

**University of Windsor
Senate**

5.5.2a: **Certificate in Border Management and International Trade – New Program Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Certificate in Border Management and International Trade be approved.*

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- This proposal has been approved by the Inter-Faculty Programs Council, the Provost and the Program Development Committee.
- This is in line with the University's Strategic Mandate Agreement (SMA) with the province. Border issues and research was listed as an area of strength in the SMA. From the SMA: "The Cross Border Strategies project not only creates exciting and unique academic and research opportunities... it encompasses issues that are vitally important to the future of the Windsor-Essex region and to Ontario."
- See below to link to appendices.
 - Appendix 1: Aligning Course Learning Outcomes and Program Learning Outcomes
Certificate Border Management and International Trade
Windsor Business Accelerator Support Letter
Testimonials and Report Findings in Support of CBI Certificate
Course Syllabus – Global Business Environment
 - Appendix 2: The Employment Outlook for Future Graduates in the Proposed Border Management and International Trade Certificate Program and Bachelor of Arts Border Management Program

Summary - New initiative from the Cross-Border Institute at the University of Windsor in collaboration with the Centre for Inter-Faculty Programs: **Certificate in Border Management and International Trade.**

Certificate Program:

Level I Certificate; any four University of Windsor and Forum for International Trade Training (FITT¹) accredited courses.

Level II Certificate²; all eight University of Windsor and Forum for International Trade Training (FITT) accredited courses.

Key points:

- **Location**

The University of Windsor is uniquely located at the Windsor-Detroit border, the busiest border crossing between the USA and Canada and accessible by potential participants from both Southwest Ontario and

¹ FITT is a non-profit organization established in 1992 by industry and the Government of Canada as part of Canada's sector council initiative. FITT develops international business programs, sets competency standards, designs the certification and accreditation programs for the Certified International Trade Professional (CITP/FIBP) designation, and generally ensures continuing professional development in the practice of international trade.

² Leading to Professional CITP Designation

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Southeast Michigan. The setting is advantageous for establishment of a unique program, currently not comparable to any program offered by other institutions in the world³.

- **Unique Program**

The Certificate Program in Border Management and International Trade bridges the traditional disciplines and creates a distinctive learning environment that aims to address the emerging trends in international trade while simultaneously focusing on multiple stakeholders: academia, government and industry³.

- **Target Market**

Small and medium sized businesses engaged or planning to engage with cross border (international) trade; business consultants and other professionals; Royal Canadian Mounted Police; Canada Border Services Agency and other government agencies, U.S. Border Patrol; U.S. Customs and Border Protection Office of Field Operation and U.S. Homeland Security; University of Windsor domestic and international students.

- **Flexibility in Learning**

The Certificate program includes eight courses: each course can be taken individually as a standalone course, part of an individual's professional development or personal interest, or as part of a required course, leading to a Level I or/and Level II Certificate. Completion of all eight courses with one year of professional experience leads to CITP designation. Courses will be offered in a continuous four-week cycle, one at a time – initially on weekends, Fri. 18:00 -21:00 and Sat. 9:00 to 15:00 in four weeks. This sequence will allow for flexibility; students could take a break due to personal /professional commitments at any point and rejoin at any later point. Any four successfully completed courses will lead to a Cross-Border Management Level I Certificate and a FITT Certificate and all eight courses will lead to a Cross-Border Management Level II Certificate and a FITT Diploma. This means that at the either of the two levels, students will receive dual certification, one from the University of Windsor/Cross-Border Institute and one from the Forum for International Trade Training in Ottawa. The Certificate program courses include face-to-face, online and blended delivery option, pilot in-class.

Target Date:

Certificate Program – January 2015 (**face-to-face, blended and on-line delivery**)

³ As of February 2014, only Charles Sturt University in Australia offers a three year full-time (six year part-time), on-line BA Border Management Program, it does not include a professional designation.

