

# FINAL ASSESSMENT REPORT

## PERIODIC PROGRAM REVIEW (PPR)

### Bachelor of Arts (Honours)

### Language and Intercultural Relations

### Faculty of Arts

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate Language and Intercultural Relations Program. This report identifies the strengths of the program, together with opportunities for program improvements and enhancements, and it sets out and prioritizes the recommendations that have been selected for implementation.

This report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy, or governance that will be necessary to meet the recommendations, who will be responsible for leading those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

## SUMMARY OF THE PERIODIC PROGRAM REVIEW OF Language and Intercultural Relations

The Language and Intercultural Relations program (LIR) is a 4-year full-time undergraduate degree program. Students who successfully complete the requirements of the degree receive the designation, “Bachelor of Arts (Honours), Language and Intercultural Relations”, with the following potential qualifications: either French Stream or Spanish (as a required stream); either Language & Cognition, Organizational Behaviour, or Translation Studies (as an optional concentration).

The Language and Intercultural Relations BA program was approved by Toronto Metropolitan University (TMU) Senate in January 2015, and the program launched in September 2016. This is the program’s first PPR. The LIR program is unique in the way that it brings together linguistic, cultural, ethnographic, communication and negotiation knowledge and skills – together with skills, for example, in management or international development. This unique approach to language and culture programming reinforces the need for applied skills in today’s labour market, while being characteristic of Toronto Metropolitan University’s unique educational and societal mission.

This document comprises The Faculty of Arts’ Dean’s response to the Peer Review Team (PRT) Report and the School’s response, in accordance with the directions of the 2018 and 2022 Periodic Program Review (PPR) Manual and with Section 8.2 of Senate Policy 126, Periodic Program Review of Graduate and Undergraduate Programs. The site visit by the external PRT for the Periodic Program Review was carried out between January 21-22, 2025. The School of Language and Intercultural Relations submitted a list of potential Peer Review Team (PRT) candidates to the Office of the Dean, who then selected

Dr. Julien Lefort-Favreau, Associate Professor, French Studies, Queen's University

Dr. Maria João Maciel Jorge, Associate Professor, Department of Languages, Literatures and Linguistics; Associate Dean Global and Community Engagement, Faculty of Liberal Arts & Professional Studies, York University

Dr. Joshua Price, Professor, Criminology, TMU; Chair Department of Criminology (internal)

The PRT proposed a streamlining of the curriculum to make the program more flexible and effective. They also emphasized once again the excellence of the program submitted for evaluation, as well as the excellence of the people who designed and deliver it. The challenge is to find ways of rapidly expanding the student pool. The introduction of a co-op program as early as September 2025 will be an undeniable asset.

The PRT Report offered the following six critical recommendations, and the School has responded thoughtfully to each to generate their Implementation Plan. The Dean's Office is in full support of the School's responses to the PRT recommendations.

The School of Language and Intercultural Relations has submitted its response to the PRT report to the Dean of the Faculty of Arts, to which the Dean responded on April 4, 2025.

The Academic Standards Committee completed its assessment of the School of Language and Intercultural Relations on April 24, 2025. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The program provided a detailed plan for future growth and support for development.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report as follows:

The mandated One-Year Follow-up Report be submitted by June 30, 2026 to include:

1. An update on the Implementation Plan
2. A preliminary report detailing the impacts of recent curricular changes

Presented to Senate for Approval: June 3, 2025

Start date of next Periodic Program Review: 2029/31

## **SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES**

### **RECOMMENDATION ONE:**

Simplify the program structure, notably by reconsidering the need for any concentration areas at all (in particular the concentration on Translation Studies that relies too heavily on departmental / program courses) (1 year).

**PROGRAM RESPONSE:**

The program agrees to survey students and survey the curricular situation over the course of the next year to change the Concentrations to thematic groupings to better ensure that undersubscribed sections do not need to be offered regularly, allowing more time to build up demand. The program also agrees to take other measures to address current enrolment concerns as well, such as cutting back on numbers of sections offered, rotating courses with lower enrolments to build up demand by offering some courses less often, and working in general to have all courses subscribed with at least 20 students. For example, to immediately address the concerns with the Translation offerings, French and Spanish translation courses can be combined drawing on the expertise of instructors fluent in both languages such as Dr. Julian Zapata. This Winter 2026 we are piloting the offering of a combined section of FRE707 French-English Translation and SPN707 Spanish-English Translation. This option is innovative as we are proposing to offer a 2 hour lecture in English -using examples in both languages- with the 3rd hour devoted to working on projects in either French or Spanish. This would be a blended course with a focus on professional translation. We also note that the removal of the ACS French option is likely to shift students interested in that path (e.g., for French Immersion teaching instruction) to LIR.

