMAF-3830 Children and the Mediated Marketplace

This course offers a critical approach to the study of children's media, advertising, and consumer culture. Topics may include: issues of ideology and representation in children's media and consumer culture, the social construction of childhood by market forces, and the impact of internet and mobile technology on the evolving nature of childhood. (Prerequisite: ~~CMAF-1010 and CMAF-2250~~)

CMAF-3900 Special Topics in Media and Society

This Special Topics course will explore contemporary issues relevant to understanding the links between media institutions, cultural texts/forms and social practices. The specific focus will vary based on faculty expertise (Prerequisites: CMAF-2750 and at least 5 semester 4 standing). (May be repeated for credit if the topics differ.) (~~Prerequisites: CMAF-2750 and at least semester 4 standing.~~)

CMAF-3990. Internship I

Application of communication skills and knowledge in work experience situations. ~~Admission to the course is upon approval and is available only to four-year Communication, Media and Film Honours or Combined Honours Students. The course is graded by the Undergraduate Advisor on the basis of a written report and employer evaluations~~ (Prerequisites: Semester 5 standing, a Cumulative GPA of 70% and approval of Instructor. Undergraduate Advisor in Communication, Media and Film.) (This course may be taken twice for credit.)

CMAF-4030. Advanced Studies in Media Culture

This seminar explores various theoretical approaches to the study of media culture including semiotics, cultural ethnography, ~~c~~ritical theory, feminism, social constructionism, structuralism and postmodernism. Students will ~~practically~~ apply theoretical frameworks to an examination and interpretation of contemporary media forms and practices. (Prerequisites: CMAF-2750 and one of CMAF-3020, CMAF-3340 or CMAF-3750.)

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

CMAF-4150 Advanced Studio and Location Lighting for Film and Video

This course builds on skills acquired in CMAF-3140 and will deepen student's technical, conceptual and aesthetic knowledge while working with light in creative projects. Students will explore a variety of strategies to evoke specific moods/themes and plan and execute aesthetically strong and technically advanced lighting schemes for controlled studio environments and diverse interior and exterior location sites. (Prerequisite: CNMA-3140/CMAF-3140 or permission of instructor) (Also offered as CNMA-4150) (2 lecture **hours and** 1 laboratory hour per week)

CMAF-4210. Advanced Television Production

~~This course integrates advanced principles and practices of television studio production. Students will research, plan, write scripts, shoot and edit segments about the campus community and the region for broadcast on local cable television. This course may be repeated once for credit with permission of the instructor and the Undergraduate Advisor/Department Head. (Prerequisite: 40-219 or CNMA-2310/CMAF-2310, 40-218 or CNMA-2320/CMAF-2320, or permission of instructor) (2 lecture and 1 laboratory hour per week) (Prerequisite as of Fall 2020: One of CNMA-2320/CMAF-2320, CNMA-3320/CMAF-3320, or CNMA-3270/CMAF-3270, or permission of instructor) (2 lecture and 1 laboratory hour per week)~~

CMAF-4230. Advertising/Marketing Campaign Production

This advanced course integrates knowledge and skills acquired in previous theory and production courses. Working in groups, students will obtain hands-on experience in the production of advertising/marketing campaigns for various delivery formats, including social media. The class will focus on graphic design programs, script writing, the digital editing of video, stills and audio, audience research and ethical standards in advertising. (Prerequisites: **CMAF-3310 and one of: CMAF-3230 or CMAF-3320 or CMAF-3820** ~~40-219 or CMAF-2310 and CMAF-2600 or CMAF-3820 or permission of instructor~~ (2 lecture **hours and** 1 laboratory hours per week.)

CMAF-4240. Advanced Non-Fiction Media Production

This course integrates theories and practices of digital media with an emphasis on professional standards and skills. Students will plan, write, shoot, edit and compress news, documentary, and other short form non-fiction projects. This course may be repeated once for credit with permission of the instructor ~~and the Undergraduate Advisor/Department Head~~. (Prerequisite: One of 40-219, CNMA-2310/CMAF-2310, CNMA-3270/CMAF-3270, CNMA-3310/CMAF-3310 or CNMA-3310/CMAF-3320 or permission of instructor.) (2 lecture **hours and** 1 laboratory hours per week.)

CMAF-4260. Advanced Message Design

~~Students will learn how to design communication units for information, training, and teaching situations, using a systematic procedure from instructional technology. Students will apply theories from communication, persuasion, and learning to determine needs, design a communication strategy, select appropriate media, and evaluate the effort. (Prerequisite: CMAF-2720.) (3 lecture hours or 1 lecture hour and 2 lab hours a week.)~~

CMAF-4270. Advanced Editing and Post-Production

This course explores various technical, aesthetic and ethical issues involved in editing, colour grading, 16mm and 35mm HD Telecine, special effects, **and** post production workflow. Through readings, screenings, hands-on exercises and projects, students will gain in-depth knowledge about the impact of post-production aural/visual effects and manipulation in editing processes. (Prerequisites: CMAF-3270 or CNMA-3310/CMAF-3310.) (2 lecture **hours and** 1 laboratory hour per week) (Also offered as CNMA-4270)

CMAF-4280. Senior Project

In this course, students produce content across a range of new media platforms. Emphasis will be on demonstrating professional capabilities in the areas of critical thinking, proposal writing, project development, creation and distribution. The course synthesizes both theoretical and practical learning acquired throughout the program and

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

offers students the opportunity to further advance their production portfolio. This course may be repeated once for credit with permission of the instructor and the Undergraduate Advisor/Department Head. (Prerequisites: ~~one of~~ 40-218, 40-219, **CNMA-3100/CMAF-3100**, CNMA-3270/CMAF-3270, CNMA-3310/CMAF-3310 or CNMA-3320/CMAF-3320 or permission of instructor).