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A. Basic Program Information

Applicant (individual submitting this proposal)	Dr. William Anderson, Cross-Border Institute (CBI)
Department/Program/Faculty etc.	Inter-Faculty Programs, Assistant Provost Dr. Martha Lee, and CBI
Program Title:	Border Management and International Trade
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis) [Please note that, for general degrees, the discipline is not included on diplomas.]	Border Management and International Trade (Certificate)
Proposed Year of Offering:	Winter 2015
Mode of Delivery:	In-class, blended and on-line
Planned steady-state Student Enrolment (per section B.4.2)	80
Normal Duration for Completion:	Eight months
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

Summary of Proposal

Please provide a brief statement about the direction, relevance and importance of the new program.

The foundation of the Certificate program initiative is a community-based focus, addressing the educational needs of Small/Medium-sized Enterprises (SME) business professionals and entrepreneurs and border officials on either side of the border. It has unique features: dual certification and flexibility in learning, relevant to identified needs in the area of border management. The Certificate program includes eight courses: each course can be taken individually as a standalone course, part of an individual's professional development or personal interest, or as part of a required course leading to a Level I or/and Level II Certificate.

The certificate program will have an impact, both on local business community, as well as on a government agencies dealing with the border issues. The Canada Border Service Agency (CBSA) is endorsing the development of this program and plans to offer ongoing support for the Border Management and International Trade Certificate. The CBSA sees this program as an answer to their educational needs that will suit their training and professional development needs. This suggests continuing growth of the program and solid enrollment due to government's interest.

Completion of all eight courses with one year of professional experience leads to CITP designation. Courses will be offered in a continuous four-week cycle, one at a time – initially on weekends, Fri. 18:00 -21:00 and Sat. 9:00 to 15:00 in four weeks. This sequence will allow for flexibility; students could take a break due to personal /professional commitments at any point and rejoin at any later point. Any four successfully completed courses will lead to a Cross-Border Management Level I Certificate and a FITT Certificate and all eight courses will lead to a Cross-Border Management Level II Certificate and a FITT Diploma. This means that at either of the two levels, students will receive dual certification, one from the University of Windsor/Cross-Border Institute and one from the Forum for International Trade Training in Ottawa. The Certificate program courses include face-to-face, online and blended delivery option.

Describe the overall aim and intended impact of the proposed new program.

The overall aim of the program is to bridge the traditional disciplines and to create a distinctive learning environment that aims to address the emerging trends in border management and international trade while simultaneously focusing on multiple stakeholders: academia, government and industry.

The University of Windsor is uniquely located at the Windsor-Detroit border, the busiest border crossing between the USA and Canada and accessible by potential participants from both Southwest Ontario and

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Southeast Michigan. The setting is advantageous for establishment of a unique program, currently not comparable to any program offered by other institutions in the world. As of February 2014, only Charles Sturt University in Australia offers a three year full-time (six year part-time), on-line BA Border Management Program, it does not include a professional designation. The CBI will include a path to Certified International Trade Professional designation the Certificate and potentially opens up an opportunity for the BA program.

This program has been developed in consultation with various federal government departments and agencies, most notably the CBSA and a number of private sector stakeholders who are involved on a daily basis with the movement of goods and services between Canada and the US. This suggests that the Border Management and International Trade Certificate program will have a direct impact on various government agencies and their professional development needs.

Describe the consistency of the proposed new program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

This program is aligned with President Wildeman's Thinking Forward- Taking Action Strategic Plan released in April 2010, strategic priority #4:

Engage the community in partnerships that strengthen the economy, quality of life, and well-being of the Windsor-Essex region.

According to the Office of the Vice-President - Research, Strategic Research Plan Implementation 2013, University of Windsor aspires to be leaders, among others, in the following area:

#4 Understanding Borders

- *Understand all issues, including logistical, economical, societal, human, cultural, political, legal and trade, associated with borders and border-crossing;*
- *Understand and support the development of policies, regulations and best practices that will facilitate border crossing;*
- *Develop the science, technology and engineering that will facilitate safe and secure border crossings, including that of knowledge, goods, certifications, regulations and people;*
- *Train highly qualified personnel who will become next-generation scholars and leaders; and*
- *Understand and support bi-national coordination of environmental and emergency management in border regions.*

University of Windsor, Strategic Research Plan January 1, 2012 to December 31, 2016 (2012), identifies: Emerging Areas of Strategic Priority

The University's research, innovation and creative activity are not limited solely to the areas of strategic priority previously described as it will continue to foster new opportunities and entrepreneurial activities. In order to respond to changing environments and societal needs there will be an ongoing review of the areas of strategic research priority to ensure they embody leading edge research and take advantage of new transformative opportunities as they emerge. Research into Cross Border Strategies has been identified as an emerging thematic area of strategic priority for the University of Windsor. This emerging area of priority will be highly multidisciplinary in nature and is of great importance to the local region and Canada.