Additionally, the department is exploring more substantial curriculum revisions that respond to current professional demands and societal needs. The program will work toward double majors with other programs such as LIR-English, LIR-History, English-French, Politics, and Sociology to better respond to student interests and priorities.

**DEAN'S RESPONSE:**

Changing the concentrations to thematic groupings will provide students with course organization that will allow them to pursue their interests and is in line with the manner in which other programs in Arts organize their courses (see, for example English Core Elective Table II or Politics and Governance Professional Table II ). At the same time, the approach to rotate course offerings will help address current issues with course undersubscription. The proposed pilot offering of a combined translation course is yet another example of the program's innovative and creative approach to teaching.

Policy Changes, Resources, Timelines:

Meeting this recommendation does not require any changes in organization, policy or governance.

The Dean's Office has examples of successful double major proposals that can be made available for the Program to use as a template. Additionally, the Associate Dean helped prepare the original Arts' Double Major proposal and is available to support the development of such a proposal. Curriculum Quality Assurance also provides a number of resources to assist in Curriculum Development. The program should be aware, however, that Double Majors have restrictions on the number of core courses that may require the program to reduce the core required courses in the program to be able to offer a Double Major (see also recommendation #2).

Sabrina Lin, TAI and Administrative Coordinator, can advise the Program on using TAI to access data

pertaining to the history of course enrolments to help with course offering planning.

The one-year timeline to remove concentrations is reasonable; a one to two-year timeline to establish the double majors is feasible.

#### **RECOMMENDATION TWO:**

Review the program size and consider reducing the number of required core courses to bring it into line with the province-wide practice (16 courses rather than 20) (1 year). This might necessitate a wider conversation with senior administration and collegial conversations in rethinking the general structure of programs at TMU. Perhaps programs overall can be simplified so students can easily combine different programs; obvious combinations would be LIR with economics, engineering, for instance. The pilot project on Languages across the Curriculum is a fine example of cross-program collaboration and should be expanded beyond criminology.

*Full disclosure: The internal reviewer, Joshua Price, was part of the design team for Languages Across the Curriculum but he did not participate in the external review team's decision to recommend this program in this submission.*

#### **PROGRAM RESPONSE:**

We believe that any adjustments must align with Policy 2 Program Balance, which governs program structure. While we recognize that our program currently has a lower number of Open Electives (6) compared to other Arts programs (which typically allow 6–9), there is potential for increased flexibility within the existing framework. In addition, the Program could reduce the number of core studies by three courses (i.e., to require 24 core study courses instead of the current 27) and remain in compliance with Policy 2. Such a change would bring the Program closer to what the PRT identifies as the national standard (i.e., 20 core courses). Reducing the number of core courses will also reduce enrolment dilution by reducing the number of courses that are needed to be offered each semester.

The Program would also like to take this opportunity to restructure course offerings to add more courses with potentially broad appeal to Table 1 such as LIR 200, ANT 100, and ANT 200, changing course titles (for example, ACS 106 Introduction to Language to LIR 106 Introduction to Linguistics) and working to restructure prerequisites to better enable more students to enrol in such courses. While LIR200 is needed to qualify for LIR300, LIR300 is not needed to qualify for LIR400, for example. These minimal changes have the potential to produce visible and immediate results in enrolment.

Regarding the suggestion to combine LIR with other programs such as Economics or Engineering, we believe that streamlining should remain the priority at this stage rather than introducing additional complexity. However, the Program is currently working on putting together a proposal to consider possible double-majors that respond to societal and student needs.

We appreciate the recognition of the Languages Across the Curriculum (LxC) pilot project and agree that expanding it beyond Criminology could be a valuable step toward greater cross-program collaboration

(Enriqueta Zafra and Joshua Price will be presenting on this project with the talk “Pedagogical experiences across languages between Canada and Latin America” as part of the Canadian Association for Latin American and Caribbean Studies (CALACS) 2025 Congress on May 15–17, Toronto. We would like to follow up by partnering with International Economics for this project.

**DEAN’S RESPONSE:**

The program is correct in noting that any adjustment to the number of core courses must be in accordance with Policy 2; further, as the program notes, it is possible to reduce their core studies by three courses (i.e., to require 24 core study courses instead of the current 27) and remain in compliance with Policy 2.