CMAF-4410. Documentary Film and Video I

An introduction to the history, theory, and practice of documentary film. The course provides an overview of the history of documentary with attention to artistic, technological, economic, and political influences and offers students the opportunity to put theoretical study into practice. (Prerequisites: Third year standing and at least one of the following: 40-110, CMAF-2400, CMAF-2410.) (4 lecture hours a week.)

CMAF-4430. Advanced Film Theory and Criticism

This seminar course examines the changing theoretical and critical approaches to film, including issues in the production and reception of film, such as realism, adaptation, convention, signification, and culture. (Prerequisites: CMAF-2400 and CMAF-2410)

CMAF-4500. Border Culture

This course addresses the role of borders in contemporary global culture as both physical boundaries and affective conditions. In the context of the Windsor-Detroit border, students from the University of Windsor will exchange viewpoints based upon the experience of living in a border culture. Seminars and field trips will take up the topic of borders from a number of perspectives and contexts. Students will look at historical and contemporary ideas about borders that have been articulated in various disciplines: from political theory and cultural geography, to urban planning, art, literature, architectural and spatial theory. (Open to majors and non-majors.) (Prerequisites: **CMAF-1010 or** MACS-1500 and semester 4 standing.) (Also offered as MACS-4500.)

CMAF-4620. Communication Perspectives and Aboriginal People, Race and Ethnicity

Explores theoretical and practical communication issues of race and ethnicity and links these issues to the practice of social justice. Topics include: historical and critical implications of identity politics, media (mis-) representation, cultural policy, First Nations, multicultural and multiracial media production. (Prerequisites: CMAF-2250 or CMAF-2450, and **Semester 5** third year standing.) (Sociology majors: SACR-3330 and two courses in Communication, Media, and Film.)

CMAF-4890. Selected Topics in Media Production

An advanced exploration of selected topics related to production processes across a variety of media platforms. For individual projects (available only to four-year Honours students in Communication, Media and Film or four-year Honours students in Combined Programs with Communication, Media and Film), proposals must be submitted on appropriate forms and approved, prior to registration, by the Undergraduate Advisor and Head in Communication, Media and Film. ~~This course may be offered as a regular class.~~ (Prerequisites: CMAF-2310 and CMAF-2320 and Semester 5 standing) (Normally, CMAF-4890 or CMAF-4950 may be taken no more than a total of **2 two** times combined.)

CMAF-4900. Selected Topics in Communication/Media Studies

An advanced seminar that explores selected topics in the field of Communication/Media Studies. Topics and prerequisites may vary depending on the focus of the course. (Prerequisites: **One of CMAF-2750, CMAF-3020, CMAF-3340, CMAF-3750** will normally require at least Semester 6 standing or permission of instructor.) (May be repeated for credit if the topics are different).

CMAF-4990. Internship II

Application of communication skills and knowledge in work experience situations. Admission to the course is ~~by~~ consent and is available upon approval only to ~~four-year~~ Communication, Media and Film Honours students or

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF COURSE AND CALENDAR CHANGES

FORM E

Combined Honours Students: ~~The course is graded by the Undergraduate Advisor on the basis of a written report and employer evaluations.~~ (To be undertaken after the successful completion of relevant 3000-level courses.) (Prerequisite: Semester 7 standing, a cumulative GPA of 70%, and approval of **instructor** ~~Undergraduate Advisor in Communication, Media and Film.~~) (This course may be taken twice for credit).

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 revisions proposed in this document represent a first step in the efforts of the Department of Communication, Media and Film to update its curriculum. Our second step will be a closer examination of the ways in which diverse perspectives, including Indigenous perspectives (and content and material) could be integrated into the curriculum. It will be noted that CMF currently offers a third year course on “Communication Perspectives and Aboriginal People, Race and Ethnicity.” The members of the Undergraduate Program Committee discussed that course at some length and tasked one member of the Committee, Dr. Valerie Scatamburlo-D’Annibale, with reviewing the course as it is currently taught and, in necessary, proposing ways in which it could be updated. However, rather than rush that process in order to include a revised course description and revised learning outcomes in the changes proposed above, and because we wanted to be sure that these proposed changes were in place for the Spring 2019 Undergraduate Calendar, we decided to defer that discussion for the second step in our curriculum revision/mapping process, as described above.

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.*

NO CHANGES TO LEARNING OUTCOMES FROM APRIL 2019 (see document PDC190429-5.16 for Learning Outcomes).