B.2 Program Content (QAF Section 2.1.4)

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

Border management in the context of trade facilitation is an under-represented area of study; however, the proposed curriculum is consistent with other certificate programs, both at the university level and at the professional certification level (FITT awarded designation: Certified International Trade Professional).

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

The only comparable program currently offered (commenced in February 2014) is offered by Charles Sturt University in Australia and is full BA program (online only).

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In comparison, our program has several unique features: dual certification, unique location, innovative curriculum and flexibility in learning.

University of Windsor and Forum for International Trade Training in Ottawa is relevant to identified needs in the area of border management and international trade and it is in alignment with the strategic plan of the University of Windsor (Strategic Research Plan (SRP) 2012-2016).

The Certificate program includes eight courses: each course can be taken individually as a standalone course, part of an individual's professional development or personal interest, or as part of a required course, leading to a Level I or/and Level II Certificate (University of Windsor and FITT). Completion of all eight courses with one year of professional experience leads to Certified International Trade Professional (CITP) designation. Courses will be offered in a continuous four-week cycle, one at a time – initially on weekends, Fri. 18:00 -21:00 and Sat. 9:00 to 15:00 in four weeks. This sequence will allow for flexibility; students could take a break due to personal /professional commitments at any point and rejoin at any later point

The assessment practices are endorsed by Centre for Teaching and Learning (CTL) and will include rubrics aligned with learning outcomes and ongoing feedback (see attached course syllabus). The participants will be graded on pass/fail basis.

Future consideration:

The Border Management and International Trade Certificate Program is also aligned with the World Customs Organization PICARD (Partnerships in Customs Academic Research and Development) Programme, a collaborative initiative between academia, government and SMEs. Through PICARD, academic institutions have created the International Network of Customs Universities (INCU). The aim is to enrich research in the field of customs and border management, through the International Customs Journal. University of Windsor can explore partnering with the INCU to further position the program as internationally accredited.

Memoranda of Understanding have so far been signed between WCO and seven universities.

- Riga Technical University, Latvia
- University of Muenster, Germany
- Centre for Customs & Excise Studies, University of Canberra, Australia (Charles Sturt University)
- Zayed University, United Arab Emirates
- The Faculty of Economics, University "Ss. Cyril and Methodius" (FE), Skopje, The Former Yugoslav Republic of Macedonia
- University of Le Havre, France
- Leeds Metropolitan University, United Kingdom

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

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

The proposed name reflects the scope and depth of study, considering the objectives that the program aims to achieve.

B.4 DEMAND FOR THE NEW PROGRAM

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

B.4.1 Student and Market Demand (MTCU section 5)

Describe the tools and methodology used to conduct the market assessment.

Provide quantitative evidence of student and market demand both within and outside the local region (e.g., responses/statistics from surveys, etc.).

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The Student Success Centre engaged in a study to demonstrate the market demand for the graduates of this program and found that there were increasing employment opportunities related to at least 14 border and trade occupations. The market indicators, according to FITT Mercer report (2013), Human Resources: A Vital Driver of Canadian International Trade Capacity and Capability and International Trade Workforce Strategy and Empowering Ontario provide strong indicators of the feasibility of the Border Management and International Trade Certificate Program.

International Trade Workforce Strategy, Report of the FITT Human Resources International Trade Sector Study 2013, identified the key areas and opportunities to increase the number of business-education partnerships and align curricula with integrative trade competencies:

- International business development
- Political and Policy environment
- International investment
- International trade law
- International trade compliance

A workforce strategy, conducive of international trade and identified gaps, includes three critical agents of action: business, government and education.