The plan to revisit and revise the prerequisite structure has potential to open up LIR courses to a broader spectrum of students; and while developing new curricular innovations may not be an immediate priority, a more streamlined and flexible curriculum may make it easier for the program to do so in the future. For example, the program may want to pursue the creation of a double-major with Economics as part of the suite of Arts’ double majors noted in Recommendation #1; or may want to investigate the possibility of partnerships with other programs across the university such as Hospitality and Tourism in the Ted Rogers School of Management or, as suggested by the PRT, with Engineering in the future.

Reviewing course offerings and prerequisite structure is also an opportunity to take into account the current strengths of the LLC faculty and consider whether the curriculum as it is now imagined best represents these strengths. As part of these considerations, the program could also explore the career trajectory of undergraduate students and determine whether there are ways to restructure the curriculum to better link the program’s curriculum to these post-graduation and career pathways.

I am pleased to note that the program is planning to expand the Languages Across the Curriculum (LxC) project. Any expansion of this project will, however, necessitate thoughtful consideration of its impact on resources, including the impact on teaching assignments and workload for instructors.

Policy Changes, Resources, Timelines:

Meeting this recommendation does not require any changes in organization, policy or governance.

The PRT has recommended that consideration of the core studies curriculum take place within one year. I agree with this timeline.

**RECOMMENDATION THREE:**

Develop exchange programs (3-5 years)

**PROGRAM RESPONSE:**

LLC believes that international exchange opportunities are essential for LIR students. We also believe that students currently have access to a variety of exchange opportunities, normally for a term (Winter Term). We are in the final stages of establishing an MOU with Le Mans University (France), and our

exchange with Málaga University (Spain) has recently been renewed. We are also working on further promotion of ORA (e.g., Grenoble, Lyon) and Explore with current students.

However, recent trends suggest that students may be seeking shorter, more intensive international experiences that allow them to continue working while participating in global learning. The success of the Global Justice and Change (GJC) pilot program demonstrates the potential of this model, where students take an intensive Spring or Summer course abroad, guided by a faculty member. The main issue here is to secure funding to assist students.

We are open to exploring a more hands-on exchange program, similar to GJC, where a professor from the department leads a group of students in a summer or spring intensive course. One potential avenue for collaboration is with York/Glendon's Las Nubes Project (Costa Rica) (Las Nubes Project), which aligns language learning (Spanish) with experiential and sustainability-focused learning.

We recognize that funding remains a primary concern for students, and any expansion of exchange opportunities must consider accessibility and financial feasibility.

#### **DEAN'S RESPONSE:**

I agree with the program and the PRT's assessment on the importance of creating exchange opportunities for LIR students and commend the program for its commitment to exploring new initiatives that align with current student needs and realities, including equity and accessibility issues, and with TMU's focus on experiential and sustainability-focused learning.

I recognize that accessing funding to support exchange initiatives is necessary. I am prepared to continue to advocate for such funding within and without the University.

Policy Changes, Resources, Timelines:

Meeting this recommendation does not require any changes in organization, policy or governance.

Jill Careless, Community Liaison / Experiential Learning Coordinator for the Faculty of Arts, is able to support the development of exchange agreements. TMU International may also be able to provide support and information on Global Learning opportunities. In addition, I continue to advocate for University Advancement to make funding for global learning opportunities for Arts students a priority.

The PRT has recommended a three to five-year timeline; I am in agreement with this timeline.

#### **RECOMMENDATION FOUR:**

Rethink the proficiency level currently required. As the self-study and several students acknowledged, this remains a problem and difficult for students to attain. As we read in the self-study, "LIR program administrators do recommend that students have a prior knowledge of French or Spanish before embarking on the LIR program." We must caution that this approach will continue to limit the students that can be drawn into the program. We recommend that the program considers this obstacle and how

the program can be attractive to a wider pool of students. Perhaps the “cultures route” option (as per the University of Alberta) mentioned in the self-study can be considered; this would allow students to choose between proficiency or a cultural-based curriculum (this option would enable courses in English to count towards the degree).