Integrative competencies according to Mercer-FITT Report:

- International Business Development
- International Business Operations and Planning
- Intercultural Aspects of Integrative Trade
- Political and Policy Environment
- International Risk Management
- International Investment
- International Trade Law
- Global Value and Supply Chain Management
- International Trade and Supply Chain Finance
- International Trade Compliance

The findings are supported through round table discussion and consultation with industry, government and academia, and are integrated to the curriculum design of the program.

Example of government initiative providing funding for SMEs to foreign markets:

In Ontario, small and medium-sized enterprises looking to expand their businesses into foreign markets can apply to the Equal Market Access: A Global Expansion Program (EMA) established by the Ontario Chamber of Commerce, which is supported by the Government of Canada and the Ontario Government. In order to develop their export sales, this program allows businesses with annual sales of \$500,000 or more and 5 or more employees to qualify for a contribution that could cover up to 50% of their costs in areas including: foreign bidding projects, market research, direct costs and marketing tools. SMEs enterprises that eligible must be registered either federally or provincially for a minimum of two years and are in full in compliance with all government laws and legislations. This program began in October 2008 and is a \$5 million dollar initiative where non-repayable contributions can range from \$5,000 to \$30,000. This program has been under-used to date and greater marketing of this initiative would be a viable opportunity for many of the SMEs looking to expand their businesses into the global market.

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

The aim of the program is to attract international students, especially government officials (Homeland Security) and other professionals dealing with border management. Initially, enrolment in the program is anticipated to be predominantly domestic students; however, with the first round of eight courses completed an additional stream of enrollment will come from business community across the border, eventually bringing more balance to the domestic/international student population ratio.

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Student target market includes: small and medium sized businesses engaged or planning to engage with cross border (international) trade; business consultants and other professionals; Royal Canadian Mounted Police; Canada Border Services Agency and other government agencies, U.S. Border Patrol; U.S. Customs and Border Protection Office of Field Operation and U.S. Homeland Security; University of Windsor domestic and international students.

B.4.2 Estimated Enrolments (QAF section 2.1.9; MTCU section 5; Senate Policy C5)

Provide details on projected enrolments in the following tables.

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

<i>Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)</i>	<i>First Year of Operation</i>	<i>Second Year of Operation</i>	<i>Third Year of Operation</i>	<i>Fourth Year of Operation</i>	<i>Fifth Year of Operation (Steady-state student enrolment overall)</i>
<i>In the regular program (non-co-op)</i>	20	30	40	60	80
<i>In the co-op/experiential learning stream (if applicable)</i>	N/A	N/A	N/A	N/A	N/A
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>	N/A	N/A	N/A	N/A	N/A

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

B.4.3 Collaborative Program (QAF section 1.6)

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

This is a Cross-Border Institute developed program that meets requirements for professional designation CITP (Certified International Trade Professional), a designation awarded by Forum for International Trade Training (FITT). It needs to be mentioned that this is accreditation institution for the certificate program and other then the eligibility requirements in terms of alignment with FITT objectives there are no institutional arrangements needed for funding purposes.

B.4.4 Societal Need (MTCU section 6)

Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as review of the proposed program by relevant experts in the field. The development of this proposal included consideration of:

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• <i>comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.</i>	Yes	
• <i>comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.</i>	Yes	
• <i>review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of new positions anticipated in the field, number of positions in the field current being advertised, etc.)?</i>	Yes	
• <i>statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?</i>		No.

If yes, append letters, survey or statistics to proposal.

If no, explain:

As of February 2014, only Charles Sturt University in Australia offers a three year full-time (six year part-time), on-line BA Border Management Program, it does not include a professional designation.

Describe the tools and methodology used to assess societal need.