**PROGRAM RESPONSE:**

LLC recognizes the unique challenges of language learning to advanced proficiency that sets the LIR program’s requirements apart from mere cultural and intercultural learning programs with less emphasis on language learning. This is one of the hallmarks of our program. The Program will address these challenges by taking a more proactive approach to revising the current placement test and promoting tutor sessions in addition to strengthening links with immersion learning opportunities by promoting study abroad and exchange programs related to our response in Recommendation #3. The Program also agrees to look into creating a kind of culture option following the “Calgary Model”. We propose to start by shifting our current requirement for 10 courses to a minimum of 8 language courses to help ease the current proficiency burden, enabling us to remove the recommendation for prior knowledge of the language stream which may help raise enrolment. Students with prior knowledge of French or Spanish could enter at the 301 level and only be required to take 8 total language courses, while those entering at 101 would still be required to take 10. Students hoping to go to teacher’s college with French as a teachable at secondary level would be advised that they need 10 language courses regardless of their entry level.

**DEAN’S RESPONSE:**

The program’s intention to take a more proactive approach in revising the current placement test, promoting tutor sessions, and strengthening connections with immersion learning opportunities is commendable. The proposal to establish a more clearly defined two-tier entrance pathway—one that accommodates students without prior experience in French or Spanish—could broaden the program’s appeal. At the same time, given the broader trend of declining interest in post-secondary language programs, it may be worthwhile to thoughtfully reflect on whether language proficiency should continue to be a central feature of the program, or if there might be room to explore a more flexible approach to supporting students’ language development (e.g. via Minors/Concentrations?).

Policy Changes, Resources, Timelines:

Meeting this recommendation does not require any changes in organization, policy or governance.

Comparator data application on language programs across Ontario can be accessed by contacting Scott O’Neil, Director, Admissions & National Recruitment.

**RECOMMENDATION FIVE:**

Consider the current curriculum across the department and assess which courses attract students and how that can be replicated at the upper levels and how other areas (ASL, Chinese, etc.) can potentially be integrated in the degree.

**PROGRAM RESPONSE:**

The program agrees to create more English language LIR courses in linguistics, cultural studies, anthropology, gastronomy and semiotics with broad appeal, of interest to students in other departments and faculties, to work toward developing more high enrolment courses in the department. Adding currently popular courses such as SEM 101 to program tables would facilitate increased enrolments as well within our own program.

LLC agrees that the current review of Liberal Study Courses is a great opportunity to revise course descriptions and titles to make them more attractive to current students. The Program also agrees with the PRT recommendation to integrate popular courses in other languages, for example in ASL to our Core Electives Table, which is also aligned with our goals for the reinforcement of our EDI strengths. However at this time this solution might be counterproductive and dilute more of the current pool of students. Attracting students to upper-level language courses could potentially be better facilitated by a review of course titles and course descriptions as well as promotional efforts such as course trailers, course posters, and in-class promotion at intermediate levels. We agree that it would be beneficial to work on these strategies to better shore up enrolment in these courses.

The program plans to work very closely with Admissions and Recruitment to devise a marketing campaign and strategy to reach prospective students.

**DEAN'S RESPONSE:**

No additions to the Core Elective Table should be made without a thorough review and consolidation of the current core elective offerings and careful consideration given to the rotation of core electives. The aim of this review should be to produce a viable listing of core elective offerings that are available and accessible to students within (and without) the program, that can be delivered without further diluting the enrolment pool. It would be useful to conduct this review in conjunction with the review of the prerequisite structure and of language proficiency discussed above. For example, the program is proposing a number of initiatives to attract students to upper-level language courses due to the significant decline of student interest at the 300-level and above. The program will want to consider whether this low demand is due to low interest, a lack of students able to enrol in these classes due to their inability to complete the prerequisite, or a decrease in student population due to students transferring out of the program. It will be helpful for the program to track student progress over the next few years to make informed decisions on the management of these upper-level courses.

Policy Changes, Resources, Timelines:

Meeting this recommendation does not require any changes in organization, policy or governance.

As noted above, Sabrina Lin can assist the program in accessing historical data on course enrolments. Sabrina will also be able to help the program develop means by which it can track whether the low enrolments in advanced level classes overlaps with retention issues rather than promotion issues. The Communications Team in the Dean's Office can help to promote courses.



While no timeline has been specified to address this recommendation, it is a high priority; work on this recommendation should begin within the one-year timeline.

#### **RECOMMENDATION SIX:**

We are supportive of the program's recommendations in the self-study; however, we recommend that the program focuses on those areas that center on an improved student experience and in making the program more attractive and more flexible for students (with the goal of increasing majors). Considering the need to rethink the current curriculum, we do not recommend at this time the creation of other streams or minors in Chinese and/or translation.

#### **PROGRAM RESPONSE:**

The program is very aware of the current situation regarding enrolment. The Program is devoted to improving the student experience by revising course offerings; reviewing course restrictions and prerequisites to facilitate progression and to offer more courses in English that are culture specific, for example the SPS, FRS offerings like SPS 503 Sex in the Early Modern City.

In addition, the program will work very closely with the Admissions team to ensure that Program Objectives, future professional pathways, and opportunities are well described and made available to all future and possible future applicants.

#### **DEAN'S RESPONSE:**

I agree with both the Program and the PRT that the current priority for the Program is to make the program more streamlined and flexible with a goal of increasing majors and thereby protecting the Program.

Policy Changes, Resources, Timelines:

This recommendation has no impact on organization, policy or governance, or resources.

As noted above, the curriculum review should occur within the one-year timeframe.

#### **IMPLEMENTATION PLAN: Language and Intercultural Relations**

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| <p><b>Priority Recommendation #1:</b> Immediate Curricular Modifications for access and clarity</p> <p><b>Rationale:</b> Following the Liberal Studies review, LIR will create new courses that fill gaps in the curriculum and respond to current trends and interests. Some other courses will be retired and some restructured or revised to make them more visible and accessible.</p>   |
| <p><b>Implementation Actions:</b> Restructure course offerings to add more courses with potentially broad appeal to Table 1 such as LIR 200, ANT 100, and ANT 200. Change course titles (for example, ACS 106 "Introduction to Language" to LIR 106 "Introduction to Language and Linguistics") and work to restructure prerequisites to better enable more students to enrol in such courses.</p> <p>Identify gaps in curriculum and propose new courses such as LIR 206 "Introduction to Phonetics" to support</p> |

Priority Recommendation #7 below.

**Timeline:** 1 year - Proposed changes (mentioned above) will be submitted to this year's calendar changes. Creation of new courses identified to respond to needs and current trends will follow normal timelines.

**Responsibility for:**

**a) leading initiative:** Curriculum Committees for FRE, SPN, LIR. Meeting planned for Tues April 22 to plan and distribute tasks among faculty members from the 3 curriculum committees.

**b) approving recommendation, providing resources, and overall monitoring:** Submit calendar changes and getting approval from LIR council by May 2025. No extra resources needed.

**Priority Recommendation #2:** Simplify the program structure

**Rationale:**

Free up resources enhance access by eliminating concentrations (Organizational Behaviour, Language & Cognition, Translation Studies) and replacing them with thematic groupings to guide student decision making toward specific career paths. The translation concentration in particular relies too heavily on departmental / program courses, causing courses to be offered to facilitate graduation with declared concentrations in spite of low enrolment.

**Implementation Actions:**

Change the Concentrations to Thematic Groupings to better ensure that undersubscribed sections do not need to be offered regularly, allowing more time to build up demand.

**Timeline:** 1 year

**Responsibility for:**

**a) leading initiative:**

Submit calendar changes by May 2025, Category 3: Elimination/revision of current Concentrations (Organizational Behaviour, Language & Cognition, Translation Studies). Change current Concentrations to Thematic Groupings to guide students toward specific career paths such as teachers college.

**b) approving recommendation, providing resources, and overall monitoring:** Council, no extra resources needed.

**Priority Recommendation #3:** Program Size and Course requirements

**Rationale:** Review the program size and consider reducing the number of required core courses to bring it into line with the province-wide practice (16 courses rather than 20).

**Implementation Actions:** Reduce the number of core studies by three courses (i.e., to require 24 core study courses instead of the current 27) Reducing the number of core courses will also reduce enrolment dilution by reducing the number of courses that need to be offered each semester and freeing students to take more open electives.

**Timeline:** 1 year

**Responsibility for:**

**a) leading initiative:** Curriculum Committees for LIR, FRE and SPN.

**b) approving recommendation, providing resources, and overall monitoring:** LIR Council, no extra resources.

**Priority Recommendation #4:** Develop exchange programs

**Rationale:** International exchange opportunities and global education are essential for LIR students. In an ideal world this should be a mandatory requirement. Reality makes it quite difficult to demand this kind of commitment from students but LIR is committed to work with partners both internal to the university (like TMU Global) and/or externally to make it possible.

Recent trends suggest that students may be seeking shorter, more intensive international experiences that allow them to continue working while participating in global learning. LIR is currently exploring options for this model.