Elaborate on the

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

- 1) Economic dimension is addressed in Employment Outlook for Future Graduates of the Proposed Program. (Note, the study looked at the potential for certificate and BA program).
- 2) Papers addressing the societal need across Canada FITT Mercer report (2013), Human Resources: A Vital Driver of Canadian International Trade Capacity and Capability (2011) and International Trade Workforce Strategy: Report of the FITT Human Resources International Trade Sector Study (2013), Empowering Ontario (2012), and Emerging Stronger 2014: A transformative agenda for Ontario's economic future (2014).
- 3) Partnerships supporting collaborative initiatives between academia, government, and industry are consistently identified as a growing trend and specifically highlighted in Canada FITT Mercer report (2013), Human Resources: A Vital Driver of Canadian International Trade Capacity and Capability (2011) and International Trade Workforce Strategy: Report of the FITT Human Resources International Trade Sector Study (2013),

B.4.5 Duplication (MTCU section 7)

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

There are no similar programs currently existing in Ontario.

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

N/A

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B.5 RESOURCES

*[In this section, proposers will identify in detail the resources currently available, the anticipated sources of new resources, any reallocation of resources or cost-savings, and additional resources required to run the proposed new program. The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** with the new program proposal.]*

B.5.1 Resources Available

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

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

Faculty Name	Gender	Home Unit	Area of Expertise
Anderson, William	M	Political Science	Canada-US trade, transportation policy, international trade and globalization and regional economic development
Maoh, Hanna	M	Civil and Environmental Engineering	Large-scale simulation models, travel demand analysis, location choice processes, sustainable transportation and GIS and spatial analysis
Dunphy, Sarah	F	Cross-Border Institute, Sessional Instructor (Political Science)	International political economy, Canada-US and International trade, international relations, comparative politics and public policy
Kobe, Renata	F	Cross-Border Institute, Sessional Instructor (Odette School of Business)	International business, global entrepreneurship, international trade management, supply chain management, business planning and operations, organizational behaviour, and cross-cultural management
Tannous, Laurie	F	Sessional Instructor (Faculty of Law)	Customs and immigration management, supply chain import process, Canada-US legal issues, customs and regulatory compliance, public policy councils, and border security and management

B.5.1.1a

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

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the new and existing program(s)	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		<i>Existing program(s) in the AAU</i>	<i>Proposed program</i>
...			

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Category 2: Tenure-track Professors teaching exclusively in this AAU			
...			
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
...			
Category 4: Limited-term Appointments teaching exclusively in this AAU			
...			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
Dr. William Anderson		Political Science	
Dr. Hanna Maoh		Civil and Environmental Engineering	
Category 6: Sessionals and other non-tenure track faculty			
Dr. Sarah Dunphy		Cross-Border Institute Sessional Instructor (Political Science)	
Renata Kobe		Cross-Border Institute, Sessional Instructor (Odette School of Business)	
Laurie Tannous		Sessional Instructor (Faculty of Law)	
Category 7: Others			

B.5.1.1b

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

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

Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program.

Faculty CVs should be provided in a standardized format - contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils.

[Note: CVs are not required for undergraduate diploma or certificate proposals.]

The core faculty are members of the Cross-Border Institute and have shared interest and expertise in the area of cross-border management and international trade. The past work of the institute has been focused on research and this certificate program enables the institute and faculty members to connect with the community

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in new ways through education. These core faculty members have a wide range of expertise in political science, business, engineering and law and strong connections to industry and community as demonstrated through their CVs. If additional instructors are needed to accommodate enrollment increases, the new instructors will be assessed based on evidence of quality in teaching and learning and relevant work experience. These qualities are particularly important in this certificate program because of dual certification, flexible learning and ongoing collaboration between academia, government and industry.

B.5.1.1c

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

The proposed program will be taught by full-time faculty members and sessional instructors.

B.5.1.1d

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

N/A

B.5.1.1e

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

N/A

B.5.1.1f Other Available Resources

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

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

The certificate program is supported by FedDev Ontario grant; any additional needs beyond what is offered to students enrolled in this program will be sustained by this grant.

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

Describe the proposed program's reliance on existing resources from other campus units , including for example:

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

Provide relevant details.

N/A

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

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

Anticipated new resources include: new research grants and technology related grants to support growth of the program and phasing into online delivery method.

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

Identify all opportunities for

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

identified and pursued by the area/department in preparing this proposal.