**Implementation Actions:** We are in the final stages of establishing an MOU with Le Mans University (France), and our exchange with Málaga University (Spain) has recently been renewed. We are also working on further promotion of ORA (e.g., Grenoble, Lyon) and Explore with current students.

**Timeline:** 3-5 years

**Responsibility for:**

**a) leading initiative:** Secure MOU's with partner universities, strengthen and promote current partnerships and options.

**b) approving recommendation, providing resources, and overall monitoring:**

LIR will continue working with Jill Careless, Community Liaison / Experiential Learning Coordinator for the Faculty of Arts, TMU Global and the Dean's office to make funding for global learning opportunities for Arts students a priority.

**Priority Recommendation #5:** Language Proficiency Requirements

**Rationale:** Address challenges in Language Proficiency Requirements by taking a more proactive approach. LIR agrees to look into creating a kind of culture option following the "Calgary Model." We propose to start by shifting our current requirement for 10 courses to a minimum of 8 language courses to help ease the current proficiency burden, enabling us to remove the recommendation for prior knowledge of the language stream which may help raise enrolment. Students with prior knowledge of French or Spanish could enter at the 301 level and only be required to take 8 total language courses, while those entering at 101 would still be required to take 10. Students hoping to go to teacher's college with French as a teachable at secondary level would be advised that they need 10+ language courses regardless of their entry level.

**Implementation Actions:** Revising the current placement test and promoting tutor sessions in addition to strengthening links with immersion learning opportunities by promoting study abroad and exchange programs related to our response in Recommendation #3. Shifting our current requirement for 10 courses to a minimum of 8 language courses to help ease the current proficiency burden, enabling us to remove the recommendation for prior knowledge of the language stream which may help raise enrolment.

**Timeline:** 1-2 years

**Responsibility for:**

**a) leading initiative:** Curriculum Committees for FRE and SPN.

**b) approving recommendation, providing resources, and overall monitoring:** LIR Council, Calendar changes, no extra resources.

**Priority Recommendation #6: Enrolment enhancement**

**Rationale:** In response to decreasing program enrolment, LIR is devoted to improving the student experience by revising course offerings, reviewing course restrictions and prerequisites to facilitate progression and to offer more courses in English that are culture specific, for example the SPS, FRS offerings like SPS 503 Sex in the Early Modern City.

**Implementation Actions:** LIR will work very closely with the Admissions team to ensure that Program Objectives, future professional pathways, and opportunities are well described and made available to all future and possible future applicants. LIR will continue working promoting activities like *Cooltural*, *TIFF Talks at TMU* and other events to engage students and the larger university community and to promote everything that makes LIR unique. The department will also continue working on its social media presence and networking with community partners and alumni, especially with the latter to showcase the different opportunities and paths recent graduates follow.

**Timeline:** 1 year on going

**Responsibility for:**

**a) leading initiative:** LIR Administrative Team, LIR Communication Committee, LIR Course Union.

**b) approving recommendation, providing resources, and overall monitoring:** Department resources, Faculty of Arts Event and Guest Grants etc.

**Priority Recommendation #7: Future Double-Major Creation**

**Rationale:** As a further step toward increasing enrolments, LIR is working to reconceptualize curriculum structure in order to develop double-majors that respond to societal and student needs. Some possibilities that respond to immediate needs are the FRE and Politics double major, a FRE and Sociology Double Major, an ENG-LIR double major; and a HIS-LIR double major.

**Implementation Actions:** Prepare proposals following already existing models in the Faculty of Arts.

**Timeline:** 1-3 years

**Responsibility for:**

**a) leading initiative:** Curriculum Committees for FRE and LIR.

**b) approving recommendation, providing resources, and overall monitoring:** Department Councils, Associate Dean, Undergraduate Studies.

**Priority Recommendation #8: Future Stream: Speech Science Stream**

**Rationale:** Following external reviewer recommendations to create a non language requirement option for LIR while still responding to current trends, LIR is exploring the possibility to add a third stream to the BA in LIR. The Speech Science Stream will not require language proficiency but a combination with a Minor in FRE or SPN will be highly recommended.

**Implementation Actions:** LIR is currently working on a proposal to reconceptualize curriculum structure to allow for a Speech Sciences stream, building on core strengths in multicultural and multilingual instruction to prepare students for careers in speech pathology and speech therapy with a multicultural and multilingual emphasis.

**Timeline:** 1-3 years

**Responsibility for:**

**a) leading initiative:** LIR Curriculum Committee.

**b) approving recommendation, providing resources, and overall monitoring:** LIR Council