N/A

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

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

Faculty: New faculty may be hired as per needs due to enrollment numbers increasing.

Staff: Supporting staff will be hired with anticipated growth of the program.

GA/TAs: As needed.

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

Library Resources and Services:

The participants will have access to existing print and electronic books and reference materials at the University of Windsor library.

Teaching and Learning Support:

The Centre for Teaching and Learning (CTL) offers a variety of instructional workshops, courses, as well as technology based teaching resources, such as video conferencing, audio-visual equipment, and media production facilities that support professional development of instructors teaching in the Border Management and International Trade Certificate Program.

Student Support Services:

The following services are available to learners/students:

- Student disability services: <http://www.uwindsor.ca/disability>
- Skills to enhance personal success (S.T.E.P.S): <http://www.uwindsor.ca/lifeline/steps-skills-to-enhance-personal-success>
- Student counseling centre: <http://www.uwindsor.ca/scc>
- Student Success Centre: <http://www.uwindsor.ca/advising/>

Space and Facilities:

Given the availability of the classroom spaces at the University of Windsor in the timeframe the courses will be offered (Friday 18:00 – 21:00 and Saturday 9:00 –15:00), it is anticipated that this will be easily accommodated.

Equipment (and Maintenance):

The Cross-Border Institute has resources and equipment needed to support this program.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average,*

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additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.

Applicants will be required to meet University of Windsor admission requirements.

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

This admission requirement is consistent with other comparable certificate programs across Ontario.

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

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

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

Total courses: 8

Major requirements: see PDC Form Ds

Other requirements: Students must demonstrate level of competency aligned with course/program learning outcomes on a pass/fail grade in accordance with relevant rubrics.

Recommended options (if any): N/A

Description of thesis option (if applicable): N/A

Description of experiential learning components (if applicable): N/A

[Describe how the program requirements differ for students who complete the experiential learning option and those who opt not to.]

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.), if applicable: N/A

For Co-op components:

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

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

Is the completion of the experiential learning/co-op component a requirement of the program? N/A

C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

***Normal Duration for Completion:** provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.*

N/A

***Program Research Requirements:** for research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.*

N/A

***Fields in a Graduate Program [optional]:** Where fields are contemplated, provide the following information:*

- The master's program comprises the following fields: ...[list, as applicable]*
- The PhD program comprises the following fields: ...[list, as applicable]*

N/A

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C.3.2 For All Program Proposals:

C.3.2.1 Standing Required for Continuation in Program

Minimum average requirements for continuation in the program

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

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

The courses are assessed based on pass/fail grading. Each course is a stand-alone course and can be used as such for the purpose of professional development. Successful completion of a course in the program is not precluding students to take another course in the program.

C.3.2.2 Standing Required for Graduation

Minimum average requirement to graduate in the program

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

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

Successful completion of any four courses leads to Certificate I from the University of Windsor and certificate from FITT. Successful completion of all eight courses leads to Certificate II from the University of Windsor and International Trade Diploma from FITT. One year professional experience in the field of international business leads to accreditation: Certified International Trade Professional.

C.3.2.3 Suggested Program Sequencing

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

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

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Completion of all eight courses with one year of professional experience leads to CITP designation. Courses will be offered in a continuous four-week cycle, one at a time – initially on weekends, Fri. 18:00 -21:00 and Sat. 9:00 to 15:00 in four weeks. This sequence will allow for flexibility; students could take a break due to personal /professional commitments at any point and rejoin at any later point. Once the eight courses cycle completes, the new cycle will begin starting with course one and continue with courses number 2-8 in continuous order. Upon increased enrolment, several courses can be offered simultaneously. In addition, blended and online courses will be added upon completion of the first cycle, including all eight courses.

Any four successfully completed courses will lead to a Cross-Border Management Level I Certificate and a FITT Certificate and all eight courses will lead to a Cross-Border Management Level II Certificate and a FITT Diploma. This means that at the either of the two levels, students will receive dual certification, one from the University of Windsor/Cross-Border Institute and one from the Forum for International Trade Training in Ottawa. The Certificate program courses include face-to-face, online and blended delivery option.

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the

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overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.

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

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

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Actively integrate aspects of cross-border integrative trade and risk management associated with finances, international trade and business law, government regulations and policies, supply chain and logistics, market research, market entry, business management, and marketing.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. Survey multiple sources of information and data for decision making, taking into account the dynamic nature of this information and the corresponding need for long-term inquiry.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Relate strategic approaches to navigating the border and managing imports and exports relevant to the learner's objectives and current situations. Predict the balance between the seamless integration of the border and flow of people and goods while ensuring security and safety aspects. Distinguish the processes for facilitating trade from various stakeholder perspectives (professionals, entrepreneurs, small to medium enterprises, security officials, and border management). Analyze international trade and global business considerations comprehensively in planning, implementation, and monitoring.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>D. Reflect on individual learning to identify future opportunities for dynamic development in personal and professional contexts.</p> <p>Analyze international trade and global business considerations comprehensively in planning, implementation, and monitoring.</p> <p>Communicate effectively regarding key international trade and business aspects bearing in mind the breadth of stakeholders and multiple contexts (e.g. policies, laws, codes, regulations, business plans, contracts, agreements, transactions, marketing, and negotiation).</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E Predict the balance between the seamless integration of the border and flow of people and goods while ensuring security and safety aspects.</p> <p>Relate strategic approaches to navigating the border and managing imports and exports relevant to the learner's objectives and current situations. Survey multiple sources of information and data for decision making, taking into account the dynamic nature of this information and the corresponding need for long-term inquiry.</p> <p>Take action to build a culture of organizational learning and model practices that promote better border management.</p> <p>Examine cultural and ethical implications with respect to integrative trade.</p> <p>Distinguish the processes for facilitating trade from various stakeholder perspectives (professionals, entrepreneurs, small to medium enterprises, security officials, and border management).</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge Autonomy and Professional Capacity</p>
<p>F. Communicate effectively regarding key international trade and business aspects bearing in mind the breadth of stakeholders and multiple contexts (e.g. policies, laws, codes, regulations, business plans, contracts, agreements, transactions, marketing, and negotiation).</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
G Take action to build a culture of organizational learning and model practices that promote better border management. Examine cultural and ethical implications with respect to integrative trade.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Reflect on individual learning to identify future opportunities for dynamic development in personal and professional contexts. Take action to build a culture of organizational learning and model practices that promote better border management. Examine cultural and ethical implications with respect to integrative trade.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I Reflect on individual learning to identify future opportunities for dynamic development in personal and professional contexts.	I. the ability and desire for continuous learning	Autonomy and Professional Capacity

C.4.1

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

Through completion of the course work targeting current needs of the participant, the learning outcomes are developed in alignment with University of Windsor learning outcomes, program learning outcomes and course learning outcomes and endorsed by the CTL. Please, see attached alignment tables and sample course syllabus.

C.4.2

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

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

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

The mode of delivery is flexible and offers variety including face to face, blended, and online methods which reflect the needs of the industry and current educational trends.

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C.5 Student Workload

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

Expected Workload per 3.0 Course Credit/week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	5 hours per week (for four weeks)
Tutorials	
Practical experience	4 hours per week (for four weeks)
Service or experiential learning	
Independent study	6 hours per week (for four weeks)
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	10 hours per week (for four weeks)
Studying for tests/examinations	When applicable 3 hours per week
Other: <i>[specify]</i>	

Compare the student workload for this program with other similar programs in the AAU.

All components are comparable to other programs promoting inquiry and student-centred learning offered over a four-week period.

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of, the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.

The initial course offering includes face to face delivery method. With expected growth of the program, blended and online delivery method will be incorporated. All delivery methods will include student-centered methods that increase engagement in collaboration and consultation with available support resources, such as the CTL.

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

Students will be provided with pass/fail grade that reflects their achievement on particular component assessed and with written and oral feedback with clear path to provide an option to reassess and increase the motivation according to the relevant learning outcomes. The rubrics (see attachment) will provide a strong base for consistent, measurable and relevant assessment in an authentic context.

Example below reflects the method of assessment for all courses in the program.

Method of Assessment	% of Final Grade	Due Dates	Related Learning Outcomes
Pre-assessment	10 %	Click here to enter a date.	1-6
Portfolio assessment	50 %	Click here to enter a date.	1-6
Peer assessment	15 %	Click here to enter a date.	1-6
Post-assessment, reflection, and self-assessment	25 %	Click here to enter a date.	1-6

Pre-assessment

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The purpose of the pre-assessment is to understand each learner's existing and preliminary understanding of the course learning outcomes when he/she enters the course

Portfolio assessment

The purpose of the portfolio assessment is to encourage learners to build a portfolio of evidence of their learning relative to the course learning outcomes, certificate program learning outcomes and university level learning outcomes. This will help students to communicate and reflect on their learning both within the context of the course and certificate program as well as professionally beyond the context of the University into other practitioner contexts.

The portfolio assessment may include a variety of teaching and learning methods, such as: problem based learning, case studies, inquiry, reflection, business plans, and other course content and student-centered methods.

Peer assessment

The purpose of the peer assessment is to utilize the learners own skills, beliefs, and knowledge with respect to the course and program learning outcomes in relationship to other learners' skills, beliefs, and knowledge, to further develop their ability to evaluate their learning (a high-level of learning in Bloom's taxonomy) and engage in responsibility and accountability for community learning.

Post-assessment, reflection, and self-assessment

The purpose of the reflection and self-assessment is to develop and encourage the learners meta-cognitive awareness relative to the course learning outcomes and from course-to-course relative to program learning outcomes. The post-assessment also helps to draw a comparison between the pre- and post- assessment, which helps the instructor and program to be evaluated for its effectiveness. This feature is also very important to the CBSA for program assessment purposes, as explicitly stated in several conversations.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)

[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

N/A

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APPENDIX A

FACULTY CURRICULA VITAE

(not required for undergraduate diploma or certificate proposals)

[Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program. Faculty CVs should be in a standardized format - contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils]

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Anticipated letters of support

Federal Government Agencies Responsible for Border Security and Administration:

- Deputy Minister of the Canada Border Services Agency (CBSA)
- Deputy Minister of the Canada Food Inspection Agency (CFIA)
- Deputy Minister of Citizenship and Immigration Canada (CIC)
- Senior Vice-President of the Canada Border Services Agency (CBSA)
- Associate Deputy Minister, Transport Canada (TC)

Private Sector Organizations:

- Mr Matt Marchand, CEO and Executive Members of the Windsor and Essex Chamber of Commerce
- Rick Farrow, President, Farrow Brokerage
- Mr. Mark Nantais, President, Canadian Vehicle Manufacturer's Association (CVMA)
- Mr. Matthew Wilson, Vice-President, Canadian Manufacturers and Exporters (CME)

Non-profit organization:

- Downtown Business Accelerator

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FITT

Forum for International Trade Training, Ottawa

FITT is a non-profit organization established in 1992 by industry and the Government of Canada as part of Canada's sector council initiative. FITT develops international business programs, sets competency standards, designs the certification and accreditation programs for the Certified International Trade Professional (CITP/FIBP) designation, and generally ensures continuing professional development in the practice of international trade.

Why FITT?

The FITT (Forum for International Trade Training) certification program has been incorporated into professional certificate programs at the college level, e.g. colleges Fanshawe College, St. Clair College and Conestoga College as well as Memorial University (NL) and Ascenda College in BC. Post-graduate certificate programs are a rising trend in College education (e.g. it is estimated that at least 5% of college graduates are now former University graduates [CBC article and national study by Stats Canada]). Colleges have thereby positioned themselves to capitalize on a market of University graduates with general bachelor degrees by offering certificate programs that develop employment suitabilities and specialties. This cross-border certificate program will help the University of Windsor to aid students and professionals in developing their employment and specialist orientation in a University environment that will combine the real-world relevancy of FITT certification with the academic rigour that Universities are recognized for. In turn, this will enhance the cross-border certificate's reputation as well as its relevancy, which is likely to make the program attractive and meaningful to students and professionals alike.